

Bend-La Pine Schools
Bend, OR 97703
January 14, 2020

Executive Session at 5:00 p.m.
Regular Meeting at 5:30 p.m.

The Board of Directors for Bend-La Pine Schools will meet in an executive session, under ORS 192.660(2)(f) and (2)(i) at 5:00 p.m. followed by a regular meeting at 5:30 p.m. on January 14, 2020 in room 314 at the Education Center, 520 NW Wall Street, Bend OR.

Agenda

Call to Order	Co-Chair Craig
Pledge of Allegiance	Co-Chair Douglass
Review of Agenda	Co-Chair Craig
National Board Certified Teacher Pinning	Lora Nordquist
OCF Grant Award	Lora Nordquist
Public Input <i>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.</i>	Co-Chair Craig

Consent Agenda

Approval of Minutes – December 10, 2019 & December 27, 2019 <i>Reference: ORS 192.650 and ORS 332.057</i>	Co-Chair Craig
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

Action Items

Approval of 2020-21 Alternative Learning Option Contracts	Co-Chair Craig
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Reports

Division 22 Assurances	Jay Mathisen
Strategic Investment Account Update	Superintendent Mikalson
EL 10 : Financial Planning & Administration Policy Monitoring Report	Superintendent Mikalson
Policy Update : 2 of 4	Superintendent Mikalson
EL 12 : Legally Required Policies Policy Monitoring Report	Superintendent Mikalson

Discussion

Superintendent Vacancy Next Steps	Co-Chair Craig
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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 Board of Directors Meeting Minutes

Meeting Date: December 10, 2019

Meeting Location

Bend-La Pine Schools Education Center
520 NW Wall Street, Bend, OR 97703

Board Members Present

Julie Craig
Carrie Douglass
Shimiko Montgomery
Caroline Skidmore
Melissa Barnes Dholakia
Stuart Young *left meeting at 6:23 p.m.*
Amy Tatom

Call to Order

The meeting was called to order at 5:30 p.m. by Co-Chair Craig. The Pledge of Allegiance and review of the agenda followed.

Public Input

Kaelynn Adams, teacher at Silver Rail Elementary, shared about the current inclusion model the district's Special Programs Department is using with students and the negative impacts it has in the classroom. She asked the district and Board to consider using Student Success Fund dollars to hire more support staff for high needs students.

Nicole Stefano, parent, asked when more information about how the district plans to invest the Student Success Act dollars will be available. Co-Chair Craig said that the Excellence & Equity Report Update will have more information and encouraged Stefano to stay and hear about the district's findings and next steps.

Jen Jennings, parent, thanked the district for doing the Excellence & Equity Review and thanked Better Together for helping lead the effort. She addressed the Board last year about discrimination and racism in the district and said she feels that not much has changed. She noted the amazing partners in the community and encouraged the district and Board to continue to work together on this important topic.

Dr. Dalton Miller Jones, addressed the Board about the importance of hiring staff members who are multi-cultural. He shared a handout about the positive impact of having teachers from underrepresented backgrounds working in schools.

Naomi Crummett, addressed the Board about Restorative Justice and equity practices and the need for the district hire teachers of color.

Oscar Gonzales, with the Latino Community Association, shared about the need to have more culturally responsive curriculum in schools and advocated for more staff to be trained in how to use Restorative Justice practices when working with students of color.

Romir Chatergy, member of Restorative Justice and Equity group, reemphasized sentiments about the need to use Restorative Justice practices. He asked Board members to consider equity and experiences in creating and focusing on equity in schools as part of their search for a new superintendent.

Consent Agenda

Co-Chair Craig proposed moving the Excellence & Equity Update Report after the Consent Agenda. Board members agreed.

Stuart Young moved to approve the Consent Agenda. Amy Tatom seconded the motion. Unanimous approval.

Reports

❖ Excellence & Equity Update

Superintendent Mikalson shared an update on the Excellence & Equity Review, noting a hard copy report at each Board members seat as well as available for meeting attendees and that the report is also live on the district's website. Mikalson shared about the work which has taken place for the past several months to listen and gain a deep understanding of students' and families' experiences in our schools and to use the information gathered to direct change. The online version of the report provides links with more in-depth information that came from the 36 listening sessions and survey results.

Mikalson noted this is not a "one and done" effort. The district intends to make this type of review an ongoing process and hopes staff, students, families, and community members take time to read and dive deep into the information as it is a shared responsibility to use this information as a catalyst for cause and change. Mikalson said this is a call to action for everyone in our community to engage and dig deeper into the resources that are a part of the Excellence & Equity Review. Mikalson provided a summary of the reflections of what is going well and where improvement can be made.

Mikalson thanked Lora Nordquist, Jay Mathisen, Alandra Johnson, Julianne Repman, Chris Boyd and the team at Better Together who lead the collective review effort. He said the district is committed to making this review an ongoing process, just like the district does to assess the needs of our sites and facilities. Mikalson explained this information will also be considered as the district determines how to invest Student Investment Account dollars. Resources alone don't drive change, but will help lay the ground to help accomplish the district's larger goals. At this time, the district does not know the exact dollar amount that will come from the state. He will continue to keep the Board and community updated on the figures and anticipates sharing a recommendation for investment in February with the Board making final decisions on the investments in March 2020.

Melissa Barnes Dholakia thanked Mikalson and district leadership who lead the Excellence & Equity Review, specifically for those who lead focus groups. She noted Bend-La Pine Schools' efforts far exceed that of other, larger, districts across the state and thanked those who shared during public input and hope this process, report and next steps are validating and encouraged all to dig deeper into the online information. She said she is deeply appreciative of this work and is looking forward to creating action plans to support identified needs. Co-Chair Douglass shared her appreciation for the thorough effort and transparency around the review. She commented on the need for community support and thanked community partners for their work and looks forward to next steps. Co-Chair Craig agreed, adding this could be a great opportunity to look at ways to broaden community partnerships.

Co-Chair Craig recessed the meeting at 6:23 p.m. The meeting resumed at 6:32 p.m.

Action Items

❖ EL 3 : Treatment of Students, Parents / Guardians & the Public Update

Co-Chair Craig noted the Safe Storage Resolution approved by the Board in November 2019 and with this resolution there was suggestion of updating language in EL 3 to align with the resolution. Craig read the updated language in EL 3 aloud.

Melissa Barnes Dholakia moved to approve the updated version EL 3 : Treatment of Students, Parents / Guardians & the Public as presented. Caroline Skidmore seconded the motion. Unanimous approval.

Reports

❖ 2018-19 Alternative Learning Options Evaluation Report

Kathy McCullum, HDESD Alternative Learning Options Coordinator, shared about the evaluation process used to review the district's ALO programs and Charter Schools. McCullum introduced: Bend International School, COIC, Desert Sky Montessori, J Bar J, Academy at Sisters and OYCP. McCullum thanked all for their work and dedication to students and also shared her appreciation for the support Jim Boen provides.

McCullum shared student success stories and noted the ALO's and Charters Schools within the district serve 1,300 students (of that 600 students are not district residents). She highlighted successes from the 2018-19 school year including that 220 GED's were awarded along with 144 diplomas. McCullum noted the goals for the next year for each program. She commented that the recommendation as written, are for the Board to consider as part of the approval to continue programs for 2020-21. Superintendent Mikalson clarified that approval will come back for consideration at the January board meeting.

❖ Ends Report

Superintendent Mikalson shared the Board Ends report, noting a document at each Board member's seat with data that reflects information from the 2018-19 school year. Mikalson noted the achievement gap continues to be an area the district can improve upon, but the measures are showing the district is making progress. He noted, with the work of the Ends Board sub-committee last school year, End #4 and #7 are not part of the report; however he commented that the district has seen an increase in student participation in extra-curricular activities. Mikalson said the state is working to finalize graduation rates and he anticipates the data presented tonight (from district tracking) will be very close to the states final figures.

❖ Secondary Attendance Area Review Update

Superintendent Mikalson shared an update on the attendance boundary process for middle and high schools. The Attendance Boundary Review Committee is currently in the process of gathering and will review feedback from community members on the three proposed boundary maps that have been shared publicly. Feedback is being gathered through community forums and an online survey. Mikalson said the committee will consider the feedback and narrow their work to one boundary map which he anticipates will be shared in January for public review.

Melissa Barnes Dholakia shared her appreciation for the knowledge and expertise of the committee members. She noted the challenges of transportation while trying to establish balanced, yet diverse enrollment and asked if there was more information about student diversity represented in each map option. Mikalson said he would follow up and provide to the Board for the current maps and will also be part of the next round of proposed map(s). Mikalson clarified the boundaries would go into effect for the 2021-22 school year.

❖ Financial Update

Brad Henry reviewed the financial update in the Board packet, noting the annual audit is wrapping up and has gone well. There is not much change since the last financial report given, however, he noted the personnel costs are more refined and the ending fund balance is about \$100,000 more than the adopted budget.

Discussion

❖ Superintendent Vacancy

Co-Chair Craig said the Board received four proposals in response to their superintendent search firm RFP. The Board search committee (Co-Chair Craig, Co-Chair Douglass and Barnes Dholakia) will interview all four search firms this coming Friday and are looking to make a decision as soon as possible. Co-Chair Craig shared an update of the posting and hiring timeline and offered to answer any questions. Caroline Skidmore asked about costs and if the contract for the search firms are negotiable. Co-Chair Douglass said there is room for negotiation and the Board does have discretion with services and costs included.

Board Comments

Caroline Skidmore thanked Superintendent Mikalson for the Excellence & Equity Review presentation and shared her appreciation for the work and effort that went into the process. She appreciates the district's commitment to make this a continuous effort and looks forward to hearing more about how this work will help guide the way the district invests the Student Investment Account funds.

Amy Tatom shared her appreciation for the Excellence & Equity Review and the efforts made to listen and gather feedback from staff, students and families to truly understand the challenges they are facing. She is also looking forward to the Student Investment Account funds and seeing how investments will help support needs identified through this work.

Melissa Barnes Dholakia complimented the work of the ALO's and Charter Schools and the importance of the programs and options they offer students. She attended the MYP review at Pilot Butte Middle School and said it was awesome to learn more about what Pilot Butte staff and students are accomplishing. She has also been meeting with members of Cabinet as part of the superintendent search committee, and appreciates their time and thoughtfulness as the district searches for a new superintendent.

Co-Chair Douglass noted the overwhelming amount of work the district has accomplished through the Excellence in Equity Review process and is excited to dive deeper into the report to learn more. She appreciated hearing the Ends Report and noted the incredible amount of work that goes into meeting the goals of the Ends. Douglass also shared her appreciation for the work of the ALO's and Charter Schools who capture and connect with students who don't fit into traditional school settings.

Co-Chair Craig agreed with fellow Board member comments and shared she also attended the MYP review at Pilot Butte Middle School and appreciates all the work and dedication of being part of such a great program. She noted the OSBA Conference took place in November and she appreciated the time to connect with staff and Board members and especially enjoyed the pre-conference session which focused on Alaska's approach of Trauma Informed Care. She is excited to see how the Excellence and Equity review will impact Ends, Board goals and ongoing work in the district.

Meeting adjourned at 7:25 p.m.

Recorded by: Andrea Wilson

Bend-La Pine Schools Board of Directors Meeting Minutes

Meeting Date: December 27, 2019

Meeting Location

Bend-La Pine Schools Education Center
520 NW Wall Street, Bend, OR 97703

Board Members Present

Julie Craig
Carrie Douglass
Shimiko Montgomery
Caroline Skidmore
Melissa Barnes Dholakia
Stuart Young *attended via teleconference and left meeting at 2:57 p.m.*
Amy Tatom

Call to Order

The meeting was called to order at 1:03 p.m. by Co-Chair Craig. The Pledge of Allegiance and review of the agenda followed.

Discussion

❖ Superintendent Vacancy / Process & Timeline

Co-Chair Craig introduced Dr. Valerie Pitts, search consultant with Hazard, Young and Attea Associates (HYA) who will help lead the superintendent search process. Craig noted that Dr. David Cash, with HYA, will also help lead the search and recruitment efforts.

Pitts shared about the process and timeline HYA will be using for the superintendent search, noting listening sessions, recruitment efforts, screening and vetting of applications, assisting with the interview, selection and transition process.

Discussion ensued on candidate screening and Board members agreed that they would like to take part in a Search Advocate Training that OSU Cascades professor, Erika McCalpine, offers. Co-Chair Douglass will follow up with training dates and times. The training is designed to enhance equity, validity and diversity in hiring practices.

Pitts led Board members through a process to identify norms: being honest, transparent, and open to all view points and ideas; being able to respectfully disagreeing and support the collective decisions of the Board; and making an effort to hear all voices of the board were identified.

Pitts led Board members through a process to identify areas they are most proud of and what they see as a current challenge within the district. Board members identified the following areas of success:

- Progress made on Board Ends over the past 4-5 years (graduation rates) while student enrollment has been growing rapidly, noting the desire to not lose momentum
- The deep seeded respect through the entire system (unions, staff, students, etc.), noting the desire to find a leader who can sustain that respect

- Unified feeling amongst staff at all levels and areas and how can we keep that feeling of empowerment and their work has purpose
- Finance and operations side of the district are managed extremely well with the district being able to weather the last recession and maintain a focus on priorities
- Community support and a successful history of passing bond measures
- Families have choice within the district to find options that best fit their student's needs
- School and staff autonomy
- Excellence & Equity Review and the direction it will take the district
- The district is viewed as a leader amongst other districts in the state, noting the desire for that to continue
- Strong, established district and not in need of a "turn around"

Board members identified the following challenges:

- Inequity in the district with very wealthy and very poor extremes in the community which are reflected in the varying levels of support in schools
- The achievement gap as reflected in the Board Ends data
- School age children are diversifying at a more rapid rate than our community (i.e. 8% of our community is diverse while 18% of our student population is diverse)
- Lack of state funding
- Perception that the Student Success Act dollars will be the "cure"
- The perception and expectation that the schools are going to fix "everything" –inner agency work is an opportunity and also a challenge for the district
- Instructional quality and inconsistency and lack of focus on instructional practices at various levels
- Need to prioritize principals as instructional leaders in their building
- Mental health support and intervention and that the use of best practices vary across the district
- Bullying interventions vary across the district
- Lack of student voice at the district and Board levels
- Needs of South County vs. Bend area schools
- Lack of options or limited space available in current programs and magnet schools

Pitts led Board members through a process to identify and prioritize qualities for the next superintendent. Board members identified the following:

- Excellence & Equity follow through
- Pushing toward consistent, excellent, instructional practices
- The ability to understand the needs of a growing committee / bigger city issues and the need for inner-agency collaboration
- Closing the achievement gap
- Sustainable schools – reducing the carbon footprint of facilities and teaching students about conservation practices and implementing those practices in all school buildings and district facilities
- Core belief system that all students can achieve and be college / career ready
- Need to provide more early learning options

Board members identified the following personal qualities they would like in the next superintendent:

- Communication – someone who can listen to all viewpoints and uses a variety of means to communicate with students, families, and community members
- Good manager – someone who can set a clear vision and knows how to manage and lead a big, complex organization

- Consistency and clearly articulating what they want for the district and the courage to say what is not a priority at this time
- Visionary but also very practical and grounded in reality
- Ability to build relational trust / effective team builder
- Ability to evaluate and re-focus as needed
- Courageous enough to make tough trade-offs, make tough decisions, speak up and out as needed
- Deeply learned equity understanding / learning / issues (track record of some success) with an urgency about our current state of equity
- Successful financial manager
- Strong instructional leader (experience in schools)
- Someone who has a pulse on statewide legislature, ability to be connected at the state level to drive priorities of our region (maybe even drive change at the federal level)
- Someone who will push staff a bit harder without disrupting the good momentum

Stuart Young noted the district also has the Deputy Superintendent position to fill and that it would be good to keep these priorities in mind as the district looks forward in leadership planning.

Discussion ensued on next steps and upcoming dates. The superintendent search committee (Co-Chair Craig, Co-Chair Douglass and Barnes Dholakia) will continue to communicate with fellow board members about the timeline and status of the search.

Meeting adjourned at 4:05 p.m.

Recorded by: Andrea Wilson

DATE: January 10, 2020

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 January 14, 2020. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Moore, Heidi	Advanced Math PS108127TMP	La Pine HS	Temporary Full Time	01/14/2020
Powell, Alisha	Success Coach PS108127TMP	La Pine HS	Temporary Part Time .75 FTE	01/14/2020

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Ashworth, Patricia	Primary Teacher	Bear Creek Elementary	08/31/2015 – 06/30/2020
Houska, Meaghan	Art Teacher	Summit HS	08/26/2002 – 12/31/2019

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
Houska, Meaghan	Art Teacher	Summit HS	01/01/2020 -06/30/20

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

January 9, 2020

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, Classified Resignations, Confidential Resignation, Retirements, Early Retirements and Rehires.

The Human Resources Department recommends approval of the following hires, resignations, retirements, early retirements and rehires at the School Board meeting on January 14, 2020.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Brinkley-Widmer, Patricia	#108152 School Office Secretary II	North Star	Reg 4.8 hrs / day	12/30/19
Dales, Danielle	#107771 EA – Student Inclusion	North Star	Temp 6.5 hrs / day	01/06/20
Desmarais, Micah	#107932 Custodial Crew I	Pilot Butte	Reg 8.0 hrs / day	01/06/20
Fry, Valerie	#107900 Nutrition Server I	Juniper	Reg 3.0 hrs / day	12/18/19
Garcia, Brianna	#108156 EA – Behavior Support	La Pine High	Temp 3.5 hrs / day	12/19/19
Horsley, Rebecca	#107900 Nutrition Server I	Rosland	Reg 3.0 hrs / day	12/13/19
Kimball, Jamie	#107900 Nutrition Server I	High Desert	Reg 3.25 hrs / day	12/09/19
Leonard, Tina	#108134 EA – Student Instruction	Ponderosa	Temp 2.0 hrs / day	12/20/19
Meeuwesen, Kimberly	#108059 Bus Monitor – revised from November 2019 board report. Originally listed as Bus driver.	La Pine Transportation	Reg 5.0 hrs / day	10/02/19
Netzky, Brenna	#107771 EA – Inclusion	Marshall	Temp 7.0 hrs / day	12/16/19
O'Donnell, Linda	#108083 Staff Accountant / Auditor	Business Office	Reg 8.0 hrs / day	12/27/19
Payne, Katherine	#107900 Nutrition Server I	Rosland	Reg 2.0 hrs / day	12/13/19
Puryear, Kymberly	#107900 Nutrition Server I	La Pine High	Reg 3.25 hrs / day	12/18/19
Rodgers, Rosann	#108141 Office Secretary I	La Pine Elementary	Temp 2.0 hrs / day	12/13/19
Spencer, Peggy	#108121 EA – Alternative Education	Marshall	Temp 3.75 hrs / day	12/15/19



HUMAN RESOURCES

Education Center

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

Villanueva, Trista	#107900 Nutrition Server I	Highland	Reg 3.0 hrs / day	12/18/19
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Classified Resignations

Name	Position	Location	Resign Date
Di Spaltro, Emily	Office Secretary II	North Star	10/03/19 – 12/20/19
La Duke, Stacy	EA- Student Instruction – resigned classified position to take certified position.	High Desert	09/24/19 – 12/04/19
Shotwell, Valerie	Speech Language Pathology Assistant	Skyview, Bend High, Special Programs	01/13/99 – 12/23/19

Confidential Resignations

Name	Position	Location	Resign Date
Graham, Katie	Confidential Specialist II	Human Resources	02/13/15 – 01/17/20

Classified Retirements

Name	Position	Location	Resign Date
Quarles, Harlan (Bruce)	Bus Driver	Transportation	08/09/18 – 01/06/20

Classified Early Retirement – Rehire for the 2019-20 School Year

Name	Position	Reason	Rehire Date
Mason, David	Custodial Foreman	Rehire through 6/30/20	01/01/20



ACTION ITEM: Approval of the 2020-21 Alternative Learning Options Contracts

PRESENTED BY: Co-Chair Craig

EXECUTIVE SUMMARY:

At the December 10, 2019 school board meeting, Kathy McCollum with the High Desert Education Service District, presented the Alternative Learning Options Contracts Evaluation report.

As the following executive summary states, the contract programs of COIC, J-Bar-J, Academy at Sisters, Oregon Youth Challenge; and charter schools, Bend International School and Desert Sky Montessori, are all meeting the conditions set forth in their respective contracts. McCollum's recommendation is that the board accept the evaluation reports as written and approve new contracts for the 2020-21 school year for all the Contract and Charter Schools evaluated.

RECOMMENDED MOTION:

I move to approve the recommendation to approve the Alternative Learning Option Contract and Charter School Evaluations as presented at the December 10, 2019 board meeting, and to approve new contracts for the 2020-21 school year for all the Contract and Charter Schools evaluated.

EXECUTIVE SUMMARY

CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS 2018-19

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 2018-19 school year are included as **Attachment B** and are titled *Contract/Charter School Qualifiers – 2018-2019*. Data from the matrix qualifiers include: 1) students served; 2) assessment results; 3) credits earned; 4) students achieving a high school diploma; and 5) students achieving a GED. This data has been graphed and is included as **Attachment C**. Contract and Charter Schools' Smarter Balanced Assessment Results can be found in **Attachment D**.

A written statement, **Attachment E**, from the Bend-La Pine School District Business Office, confirms that for the fiscal year 2018- 2019 all independent Alternate Learning Option (ALO) providers have submitted financial and enrollment information as required and that all providers are in compliance with their contracts regarding expenditures.

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. 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 2019-2020 school year. These contract programs include COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge.

Goals set for the 2018-2019 school year for the Contract and Charter Schools were reviewed during the evaluation cycle, and goals for the 2019-2020 school year have been established.

Included with this Executive Summary are the 2018-2019 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 2018-19 are:

- Bend International School: Increased school enrollment to 207 students, K-8. Academic progress and growth targets were met for grades K-8 in Language Arts and Math, per MAP Assessment. Secured a builder/financer for the BIS Gym.
- Desert Sky Montessori: In DSM's second year, their program was extended to include 4th grade; a second site was opened so that offerings could include six classrooms plus an aftercare program; and parent involvement was further developed to include a fully functioning Parent Community Association.
- COIC: 190 students completed GEDs in 2018-2019 (191 students in 2017-2018) and 100 students achieved their HS Diploma in 2018-2019 (116 in 2018-2019).
- J Bar J: Improved GED completion and high school graduation numbers for both the Ranch and J5 Schools. J Bar J is currently in the process of building and opening a CTE specific building and starting a school-wide Construction Trades program that will give the students the opportunity to be certified in the National Center for Construction Education Research (NCCER) curriculum modules, in addition to classes in culinary, robotics, and art.
- The Academy at Sisters: Completion of a comprehensive Wellness Center as a result of a \$25,000 Wellness grant. A dedicated space has been refurbished to accommodate students and staff alike. The Wellness curriculum integrates academic and therapeutic goals including physical activity, mindfulness, and art therapy.
- Oregon Youth Challenge Program: The complete remodel and expansion of all classrooms, including a new computer lab. All four classrooms are equipped with new furnishings including high-tech ceiling projectors, upgraded "smart stations" for instructional use, an overhead sound system, and new computer stations. The fully-equipped computer lab can accommodate 60 students, and also includes a "smart station" for instructional purposes.

All Contract and Charter Schools evaluated have met 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 2020-21 school year for all the Contract Schools evaluated.



REPORT: 2018-19 Division 22 Assurances

PRESENTED BY: Superintendent Mikalson

EXECUTIVE SUMMARY:

By February 1 of each year, school district superintendents are required to report to their local school board the district's standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in the Oregon Administrative Rules 581-022-2305. This report is commonly referred to as the Division 22 Assurances. Districts are also required to post the report to their websites by February 1, 2020. Finally, districts are required to submit a completed report to the Oregon Department of Education by February 15, 2020.

Below is a listing of each of the 55 individual assurance areas. The district is in compliance with each of these for the reporting year of 2018-19, and will be submitting a report in accordance with the above timeline.

Standards for Public Elementary and Secondary Schools :

581-022-0102	Definitions
581-022-2000	Diploma Requirements
581-022-2005	Veterans Diploma
581-022-2010	Modified Diploma
581-022-2015	Extended Diploma
581-022-2020	Alternative Certificate
581-022-2025	Credit Options
581-022-2030	District Curriculum
581-022-2045	Prevention Education in Drugs and Alcohol
581-022-2050	Human Sexuality Education
581-022-2055	Career Education
581-022-2060	Comprehensive School Counseling
581-022-2100	Administration of State Assessments
581-022-2110	Exception of Students with Disabilities from State Assessments
581-022-2115	Assessment of Essential Skills
581-022-2120	Essential Skill Assessments for English Language Learners
581-022-2130	Kindergarten Assessment
581-022-2205	Policies on Reporting of Child Abuse
581-022-2210	Anabolic Steroids and Performance Enhancing Substances
581-022-2215	Safety of School Sports – Concussions

581-022-2220	Health Services
581-022-2223	Healthy and Safe Schools Plans
581-022-2225	Emergency Plans and Safety Programs
581-022-2230	Asbestos Management Plans
581-022-2250	District Improvement Plan
581-022-2255	School and District Performance Report Criteria
581-022-2260	Records and Reports
581-022-2263	Physical Education Requirements
581-022-2265	Report on PE Data
581-022-2267	Annual Report on use of Restraint and Seclusion
581-022-2270	Individual Student Assessment, Recordkeeping and Reporting
581-022-2300	Standardization
581-022-2305	Operating Policies and Procedures
581-022-2310	Equal Education Opportunities
581-022-2315	Special Education for Children with Disabilities
581-022-2320	Required Instructional Time
581-022-2325	Identification of Academically Talented and Intellectually Gifted Students
581-022-2330	Rights of Parents of TAG Students
581-022-2335	Daily Class Size
581-022-2340	Media Programs
581-022-2345	Auxiliary Services
581-022-2350	Independent Adoptions of Instructional Materials
581-022-2355	Instructional Materials Adoption
581-022-2360	Postponement of Purchase of State-Adopted Instructional Materials
581-022-2370	Complaint Procedures
581-022-2400	Personnel
581-022-2405	Personnel Policies
581-022-2410	Teacher and Administrator Evaluation and Support
581-022-2415	Core Teaching Standards
581-022-2420	Educational Leadership – Administrator Standards
581-022-2430	Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses
581-022-2440	Teacher Training Related to Dyslexia
581-022-2445	Universal Screenings for Risk Factors of Dyslexia
581-022-2500	Programs and Services for Talented and Gifted Students
581-022-2505	Alternative Education Programs



REPORT: 2019 Compliance Report for EL 10: Financial Planning and Administration

PRESENTED BY: Brad Henry, Chief Operations and Financial Officer; Roy Burling, Business Manager

EXECUTIVE SUMMARY:

Major Accomplishments from 2019

- The District developed an effective long-term plan for replacing the current bus fleet, which was shared with the School Board over the course of multiple meetings.
- The District reviewed and updated our intermediate (\$5,000-\$100,000) procurement processes. This update was in response to both changes in federal law and the District's ongoing goal of transparent and efficient use of funds.
- As an addition to the quarterly financial reports provided to the School Board, the District is including information on our 2017 bond investments.
- As part of our annual budget document, the District developed a “building the proposed budget” section to provide greater transparency and clarity about assumptions used in the creation of the annual budget.

Priorities for 2020-21

- A major priority for the upcoming year is to develop the 2019-20 budget with different scenarios based on the Governor’s budget and the Co-Chairs’ budget.
- The District will issue and evaluate and RFP for a new Enterprise Resource Planning (ERP) system. ERP is the software application used to manage business and human resource functions. Our current system, Business Plus, is approximately 20 years old. Because of its age, the system has limitations. It’s important for the School Board to be aware that moving to a new ERP system will be a major undertaking, requiring extensive resources for purchase, implementation, and training.
- The District will issue \$1.5 million full faith and credit financing for Fiscal Year (FY) 2019 bus replacements.
- The District will issue the balance of 2017 authorized General Obligation (GO) bonds of \$93.3 million.
- The District will analyze the value of making an additional payment into the PERS side account, with or without a match from the State.

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

Executive Limitation 10 - Financial Planning and Administration

Background/Discussion

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

Monitoring Report

Financial Planning

Financial planning shall not deviate materially from the Board Ends Policies, risk fiscal jeopardy, or fail to be derived from long range planning that adequately considers compensation, programs and operational costs. Accordingly, the Superintendent shall not present the Board a recommended budget which:

- 1. Is not consistent with the Board's established priorities as established in the Ends policies.**

Evidence of compliance:

Annual budgets are developed consistent with the Board's policy and priorities in place at that time and the budget document offers positive confirmation of compliance. Annual budgets are developed collaboration with administrative and school staff in alignment with the goals and direction of the School Board. Major assumptions used to build the budget are disclosed in the budget document.

- 2. Is not in a summary format that is understandable to the Board and the community.**

Evidence of compliance:

Budget documents are designed to meet the required format as prescribed in Oregon Local Budget Law. The document includes additional information to enhance its readability and transparency. The Finance Office makes sustained efforts to identify best practices for communicating complex financial information so that it can be more easily understood.

Information on the District's budget may be found at

<https://www.bend.k12.or.us/district/organization/budget>

- 3. Does not contain the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.**

Evidence of compliance:

Annual budgets are developed in compliance with Board policies, Local Budget Law, and Oregon Department of Education guidelines. A budget calendar is developed for each cycle with critical inputs identified. Budgets are prepared for the general revenue, special revenue, debt service, and capital project funds. When possible, projected personnel costs are based on contractual agreement with employee associations.

A narrative of the major assumptions management used to build the budget is provided in the budget document. This narrative contains information for the board to assess compliance with

School Board policies and directions. We actively monitor legislative sessions and collaborate with other school districts and organizations to better understand financial issues and conditions that may impact the District.

Specific compliance elements for building the budget include the following:

- Factors used to estimate the average daily membership (ADM) are accurate and supported by the underlying accounting records.
- Reimbursable transportation costs are properly estimated.
- Estimates of beginning cash balances for the ensuing year are reasonable.
- Estimate of delinquent tax collection is reasonable.
- Operating contingencies are only budgeted in a fund with expenditures for personnel, material and services, and/or capital outlay.
- Unappropriated ending fund balance is estimated for each fund.
- Each fund or program contains appropriation by organizational unit or program for each fund (that is the total of all amounts for personnel services, materials and services, and capital outlay).
- Debt service estimates include separate amounts for principal and interest for each bond issue.

4. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year unless otherwise approved by the Board.

Evidence of compliance:

Annual budgets are developed based on projected enrollment and the needs of our students. Enrollment is one of the primary drivers in the State School Fund Formula and estimated resources. Enrollment is also the primary driver for determining staffing needs. Budget requirements or appropriations are projected based on modeling results, historic trends, growth, new legal requirements, and a reasonable buffer to absorb unplanned reductions in resources and increases in requirements. Actual revenues and expenditures are tracked against adopted budget and reported to the Board on a quarterly basis.

5. Fails to propose a budget in accordance with State Budget Law.

Evidence of compliance:

The District is in compliance with legal requirements relating to the preparation, adoption, and execution of the annual budget. The minimum levels of legal appropriation are established in ORS 294. Local budget law is designed to establish standard procedures for preparing, presenting, and administering the budgets of Oregon's local governments. Steps in the development and final adoption of the annual budget included 1) preparing a proposed budget, 2) publishing a notice of budget committee meetings, 3) providing public meetings for questions or comments, 4) gaining the budget committee's approval of the proposed budget, 5) publishing a notice of the public hearing and summary of the approved budget, 6) facilitating the board's public hearing on the approved budget, 7) finalizing the adoption of the budget and enactment of resolutions, and 8) certifying the district's property taxes to the Deschutes County Assessor's Office.

6. Fails to disclose a variance from the targeted 5% ending fund balance.

Evidence of compliance:

The narrative about major assumptions used to develop and build the annual budget will disclose the proposed ending fund balance as percentage of total revenues. Any variance from the targeted 5% will be disclosed.

Financial Administration

With respect to the actual, ongoing condition of the District's financial health, the Superintendent shall not cause or allow:

- A material deviation from the annual budget or budget policy adopted by the Board;
- Any fiscal condition that is inconsistent with achieving the Board's Results, or
- Any fiscal condition that places the long term fiscal stability of the District at risk.

Accordingly, the Superintendent shall not:

1. **Expend more funds than have been budgeted in the fiscal year unless authorized by the Board.**

Evidence of compliance:

Once the board adopts the budget, it establishes spending limits that the District normally cannot exceed unless the board legally changes (i.e., amends) the budget. These limits create spending constraints for District administrators.

Financial estimates are prepared quarterly and compared to legally adopted budgets. The Business Office continuously monitors actual revenues and expenditures against adopted budget. Any expenditures projected to exceed legal appropriations are reported to the board.

2. **Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board.**

Evidence of compliance:

Financial reports provide information that allows readers to determine whether funds are expended within the intent of the adopted budget. Financial reports will demonstrate compliance with legal or contractual requirements. Schools and departments are responsible for monitoring and evaluating expenditures on a regular basis.

3. **Materially indebted the organization unless authorized by the Board.**

Evidence of compliance:

District management will make sensible and strategic use of debt financing. The District maintains a sound debt position, protects the credit quality of its obligations, and preserves financial stability.

Debt is a mechanism to equalize the costs of capital improvements for the benefit of both present and future citizens. The District will not use long-term debt to support current operations. Any debt issuance will be financed over a period that matches a conservative estimate of the asset's useful life, and the average life of bonds will match the average useful life of the assets acquired with debt.

Debt issues are carefully planned and are a predictable and manageable part of the operating budget. An analytical review shall be conducted prior to the issuance of debt including, but not limited to, monitoring of market opportunities and structuring and pricing of the debt. Bond amortization schedules will be structured to minimize interest expense with the constraints of revenues available for debt service. The bonds should include call features to maximize the District's ability to advance refund or retire the debt early. However, call features should be balanced with market conditions to ensure that the total cost of the financing is not adversely affected. The District will use refunding bonds, where appropriate, when restructuring its current outstanding debt. A debt refunding is a refinance of debt typically done to take advantage of lower interest rates.

The District will continually strive to maintain its bond rating by improving financial policies, budget, forecasts, and the financial health of the District so its borrowing costs are minimized and its access to credit is preserved. The District will maintain good communication with bond rating agencies about its financial condition, coordinating meetings and presentations in conjunction with a new issuance as necessary.

The District will provide annual disclosure information to established national information repositories and maintain compliance with disclosure statements as required by state and national regulatory bodies.

The District will, unless otherwise justified, use bond proceeds within the established time frame pursuant to the bond ordinance, contract, or other documents to avoid arbitrage. Arbitrage is the interest earned on the investment of the bond proceeds above the interest paid on the debt. If arbitrage occurs, the District will follow a policy of full compliance with all arbitrage rebate requirements of the federal tax code and Internal Revenue Service regulations, as well as bond contracts. The District will perform (internally or by contract consultants) arbitrage rebate calculations for each issue subject to rebate. All necessary rebates will be filed and paid when due in order to preserve the tax-exempt status of the outstanding debt.

- 4. Fail to provide financial reports at least quarterly or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall not fail to include a recap of changes between the current and previous report.**

Evidence of compliance:

Interim financial reports are prepared quarterly by management and intended for internal use, including that of the board. The quarterly financial statements are designed to assist the board in their determination of management's execution of financial policies and allows the board to monitor spending and to determine if revenues are being received as projected. All aspects of the organization's financial performance, whether positive or negative, are fully disclosed. The quarterly financial reports include a narrative recapping changes between the current and previous report and projected ending fund balance for the general fund operations sub fund.

- 5. Fail to keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education's Program Budgeting and Accounting Manual and Oregon budget law.**

Evidence of compliance:

Management is responsible for adopting sound accounting policies, for maintaining an adequate and effective system of accounts, for the safeguarding of assets, and for devising a system of internal control that will, among other things, help assure the production of proper financial statements.

Financial reports provide information about sources and uses of financial resources. The financial reports account for outflows by function and purpose, inflows by source and type, and the extent to which inflows meet outflows.

The financial statements fairly present the financial position and results of operations of the District in accordance with legal provisions and in accordance with generally accepted accounting principles. Furthermore, the financial operations are carried out in accordance with

appropriate legal provisions including federal and state laws, court orders, ordinances, resolutions, and rules and regulations issued by other governmental agencies.

The District complies with Oregon budget law and Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320.

6. Fail to arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.

Evidence of compliance:

The annual financial statements are accompanied by the report of an independent auditor (SGA CPAs & Consultants, LLP contracted through July 31, 2021), in order to provide users of the financial statements the assurance that the statements are prepared in conformity with accounting and financial reporting standards. SGA examines the District financial statements and internal control systems in order to issue its opinion on the financial statements, including comments and disclosures required by the Minimum Standards for Audits of Oregon Municipal Corporations. The auditors also test the District's compliance with requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* for the expenditure of federal funds.

The [District's Comprehensive Annual Financial Reports](#) (CAFR) are published within the timeframes by Oregon Revised Statutes. The CAFR is distributed to the School Board and posted to the District's website. The CAFR is submitted to the Oregon Secretary of State's office, ODE, Federal Audit Clearinghouse and disclosed on the Electronic Municipal Market Access (EMMA) website.

The CAFR document is also submitted to the Government Finance Officers Association of United States and Canada (GFOA) "Certificate of Achievement of Excellence in Financial Reporting" program and the Association of School Business Officials International (ASBO) "Certificate of Excellence in Financial Reporting" program.

Addendum:

See linked documents above.



REPORT: 2019-20 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 2019-20 school year.

The following report provides a summary of new, revised and retired administrative policies and regulations for the dates of October 2019 – December 2019. 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

2019-20 Quarterly Report (2 of 4)

October 2019 - December 2019

REVISED

Title	Summary	Translation Status
EFAA-AP: District Nutrition & Food Services & EFAA-AR: Child Nutrition Programs	Updates reflect language from ORS 327.535 and ORS 327.537 stating that a school must provide a student a reimbursable meal upon request regardless of the student's ability to pay. Also includes language that districts are prohibited from contacting a student to collect and prohibits charging parent/guardians the collection fees.	In progress
EFA-AR: Sale of Food on District Property	Updated language is in compliance with state and federal laws / regulations for food and beverages sold in schools. District guidelines for vending and food sales in schools has also been updated to match current practice.	In progress
EFAB-AR: Food Products from Home & Kitchen Facility Usage	Updated language reflects practices currently taking place in schools.	In progress
EFC-AR: Student Accessible Vending	Updated language is in compliance with state and federal laws / regulations for food and beverages sold in schools.	In progress
IGBHAB-AR: Choice Option Schools & Programs	Language updated to align with district practice of notification of lottery results.	Complete
IICA-AR: Field Trips / Special Events	Rewrite aligns with district practice and processes for requesting, planning and getting parent/guardian permission for field trips and special activities.	In progress
JG-AP: Student Conduct & Discipline	Language updated to align with district notification practice regarding suspensions.	In progress
JGAB-AP: Use of Restraint or Seclusion	SB 963, the ORS governing restraint and seclusion were amended to clarify and define when and under what circumstances restraint or seclusion can be used. Complaint language has also been updated.	In progress



REPORT: 2019 Compliance Report for EL 12: Legally Required Policies

PRESENTED BY: Shay Mikalson, Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2019

- The District began to provide the School Board with quarterly policy and regulation updates at board meetings. This update provides Board members with a better reflection of the ongoing work throughout the year to ensure policies and regulations are in compliance with law and district practice.
- The 2019 Legislative Session resulted in several new and significant updates to several policies and regulations. The District has worked through and updated all policies and regulations as a result of the session.
- The District continues to translate policies and regulations that are most commonly accessed by parents, guardians, students and staff. Spanish translation is the most common translation being done at this time, however, the District is also making efforts to translate frequently referenced documents into Simplified Chinese, Traditional Chinese and Vietnamese.

Priorities for 2020-21

- The District will continue to evaluate and update policies and regulations as required by law. Several new laws go into effect during the 2020-21 school year and the District is currently working to implement and revise in accordance to new and updated legislation.
- The District will continue to evaluate and update policies and regulation to ensure they are consistent with practice and procedure.
- The District will continue to translate policies and regulations in an effort to ultimately have all 400+ translated.

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

Executive Limitation 12 - Legally Required Policies

Background/Discussion

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

Executive Summary

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 12 – Legally Required Policies.

The work of updating the district's policies and regulations has been, and will continue to be, an ongoing effort as new legislation and administrative rules are adopted, new policy guidance is issued by the Oregon School Board Association (OSBA), district practices change, and situations arise which prompt review and potential revisions. Staff will continue to rely on OSBA updates and support from legal counsel in this ongoing effort. With the transition to a policy governance model, the Superintendent and staff have established policy review and reporting systems to ensure compliance with Executive Limitation 12.

Monitoring Report

The superintendent shall not fail to take all necessary steps to assure that all previously approved Board policies, which are legally required, and are addressed by Administrative Policies. Accordingly, the Superintendent shall not:

- 1. Fail to amend administrative policies to comply with local, state and federal law.**

Evidence of Compliance:

To ensure a methodical and efficient approach to review, revise and monitor district administrative policies and regulations, staff continues to maintain a master spreadsheet of all district administrative policies and regulations. The spreadsheet consolidates information about each administrative policy and regulation:

- Summary of content to enable quick review of administrative policies and regulations that may be impacted by legislative changes in district practices;
- District review and approval dates to quickly identify administrative policies and regulations that require review and revision;
- OSBA Policy Update recommendations to ensure administrative policies or regulations that are impacted by new legislation and ODE regulations are promptly identified and reviewed;
- Date tracking to monitor updates and approval of Cabinet and information shared with the Board along with the status of translation.

Section review:

All administrative policies and regulations are organized in a scheme that groups similar categories of policies and regulations together. Review ensures each policy and regulation are in compliance with existing laws, reflect current district practices, and are consistent and compatible with the policy governance model.

- A/B: Board – Cabinet
- C: Administration – Cabinet
- D: Fiscal – Fiscal Services Department
- E: Support – Safety, Transportation and Nutrition Services Department
- F: Facilities – Maintenance and Facilities Department
- I: Instruction – Teaching and Learning and Special Programs Department
- J: Students – Teaching and Learning and Special Programs Department
- G: Personnel – Human Resources Department
- K/L: Community – Communications and Teaching and Learning.

2. Fail to provide the School Board with information regarding any substantive changes made to the administrative policies listed above.

Evidence of Compliance:

As administrative policies or regulations are updated, tracking continues on the master spreadsheet, along with annotation on the bottom of each policy and regulation that shows dates of review and Cabinet approval. The Superintendent's office keeps a paper record of all administrative policies and regulations and tracks changes made. Records and tracking history are available to Board members at any time.

Once an administrative policy or regulation is approved through Cabinet, Board members will be notified of the update. The Superintendent and his team also keep Board members apprised of any information that would require a change to administrative policy or regulation. A list of all administrative policies, regulations and review of work is available to the Board through policy monitoring with the spreadsheet and with the quarterly updates as an addendum.

3. Fail to create administrative policies consistent with new laws.

Evidence of Compliance:

District staff responsible for monitoring and creating policy consistent with new legislation depend on several sources to keep informed and up to date. The Oregon Department of Education publishes a *Summary of Enacted Legislation* after each legislative session. The Oregon School Boards Association's Policy Services Department provides quarterly policy updates, as well.

4. Fail to inform the School Board when the law necessitates the adoption of new administrative policies required of school boards.

Evidence of Compliance:

Presentation of annual monitoring report and other updates are provided to Board members throughout the year, both through Board leadership and quarterly at public meetings.

Addendum:

See attached quarterly policy and regulation update reports.

**Administrative Policy & Regulation
Quarterly Report (1 of 4)
May 1, 2018 – September 11, 2018**

NEW

Title	Summary	Translation Status
JBB-AP: Educational Equity	Defines the district's commitment to educational equity for all students and what the district will do to achieve equity goals.	Spanish translation is complete.
Discrimination Complaint Form	Created for filing complaints specific to discrimination as defined in AC-AP and AC-AR.	Spanish translation in progress.

REVISED

Title	Summary	Translation Status
AC-AP: Non-Discrimination	Describes the district's commitment to ensuring the right of every student and employee to a safe, positive and productive learning and working environment free from discrimination.	Spanish translation in progress.
AC-AR: Discrimination Complaint Procedure	The process for filing a discrimination complaint and process of the investigation are explained. A new discrimination complaint reporting form is also included.	Spanish translation in progress.
KCA-AR: School Volunteers / Criminal History Records Check	Definition and work of a volunteer is clearly described. Updated language to align with the district's visitor management system process.	Spanish translation in progress.
KCA-AP: Volunteers in Schools	Updated language to align with changes made to KCA-AR.	Spanish translation in progress.
KK-AR: Visitors to District Facilities	Updated language to align with the district's visitor management system processes. Language added to address registered sex offenders on district property.	Spanish translation in progress.
Public Complaints Form	There were several variations of this form. The form has been revised and is to be used for all complaints other than those dealing with discrimination.	Spanish translation in progress.

RETIRED

Title	Summary
JBA / GBN-AR: Harassment / Intimidation / Bullying / Cyberbullying	Consolidated into AC-AR rewrite
JFCFA / GBNA-AR: Cyberbullying	
JHF-AR: Student Complaints	

JBAA / GBNA-AP: Sexual Harassment	Consolidated into AC-AP rewrite
JBA / GBN-AP: Harassment / Intimidation / Bullying / Cyberbullying	
JHFF-AP: Reporting Requirements Regarding Sexual Conduct with Students	

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

Administrative Policy & Regulation

Quarterly Report (3 of 4 and 4 of 4)

February 26, 2019 - June 25, 2019

REVISED

Title	Summary	Translation Status
EEADB-AR : Student Transportation in Private Vehicles	Updates reflect current district practice for determining if a volunteer is approved to drive, including the requirements for a volunteer driver which was previously described in EEAE-AR. There is clarification that the district does not commit to tracking insurance nor inspecting volunteer driver vehicles.	Spanish translation complete
EFA-AP : Local Wellness Plan	Updates include new provisions established by the Healthy Hungry Kids federal law	Spanish translation complete
GBED-AR : Pre-Employment Medical Exam / Drug Testing	Updates reflect current district practice	Spanish translation in progress
IGBHAB-AR : Choice Option Schools & Programs	Previously titled <i>Magnet School Guiding Principles / Application Process</i> . Updated title speaks to all Choice Option programs and schools, application, lottery, sibling preference and is now consistent with processes taking place for Choice Option enrollment.	Spanish translation complete
JEA-AR : Compulsory Attendance	Updated to align with process that is currently taking place in schools when a student needs to leave school early / check out procedure	Spanish translation complete
JEBA-AR : Guidelines for Entrance and Early Entrance into Kindergarten and 1 st Grade	Updated early entry evaluation process and guidelines	Spanish translation complete
JEC-AP : Admission of Students	Updated language to match student enrollment packet	Spanish translation complete
JHCD-AR : Administration of Medication	Corrected to include dietary food supplements as part of the non-prescription medication group.	Spanish translation complete
KBA-AR : Public Records Requests	Procedural updates and clarification of time frames as defined in SB 481. HB 3646 added legislation that a public body shall not disclose personnel information for the purpose of enforcement of federal immigration laws.	Spanish translation complete
KCA-AR : Volunteers in Schools	Updated language reflects expectations of volunteer drivers as also stated in EEADB-AR.	Spanish translation complete
Public Records Request Form	Updated to align with KBA-AR language updates	Spanish translation complete

RETIRED

Title	Summary
EEAE-AR: Proof of Liability Insurance for Volunteers Transporting Students	No longer necessary with EEADB-AR and KCA-AR updates.

TRANSLATION COMPLETED SINCE LAST REPORT

Title
Student Enrollment Packet : translated in Vietnamese, Chinese Traditional and Chinese Simplified
Field Trip Request and Parent Permission Forms : translated in Vietnamese, Chinese Traditional and Chinese Simplified