

Bend-La Pine Schools
Bend, OR 97703
December 8, 2020

Regular Meeting at 5:30 p.m.

VIRTUAL MEETING NOTICE

To support Governor Brown's orders for social distancing, the Board of Directors for Bend-La Pine Schools will conduct the December 8, 2020 School Board Meeting virtually. Members of the public are invited to watch or listen to the meeting.

YouTube Live Streaming : <https://bit.ly/BLSboardmeeting>

Join by Phone: 408-418-9388 / access code: 120 382 8128

During the period when meetings are held virtually, the Board of Directors will only accept written public comment.
Public comment may be submitted the following ways:

- Email to : school-board@bend.k12.or.us - please clearly label the subject line as "public comment" and include the topic
- Mail to : Bend-La Pine Schools Board of Directors, 520 NW Wall Street, Bend, OR 97703
Mail to : Bend-La Pine Schools Board of Directors, 520 NW Wall Street, Bend, OR 97703

Agenda

Call to Order	Chair Douglass
Review of Agenda	Chair Douglass
Review of Written Public Comments Received	Chair Douglass

Consent Agenda

Approval of Minutes – November 10, 2020 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair Douglass
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Katie Legace, Deputy Superintendent

Reports

School Reopening Update	Superintendent Nordquist
Alternative Learning Options Report	Kathy McCullom, HDESD
EL 8 – Instructional Program Policy Monitoring Report	Katie Legace, Deputy Superintendent
Financial Report	Leah Bibeau

Action Items

OSBA Board of Directors, Position 3 Election & 2021-2022 Legislative Priorities & Principles Resolution	Chair Douglass
Real Estate Transaction – Sale of Brosterhous Property	Mike Tiller

Discussion Items

Superintendent Search Process	Chair Douglass
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Board Comments

Adjourn

Bend-La Pine Schools Board of Directors Meeting Minutes

Meeting Date: November 10, 2020

Meeting Location:

To support Governor Brown's executive orders for social distancing, the Board of Directors conducted the Board Meeting virtually, through Cisco Webex. The meeting was also live streamed to the BLS Schoolboard YouTube webpage.

Board Members Present

Carrie Douglass
Shimiko Montgomery
Melissa Barnes Dholakia
Amy Tatom
Caroline Skidmore
Stuart Young
Julie Craig

Call to Order

The meeting was called to order at 5:32 p.m. by Chair Douglass, roll call followed.

Review of Agenda

Chair Douglass reviewed the agenda; noting the revised agenda which moved the Executive Limitation Updates from the Consent Agenda to an Action Item.

Public Input

Chair Douglass noted the Board was accepting general public input and input specific to the Student Investment Account Grant Agreement at the meeting tonight. No public input was received on either topic.

Consent Agenda

Julie Craig moved to approve the Consent Agenda. Shimiko Montgomery seconded the motion. Unanimous approval.

Reports

❖ School Reopening Update

Chair Douglass shared her frustration in the rising COVID-19 infection rates in Deschutes County; noting the surging numbers are directly preventing students from returning to school. The Board recently sent a letter to community partners to help support efforts that would help reduce COVID-19 cases and ultimately, help students return to school. She noted there is an emergency City Council meeting scheduled for noon on November 12 to discuss this topic in more depth. Douglass also read a statement from St. Charles which emphasized safe gathering practices, especially over the upcoming holiday seasons.

Superintendent Nordquist shared an update on the recently revised return to school metrics and the district's plans at the various levels to return to school once metrics are met. Nordquist said, currently, about 10% of the district's student population is being served in Limited In Person Instruction (LIPI) and with the expanded metrics, the district is looking to also expand LIPI opportunities.

Nordquist introduced Bend City Mayor, Sally Russell and Deschutes County Commissioner, Tony DeBone to share about the work their organizations have done, and are considering doing, in an effort to help mitigate COVID-19. Discussion ensued on the importance of education, enforcement of safety measures, and increased community-wide communication efforts that could help mitigate city and county infection rates. Douglass

emphasized that the Board is encouraging all community members to follow best practices, stay away from risky activities that are shown to cause infection spread, and listen to the science on how to reduce and mitigate the spread of COVID-19. Russell thanked Douglass for bringing community partners together and her efforts to get students back to school. Douglass thanked Russell and DeBone for their time and service to the community.

❖ **Executive Limitation Policy Monitoring Reports**

Katie Legace noted the executive summaries and reports in the Board packet for each of the Executive Limitation reports and reviewed highlights of work accomplished and priorities for the upcoming year.

EL 3 – Treatment of Students, Parents / Guardians & the Public

Legace reviewed the Excellence in Equity Review process that took place during the 2019-20 school year and shared how the results and data gathered have helped define the work of the Equity Coalition. The district is also partnering with the BRYT Organization to help with SEL work in all high schools and provide all administrators and supervisors with equity trainings. She noted the district is also continuing to transition toward a restorative justice based disciplinary practice.

EL 4 – Treatment of Staff

Legace noted the Culture of Care project and grant being used to help train staff in best practices on how to support students who have experienced trauma. Safe working environments continue to be a priority and initiative the district is working on. The district is also continuing to prioritize ways to diversify the district's workforce. Jon Lindsay shared student and staffing demographic data and the desire of the district to have a workforce that is reflective of our community and student population. He also noted gender balance and diversifying language skills as also being priorities the district will continue to work toward.

Barnes Dholakia shared her appreciation for the data and the efforts the district is making to diversify the workforce in ethnicity and gender. Amy Tatom agreed and appreciated the data presentation. Lindsay noted a new position in Human Resources, the Director of Retention & Recruiting, is currently posted and said he is grateful and excited to expand this portion of the Human Resources Department.

EL 5 – Staff Compensation & Development

Legace said the district continues to lead and be focused on National Board Certified Teacher certification. Legace also commented on the professional development and focus on distance learning platforms, which continue to be a work in progress and priority to continue to expand on. Kinsey Martin shared about the Grow Your Own, Alternative Pathways and LEAD Cohort initiatives she has been a part of. Chair Douglass thanked Martin for the great information and shared her enthusiasm and support for this impactful work.

EL 6 – Staff Evaluation

Legace shared about a new evaluation system that was implemented for the Classified employee group in 2019-20 and added there is work underway to adjust the teacher evaluation in light of distance learning. Dave VanLoo shared about the Youth Truth survey tool that the district is moving forward with using in an effort to gather more staff, student and family voice. Student topics include engagement, academic challenge, culture, health and wellbeing, diversity, etc. Staff survey topics include culture, relationships, engagement, professional development, etc. Family survey topics include culture, communication, safety, resources, engagement, etc. all surveys come in multiple languages and the theme of similar topics will provide data that can be compared by student, staff and family. VanLoo shared how data is gathered, reported, and the ways in which the district can compare and utilize the data collected.

Survey communication will begin soon to help get response rates as high as possible. The survey will be administered in January and data will be back to the district in February and then the district will provide a training, by level, to evaluate the data.

Barnes Dholakia shared her appreciation for information shared in the reports and hearing about next steps and continued goals of the district.

Action Items

❖ Student Investment Account Grant Agreement Approval

Superintendent Nordquist noted the grant agreement in the Board packet, which she also presented at the October Board meeting, and offered to answer any clarifying questions about process or priorities. There were no questions or comments.

Chair Douglass moved to approve the Student Investment Account Grant Agreement. Melissa Barnes Dholakia seconded the motion. Unanimous approval.

❖ Executive Limitation Updates

Melissa Barnes Dholakia led Board members through a review of Executive Limitations 3, 4, 5, 6, 8 and 9 noting adjustments and clarifications made to the EL's based upon feedback received from Board members and district leadership. Shimiko Montgomery suggested removing the word "learning" in EL 3, #7, to ensure that trauma-informed practices are being used in all district environments.

Chair Douglass thanked Barnes Dholakia for her work and effort to incorporate suggestions and feedback.

Melissa Barnes Dholaki moved to approve Executive Limitations 3, 4, 5, 6, 8 and 9 as presented, noting the amendment to EL 3 as Montgomery suggested. Stuart Young seconded the motion. Unanimous approval.

Discussion Items

❖ Superintendent Search Process

Julie Craig shared about the interview timeline, and said the six semi-finalist interviews will take place November 19 & 20. The Board is hoping to come away with two finalists who will be interviewed on December 17 & 18. Douglass added she looking forward to meeting candidates and working with the selection committee, which includes 17 district staff members. The finalist interviews will also include students, community partners, and a community forum.

Board Comments

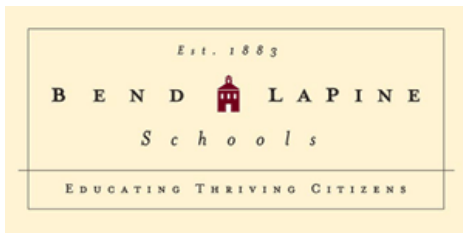
Julie Craig shared the Kindness Campaign video developed by Alandra Johnson and thanked the students who shared their wisdom and participated in making the video.

Shimiko Montgomery shared her appreciation for the video and enjoyed hearing from students. She also appreciated hearing the EL reports tonight and the good work and priorities of the district.

Stuart Young thanked Chair Douglass for her energy and leadership efforts and working with community partners to help get students back to school.

Meeting adjourned at 7:35 p.m.

Recorded by: Andrea Wilson



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: December 4, 2020

TO: Lora Nordquist, Superintendent
Board of Directors for Bend-La Pine Schools

FROM: Jon Lindsay, Executive Director of Human Resources

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 8, 2020. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Morse, Delaney	PS108595TMP SPED Teacher	Special Programs	Temporary Full Time	01/04/2021
Segal, Erica	PS108575TMP STEAM Teacher	Silver Rail Elementary	Temporary Full Time	11/16/2020
Weiler, Kelly	PS108200 SPED Teacher	Special Programs	Regular Part Time .50 FTE	12/01/2020

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bell Roemer, Renee	Elementary ERC Teacher	Special Programs	03/30/1993 – 11/30/2020
McCormick, Christie	Virtual Education Teacher	Bend-La Pine Online	10/14/1992 – 12/31/2020

CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES
McCormick, Christie	Virtual Education Teacher	Bend-La Pine Online	01/01/2021 – 06/30/2021

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Wilson, Andrea	Human Resources Supervisor	Human Resources	Regular Full Time	12/02/2020

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



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December 3, 2020

TO: Lora Nordquist, Superintendent
Bend-La Pine School Board of Directors

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

RE: Classified Recommended Hires, Resignations, Retirements, Early Retirement and Rehires.

The Human Resources Department recommends approval of the following hires, resignations, retirements, early retirement and rehires at the School Board meeting on December 8, 2020.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Brookhart, Kathryn	PS108557 EA – Student Instruction	Rosland	Temp 3.5 hrs / day	11/09/20
Cathcart, Christina	PS108583 Transportation Specialist (moving from 219 to 236)	Transportation	Reg 8.0 hrs / day	11/19/20
Daggett, Shelley	PS108587 Bus Monitor	La Pine Transportation	Reg 4.0 hrs / day	11/23/20
Jacox, Sean	PS108560 EA – Student Instruction	Highland	Temp 3.0 hrs / day	11/13/20
Johnson, Kimberlee	PS108585 Office Secretary II	Bend High	Temp 8.0 hrs / day	11/18/20
O'Connor, Chance (Scott)	PS108448 EA – Student Instruction	Elk Meadow	Temp 3.0 hrs / day	11/09/20
Richard, Aimee	PS108584 Office Secretary II	Three Rivers	Reg 8.0 hrs / day	11/19/20
Spreier, Brenda	PS108555 Accounting Technician / Accounts Payable	Business Office	Reg 8.0 hrs / day	11/18/20
Tupper, Cody	PS108579 Entry Level Repair Technician	Transportation	Reg 8.0 hrs / day	11/30/20
Underwood, Cheryl	PS108431 Custodial Crew I	Maintenance	Reg 8.0 hrs / day	11/04/20



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

Classified Resignations

Name	Position	Location	Resign Date
Moroukian, JoAnna	EA – Inclusion	Cascade	09/24/18 – 11/20/20
Pollard, Asa	EA – Student Instruction	Buckingham	10/06/20 – 11/20/20
Schwartz, Kandice	Bus Driver	La Pine Transportation	03/12/18 – 12/04/20
Seile, Adam	Building Services Controls Technician	Maintenance	02/11/08 – 12/04/20
Spadola, Matthew	Bus Driver	Transportation	09/08/20 – 11/16/20
Terrell, Austin	Repair Technician	La Pine Transportation	08/08/16 – 11/19/20
Tucker, Sharon	Nutrition Server I	Pacific Crest	03/19/18 – 12/04/20

Classified Retirements

Name	Position	Location	Resign Date
Ammann, Stacey	Accounts Payable Tech	Business Office	06/17/02 – 11/30/20
Faulkenberry, Jeani (Beth)	Office Manager	Three Rivers	08/10/09 – 12/18/20
Lockett, Jim	Custodial Foreman	Amity Creek/Support Services	10/14/08 – 12/30/20

Classified Early Retirement – Retire and Rehire

Name	Position	Reason	Rehire Date
Harper, Kellie	Records Clerk	Rehire through 6/30/21	01/01/20 – 06/30/21

Contract & Charter School Evaluations

2019-2020

Bend-La Pine Schools

December 8, 2020

**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 2019-20

Prepared by Kathy McCollum

In accordance with OAR 581-022-1350, Bend-La Pine Schools are required to annually evaluate alternative learning programs, i.e., Contract Schools under ORS 336.615 and Charter Schools under ORS 338.095. 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**.

Summary results for the 2019-20 school year are included as **Attachment B** and are titled *Contract/Charter School Qualifiers – 2019-2020*. 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 for school year 2019-20 are not available, as assessments were not administered due to COVID-19.

A written statement from the Bend-La Pine School District Business Office, **Attachment D**, confirms that for the fiscal year 2019-20 all independent Alternative Learning Option (ALO) providers and Charter Schools 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, although were extended to May 29, 2020 due to COVID-19. 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 2020-21 school year. These contract programs include COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge.

Goals set for the 2019-20 school year for the Contract and Charter Schools were reviewed during the evaluation cycle, and goals for the 2020-21 school year have been established.

Included with this Executive Summary are the 2019-20 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 2019-20 are:

- Bend International School: Completed and finalized solar ready plans with the BIS Green Team, Board, and builder to build the BIS Gym, a globally sustainable project with student and community involvement. Construction is underway and scheduled to be completed Winter 2021; BIS was the only charter school in our region awarded the SIA grant, to be funded directly to BIS, through the Oregon Department of Education! Created groundwork for a new committee, the Social Justice and Equity Committee, formed of BIS Board Member, Staff, and Parents to carry out planning for increasing diverse resources, curriculum, and strategies to build success and inclusion for all.
- Desert Sky Montessori: In DSM's third year, their program extended to 5th grade and added a 7th classroom, to complete all elementary grades. Even with the COVID-19 interruption, they continued to grow as a community that values and prioritizes a comprehensive Montessori program with high quality teachers and materials, and develops strong family connections.
- COIC: Assisted with 60 graduates and 5 GEDs during COVID-19; Had a Drive through graduation ceremony with 87 attendees; Obtained GED Testing Service permission to administer paper GED exams - the only non residential program in the US with this ability. This will enhance GED testing for 2020-21 program year; Ran two work crews for the US Forest Service (under OSHA approved guidelines); Awarded HECC GED Wraparound Grant for \$42,000 for 2020-21. Placed 12 La Pine youth in paid work experiences Before COVID-19 shutdown!
- J Bar J: Successfully graduated twenty-three students, thirteen with diplomas and ten with GEDs in the 2019-20 school year. A new CTE Basic Construction Program moved forward with the opening of a brand new CTE building and having two teachers receive certification to teach the NCCER curriculum. J Bar J was also awarded a GED Wraparound Grant for \$72,000 to provide ongoing development of its CTE Basic Construction program by hiring a full time CTE teacher as well as purchasing Paxton/Patterson Construction modules as part of our hands-on curriculum.
- The Academy at Sisters: The completion of a Science lab funded by a local donor. The new lab will allow the Academy at Sisters to move forward with its long-term goal of eventually becoming accredited as a STEM school.
- Oregon Youth Challenge Program: Nationally recognized for achieving a 97% program completion rate for students enrolled at the time of COVID's shift to a full distance learning model, meeting all National Guard Bureau requirements. Additionally, the significant increase of individualized academic instruction for all students through the addition of an FTE Language Arts Teacher, and the implementation of an Academic Support Class providing weekly 1-1 and small group direct instruction for our significantly impacted student population (>33% students are identified with special educational needs) struggling with essential skills deficits, in order to successfully meet rigorous academic goals.

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 2021-2022 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

2019-2020 Qualifier Matrix

Bend-La Pine Schools
Contract/Charter School Qualifiers

Contract/Charter School		Bend International School - BIS	Desert Sky Montessori	COIC Classroom	COIC Juvenile Department	J Bar J	The Academy	Oregon Youth Challenge - OYCP
				Demographics				
# of Students	In District	182	137	311	38	6	0	4
Enrolled:	Out of District	20	11	0	63	127	36	336
% on IEPs		8.90%	6.70%	22%	31%	34%	25%	34.0%
% of ELLs		4%	2%	6%	2%	6%	0	19.00%
% of Economically Disadvantaged		31.20%	31.20%	34%	100%	100%	0	43%
Ethnicity:	White	165	141	281	88	68 White; 19 Black; 3 Pacific		131
	Latino	32	7	31	18 # Who Identified Both White and Latino - 15	25	2	156/Latino 19/Other
				Academic Success				
OAKS Assessments:	ELA			NA	None-Due to COVID		Not tested due to COVID	None-Due to COVID*
	Math			NA	None-Due to COVID			None-Due to COVID*
MAPS		Academic Progress K-8/202		NA	N/A			N/A
easyCBM			Math K-5 148 students	NA	N/A			N/A
DIBELS		K-3/92 students	148	NA	N/A			N/A
WIAT				NA	N/A		See Note #1	N/A
STAR:	Reading			NA	N/A	133- See Note #1	See Note #1	N/A
	Math			NA	N/A	133-See Note #1	See Note #1	N/A
Work Keys				NA	N/A			None-Due to COVID*
TABE	Reading			6.3	N/A			160* TabE In/Out. Overall Grade Equiv improved 1.4 levels
	Math			5.2	N/A			N/A
PSAT:	Reading				N/A		3 students met Essential Skills	N/A
	Math			NA	N/A		3 students met Essential Skills	N/A
SAT:	Reading/Writin			NA	N/A		4 students met Essential Skills	N/A
	Math			NA	N/A		4 students met Essential Skills	N/A
ACT:	Reading/Writin			NA	N/A		0	N/A
	Math			NA	N/A		0	N/A

			Coursework				
# of Credits Attempted			972	18.75	389	138.25	2706.5
# of Credits Earned			799.75	18.75	389	138.25	2706.5
			Graduation/GED				
# of Program Graduates			NA	N/A	111	10	306
# Dropped from Program			51	N/A	22	11	34
Return to High School			7	96	115	15 retained in 20-21 School Year	277
Median Length of Program Stay			50 days	Median - 4 Days Average - 6.7 days	Ranch- 6.3 mos J5- 3 mos	13.3	22 weeks
# of Students Earning Diplomas			94	0	13	2	22
# of Students Earning GEDs			49	0	10	0	7
			Other Accomplishments				
			32-Paid Work Experiences	N/A		Completion of Science Lab	15594*
			52500-Wages Earned	N/A		See Note #1 and #2	83*

* COVID impacted

J Bar J Boys Ranch/J5

Note #1

Reading: 77% of students tested below grade level at time of enrollment.

1. Based on STAR Reading assessments, the average scores of students who tested below grade level are 4.5 grade levels below grade level at enrollment.
2. Average grade level gains in Reading are 2.0 grade levels.

Math: 69% of students tested below grade level at time of enrollment.

1. Based on STAR Math assessments, the average scores of students who tested below grade level are 3.4 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 2.2 grade levels.

Boys Ranch

Note #2

Credit deficient at time of enrollment 85%
Current on credits at time of enrollment 53%
Students on active IEPs 34%
Students on 504s 6%

Academy at Sisters 2019-20

Note #1

Reading: 40% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, the average scores of students who tested below grade level are 3.0 grade level below grade level at enrollment.
2. Average grade level gains in Reading is 1.7 grade level.

Math: 33% of students tested below grade level at time of enrollment.

1. Based on WIAT testing and STAR Math assessments, the average scores of students who tested below grade level are 4.2 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 2.4 grade levels

Writing: 33% of students tested below grade level at time of enrollment

1. Based on WIAT testing, average scores are 3.3 levels below grade level at enrollment.
Average grade level gains in Writing is 2.3 grade level
2. State testing was not done due to COVID 19

Academy

Note#2

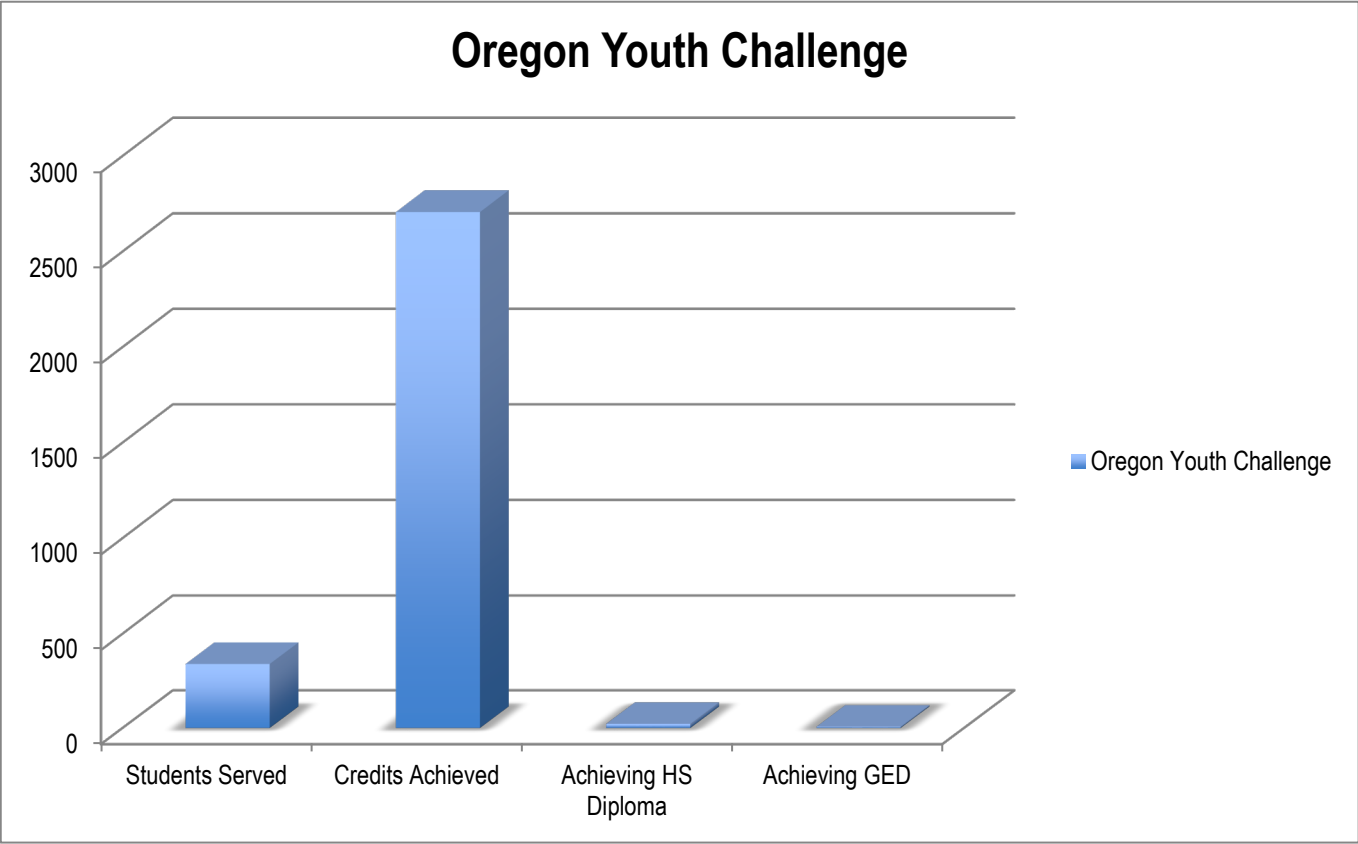
Credit deficient at time of enrollment 17%

Current on credits at discharge 100%

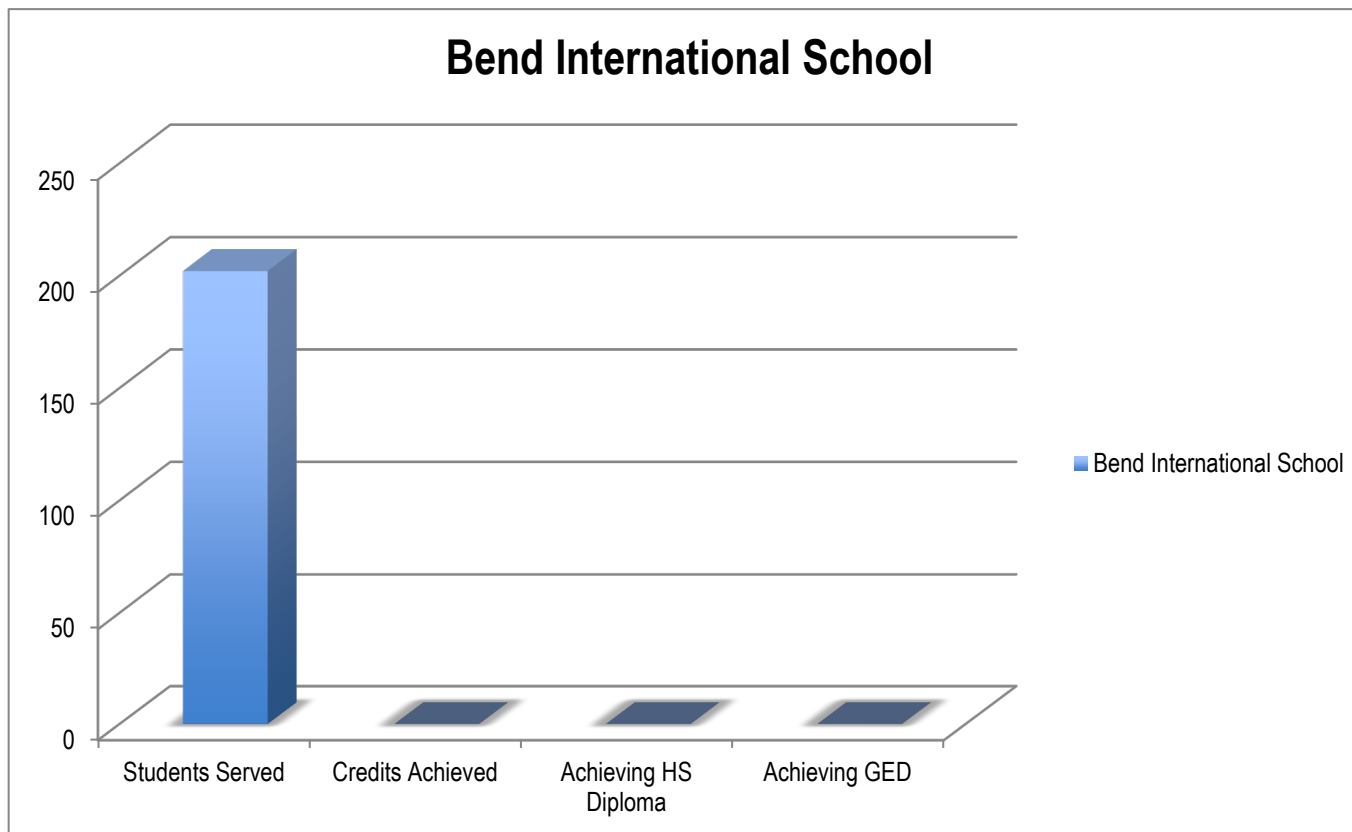
ATTACHMENT C

Data and Graphs

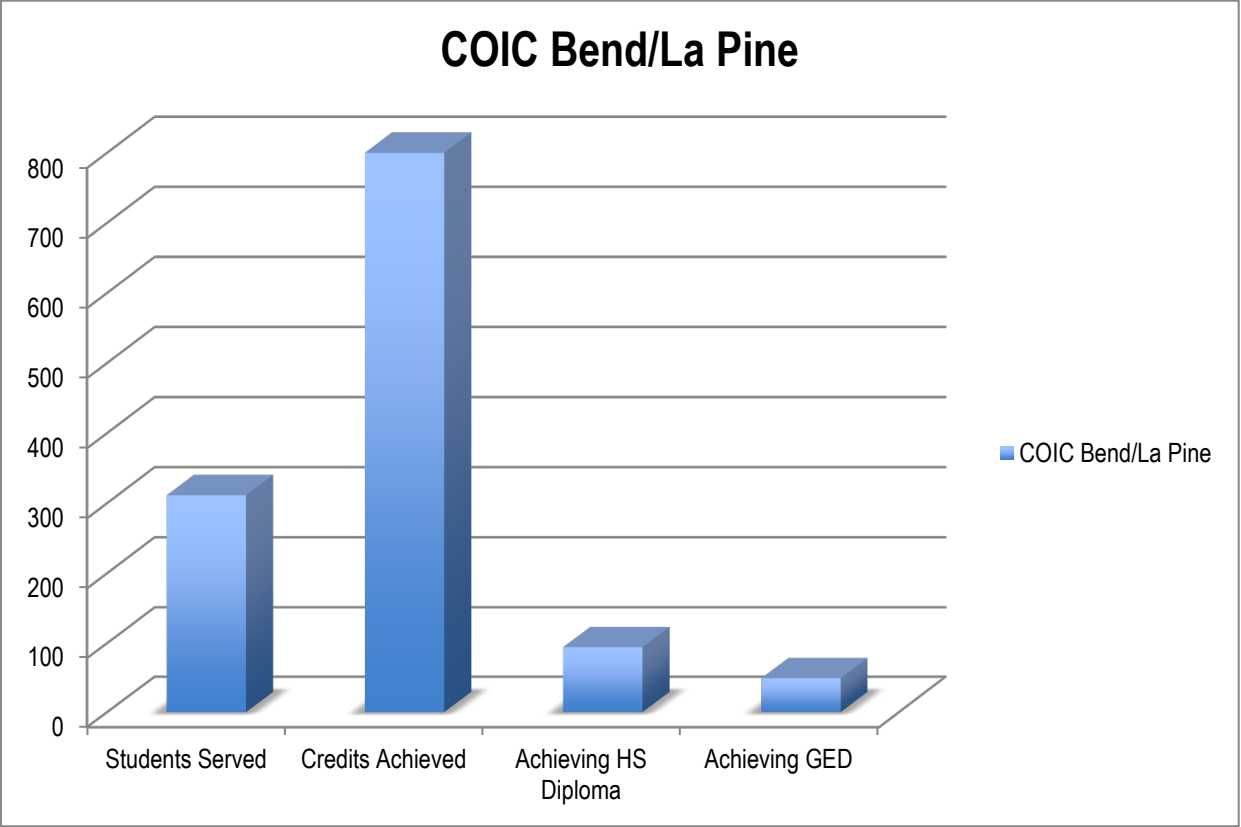
Oregon Youth Challenge	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	340	2,707	22	7



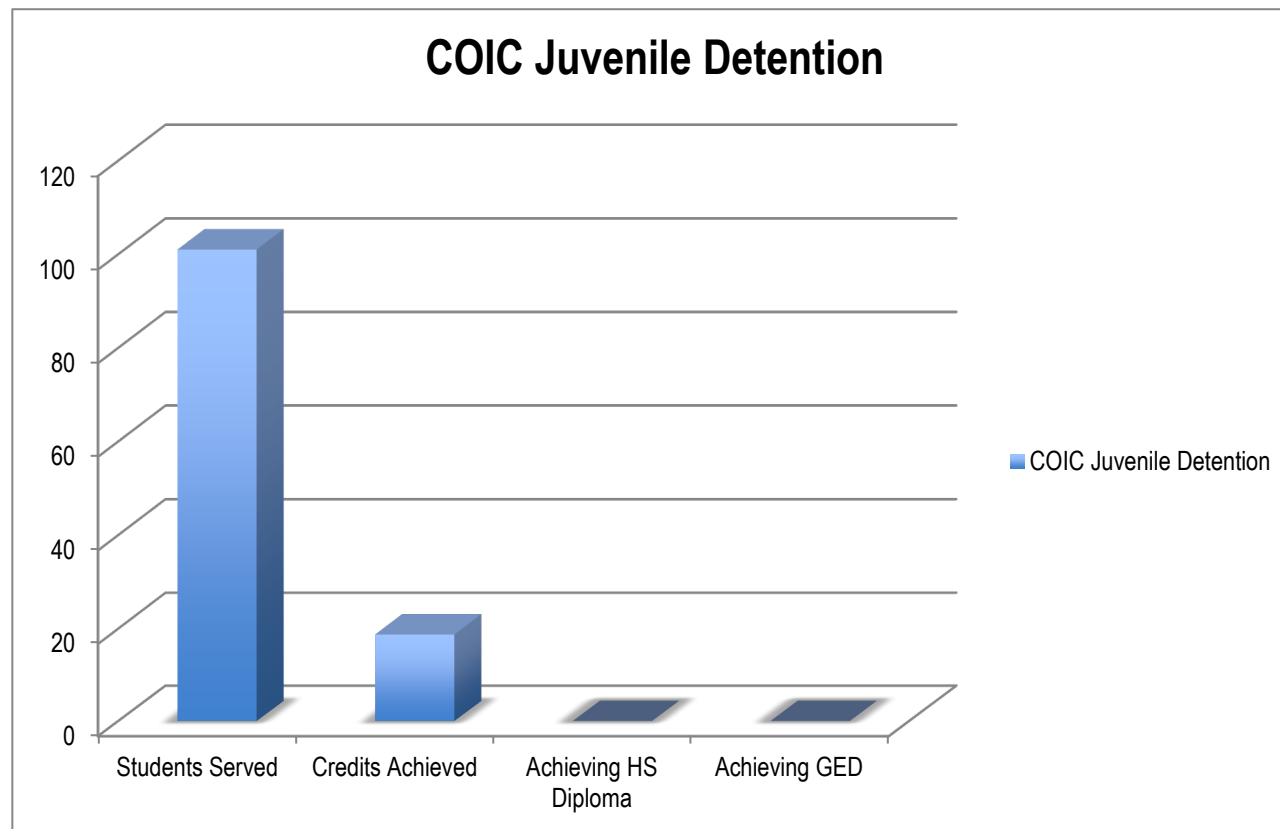
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Bend International School	202	N/A	N/A	N/A



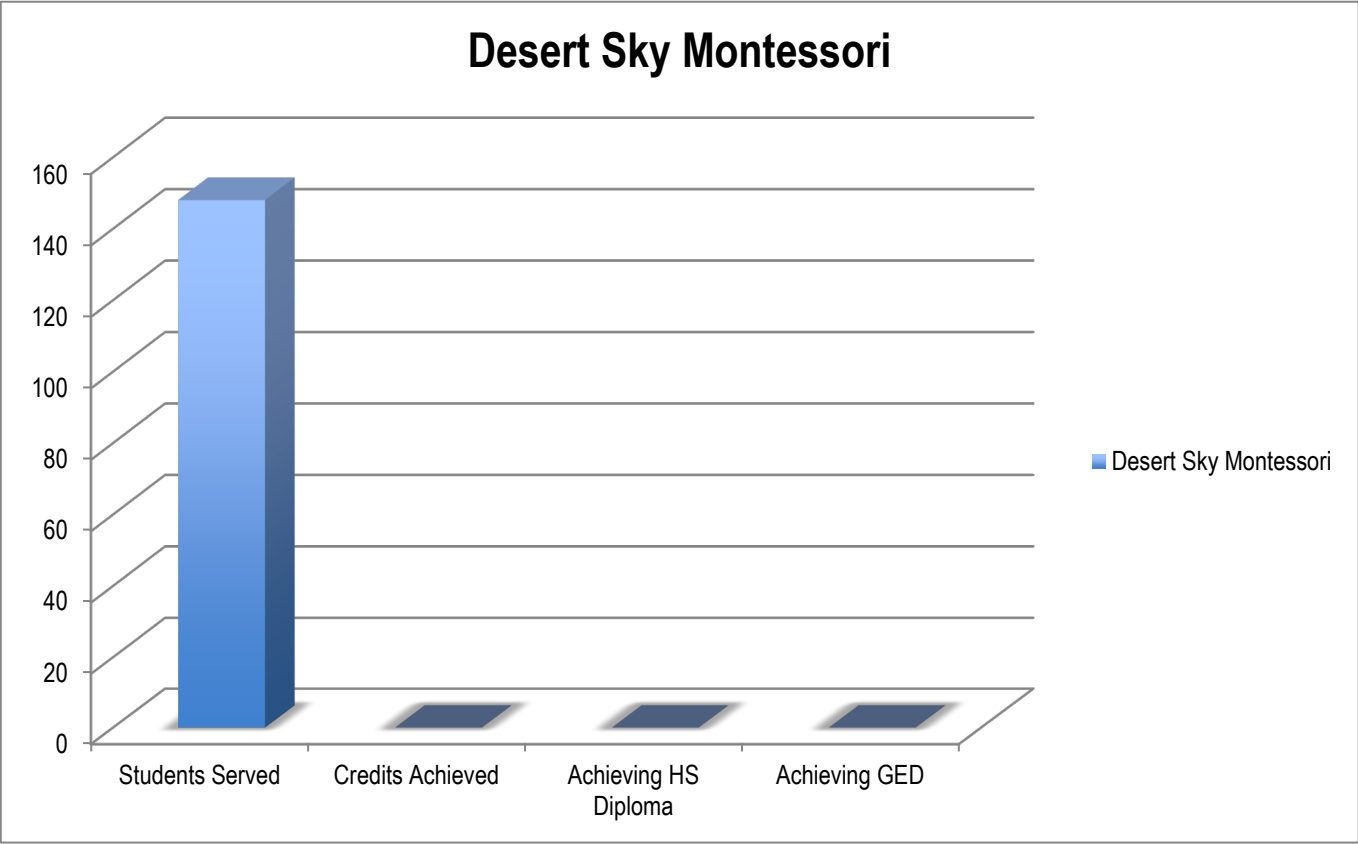
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Bend/La Pine	311	799.75	94	49



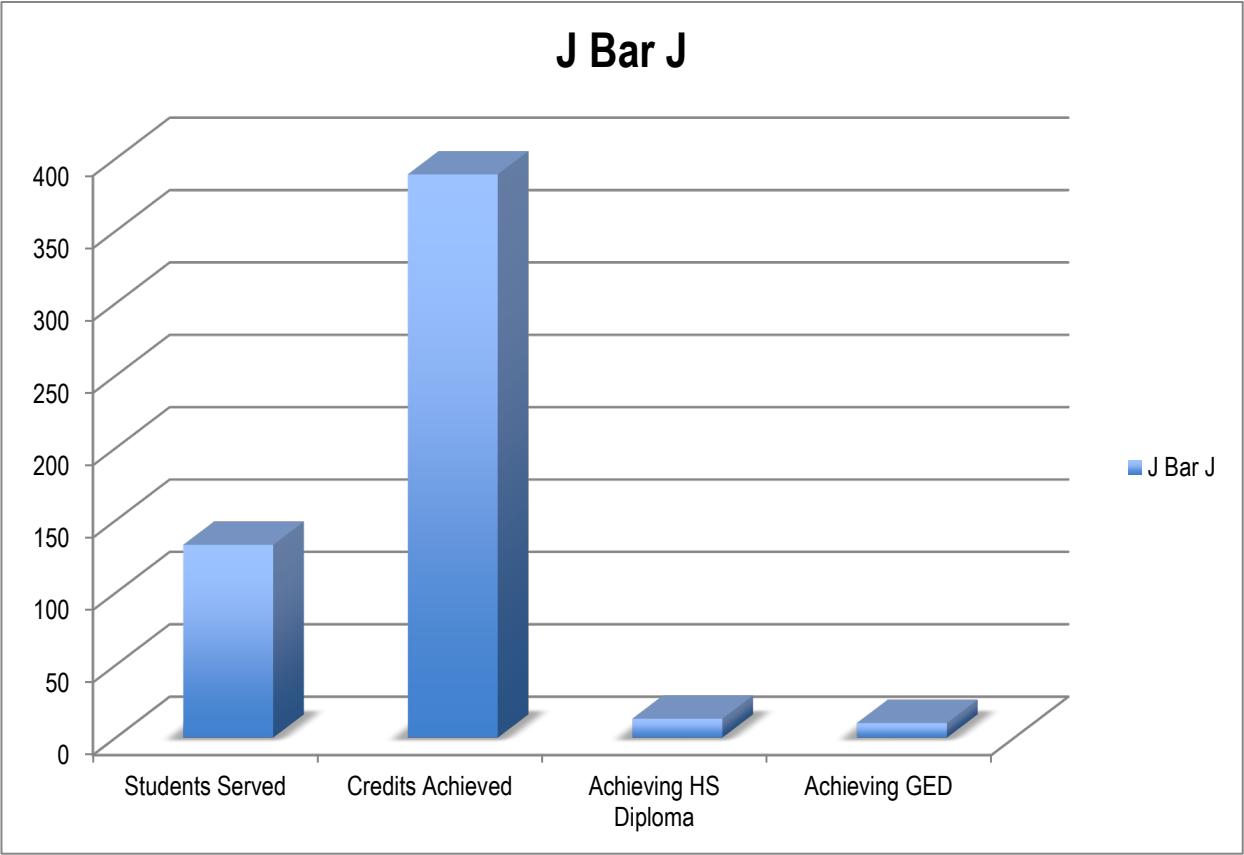
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Juvenile Detention	101	18.75	N/A	N/A



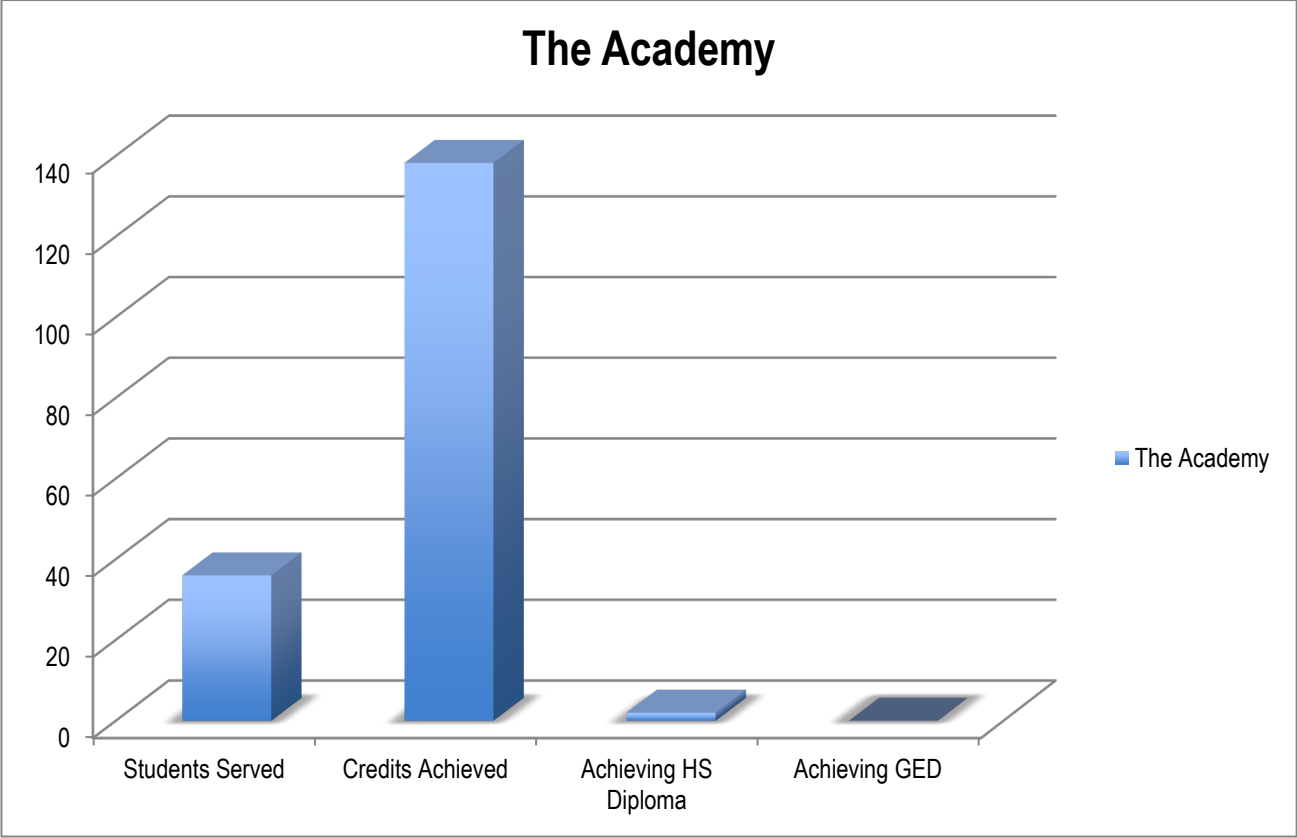
Desert Sky Montessori	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	148	N/A	N/A	N/A



J Bar J	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	133	389	13	10



The Academy	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
	36	138.25	2	0



ATTACHMENT D

Fiscal Compliance



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

November 12, 2020

Kathy McCollum
HDESD
2804 SW Sixth Street
Redmond, OR 97756

Re: Alternative Learning Options Annual Review

Dear Ms. McCollum,

Bend-La Pine Schools enters into contracts with independent alternative learning option providers and charter schools and these contracts require that the ALO providers and charter schools submit certain financial reports periodically during the year. The District reviews this information for compliance with the contract.

For the FY2019-20, the independent ALO providers and charter schools are substantially in compliance with contractual obligations.

If you have any questions or need additional information please contact me at 541.355.1121

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Leah Bibeau', is written over a light blue circular stamp.

Leah Bibeau
Finance Director
Bend-La Pine Schools

BEND INTERNATIONAL SCHOOL (BIS)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2019-2020

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 2020

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 2021-22 school year with Bend International School.

Bend International Charter School

November 2020

Bend International School (BIS) is now in its sixth 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 second 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.

For the 2019-20 SY BIS had a 51% student and staff "disadvantaged population" rate – which is a lump sum percentage, which includes minority, ELL, FRL, and SPED students and staff. Currently, just over 25% of BIS students are new to the District, including homeschooled and private school students. For the 2019-20 SY BIS had a 37% 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 (CCSS), the Next Generation Science Standards (NGSS), 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 2019-20 and 2020-21

Goals	Status
Develop and deepen the Spanish Immersion/Spanish Program at BIS	<p>DONE 2019-20</p> <ul style="list-style-type: none"> Increased amount of bilingual staff Added Spanish as a foreign language (2x/week) for grades K-8 Provided training and resources for Spanish Immersion teachers Purchased more Spanish curricular materials <p>IN PROGRESS 2020-21</p> <ul style="list-style-type: none"> Formed Spanish Program Committee to develop and strengthen program - work as a team to formulate plan and implement. (2020-21 Committee on delay due to COVID.) Increase Immersion by adding Math and Science in Spanish in K/1/2
Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)	<p>DONE</p> <ul style="list-style-type: none"> The BIS Board of Directors laid down the foundation for this plan and we have formed a School Site/Facilities Committee comprised of individuals with experience in facilities, capital campaigns, finance, and real estate. The committee is working towards expanding our facility and adding a gym. The classroom expansion was completed summer of 2018. <p>IN PROGRESS 2020-21</p> <ul style="list-style-type: none"> The Gym is under construction now with a scheduled completion date of February 2021
Continue on program development and staff development goals	<p>DONE AND CONTINUING 2019-20</p> <ul style="list-style-type: none"> BIS PD focused on tolerance/equity education, science/environmental education, and technology training regarding Distance Learning. August 2019 BIS hosted a Teaching Tolerance workshop open for all local educators. <p>IN PROGRESS 2020-21</p> <ul style="list-style-type: none"> BIS PD focusing on <ul style="list-style-type: none">  Equity/ Implicit Bias - Teaching Tolerance  Culturally Relevant Inclusive Teaching  Building Math Minds  Hybrid/Distance Learning  Technology

Continue to increase parent-community engagement and support	<p>DONE</p> <ul style="list-style-type: none"> We have successfully established a high functioning PTC (Parent Teacher Community) organization to coordinate parent involvement throughout the school. The organization became the BIS Amigos in year 5. <p>IN PROGRESS 2020-21</p> <ul style="list-style-type: none"> We are developing the Amigos Classroom Ambassadors to take on more of a leadership role in fundraising and whole school events. Fundraising plan revised/delayed due to COVID.
Strengthen local and international partnerships	<p>DONE AND CONTINUING</p> <p>Continued partnerships include: Latino Community Association, Bethlehem Inn, 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 Behavior Trainers Close mentorship with BIS District Liaison, Dana Pedersen Open BIS PD opportunities to District Staff (We invited District staff to our Teaching Tolerance Training August 2019 as an example.)
Increase social-emotional/progress of BIS students	<p>DONE AND CONTINUING</p> <ul style="list-style-type: none"> BIS Data shows continued increasing student engagement levels (please refer to Academic Achievement section)
Increase diversity and global competence of BIS students	<p>DONE AND CONTINUING</p> <ul style="list-style-type: none"> BIS students report feeling more connected globally and have increased their knowledge of the world according to school wide student survey data. BIS students work towards eliminating racism and all forms of discrimination. Examples include: student conversations, conflict resolution, and collaborative problem solving about inclusion, discrimination, and these topics. <p>GOALS 2019-20</p> <ul style="list-style-type: none"> BIS formed a Social Justice and Equity Committee. Committee is working on a K-8 Reading/Resource Selection Recommendation for adoption for every classroom focusing on enriching classroom materials with diverse and culturally relevant high interest materials and resources.

	<p>GOAL for 2020-21</p> <ul style="list-style-type: none"> • The SJE Committee complete the work and present their recommendations for materials purchase to the BIS Board. • Materials and resources purchased and implemented into classroom activities.
Develop the BIS School Garden and school-wide Global Sustainability Plan	<p>DONE</p> <ul style="list-style-type: none"> • The BIS Green Team was formed - comprised of parent volunteers, teachers, and students - to increase “green” and ecological practices at BIS. • The BIS Garden and Greenhouse was constructed Spring 2017. Students and staff use a rotating schedule for care and maintenance in the garden over the summer months. <p>2019-20</p> <ul style="list-style-type: none"> • The Green Team worked closely with the BIS Board to ensure the Gym is built as a Globally Sustainable Gym, or “Green Gym.” The Gym will be built Solar Ready. <p>2020-21 Goals</p> <ul style="list-style-type: none"> • The Gym is scheduled for completion in Winter 2021. • BIS Green Team and Sra. Meera, with support from Bruce Abernethy, Board Chair, will write a grant for the purchase of Solar Panels for the BIS Gym.

COIC

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2019-2020

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 2020

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 2021-22 school year with COIC.

Bend and La Pine Programs

June 30, 2020

Program Overview – The Pursuit of 40-40-20

The COIC partnership with the Bend La Pine School District began in the 1990's and is constantly evolving – especially with COVID-19. COIC's GED-to-Proficiency Program continues to improve the District's cohort graduation and completion rates. This year COIC contributed 81 four-year cohort graduates, 144 four-year completers, 99 five-year graduates, and 143 five-year completers. The partnership is on its way to the 2025 goal of 40% baccalaureate or higher, 40 % AA or apprenticeship, and 20% high school diploma or GED.

Appendix A, pages 15-19, lists the cohort outcomes by Bend La Pine high schools for the 2015 through 2019 school years. Appendix B, pages, 20-22, shows the Registration Letters attesting to COIC Bend, La Pine, and DCJCJ current registrations with the Oregon Department of Education.

COIC's Bend classroom has three teachers and a youth employment counselor and is located in the Worksource building opposite Pilot Butte. It serves Mountain View HS, Bend Senior High, Summit HS, Marshall HS, REALMS, and BLSOL. The La Pine Classroom employs one teacher and a youth employment counselor and is located approximately ¼ mile from La Pine High School, which it serves. The COIC youth work education component, funded by the Workforce Innovation Opportunity Act (WIOA), provides further assistance to at-risk youth in the form of a paid natural resources work-based component, funded on-the-job training, and employment counseling. The model aligns growth and progress in both the classroom and the workplace, pedagogically linking the two with the persistence and conscientiousness of work ethic. The program also provides payment for drivers licenses and IDs, fuel vouchers, rent assistance, auto insurance assistance, work tools, clothing for work and interviews, and test and placement fees. Additionally, there are Work Experiences with local businesses in which the program pays student wages.

COIC's Youth Education Program is based on the GED exam that is given in four parts: Math, Language Arts, Social Studies and Science. Proficiency credits are awarded to students choosing to continue high school in pursuit of the diploma after the exam. Exam lengths range from 90 to 150 minutes and the passing score is 145. GED Testing Service (GEDTS) offers a pre-test, GED Ready (GEDr) for which a score above 150 indicates the candidate is likely to pass with some review and remediation. The exam, however is not free – each subject costs \$38.00 and each pre-test costs \$6.00 – and, because many students don't pass at first, total fees per student often run over \$200.00. COIC pays all fees.

COIC data show that youth with pre-scores below 150 are unlikely to pass the exam. Accordingly, the program focus is on academically assisting youth whose pre-scores are below 150 and case managing the generally academically-capable youth whose scores are above 150. Unfortunately, for all COIC youth, the life circumstances that prevented smooth sailing to the diploma do not disappear, and, very few youths' pre-scores are all above 150 in all areas. Math and Language Arts are the main areas of deficiency.

COIC students present challenges and rewards to our teaching staff: challenges, in that each youth has failed in the normal classroom setting due to deficient math, literacy or social skills; rewards, in that most youth overcome the deficiency and succeed academically in our program. Each youth has a unique combination of academic and socially limiting deficiencies that our staff must identify before cognitive

growth occurs. Enrollment is open – students enroll when they are ready and all learning plans are individualized. This process is the hallmark of the COIC system and takes weeks, sometimes months, and is based on the dictum, “Everyone Counts.” At COIC, everyone means everyone.

COVID-19 and the Bend Center

After the March 13 COVID school closure, COIC’s task was to stay in communication with the 92 enrolled students and maintain a trajectory for GED completion and graduation. Because some did not have home access to the COIC online AZTEC and Odysseyware curriculum, printed lessons were delivered every Monday while student work was picked up. The COIC youth employment counselor performed this task. COIC teachers, per Oregon Department of Education (ODE) guidelines, made at least two 2-way communications with each student per week; 1455 of these communications were made between April and June which aided in the 429 proficiency credits earned during this period. Because of test center closure, GED completions were down significantly: 75 GEDs were completed between April and July, 2019; 13 were completed during this period during COVID-19.

Further, in Work Education, 5 more youths would have received hands-on training in natural resources projects earning at least an additional 10 work experience credits. Work Ed, however, was resumed over the summer.

Bend Center Student Profile: *Last year’s numbers are in brackets []*

- Grade level: Grade 12 (147) [156]; Grade 11 (71) [108]; Grade 10 (25) [35]; Grade 9 (1) [0]
- SPED or 504: (52) [60]
- Race and Ethnicity: Hispanic or Latino (28) [35]; Not Hispanic (216) [265]; White (217) [270]; American Indian or Alaska Native (7) [14]; Hawaiian or Pacific Islander (9) [7]; African American (9) [6].
- Gender: Female (108) [112]; Male (136) [187]
- Socio Economic: Pregnant or Parenting (4) [5]; Receiving social services (66) [63]; Enrolled WIOA (16) [26] In the Juvenile Justice System (17) [25]; Homeless (15) [21].
- As shown in Figure 1, enrollments show a bimodal trend with peaks at 31-45 and more than 90 days. The effect of COVID 19 shows in the number of youth with more than 90 program days. These clusters are indicative of both engagement and academic need.

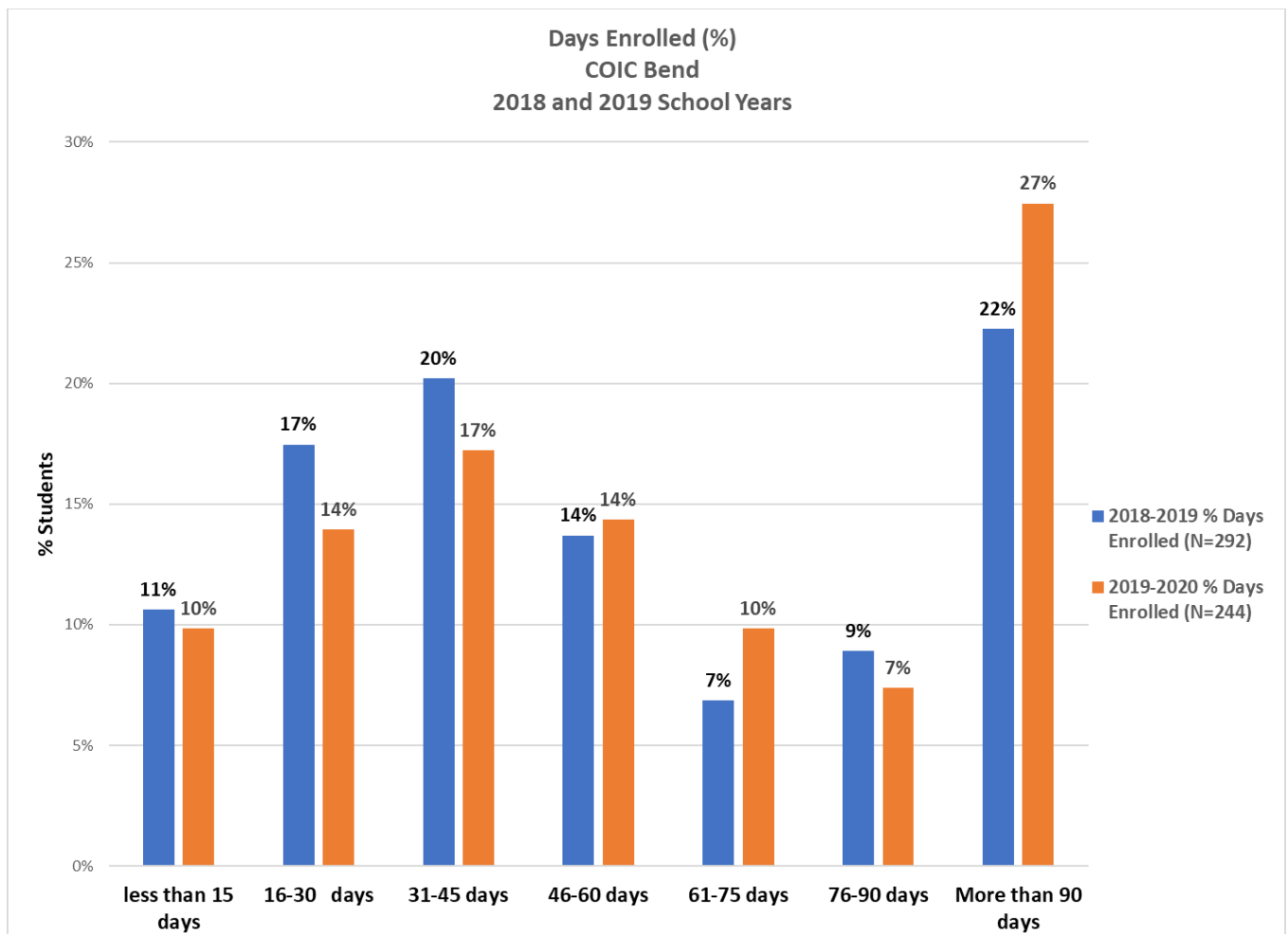


Figure 1.
Percent of Students enrolled by day-intervals. Percentages used because the difference in total numbers (N) of students.

Bend Center Academic Profile

Figures 2 and 3 below compare Math and Language Arts GED pre-score distributions for Bend COIC students school during the years 2017, 2018, and 2019. Scores below 150 indicate that passing the actual test is unlikely without remediation and very few students score above 150 in both tests. The trend for the last three years shows declining scores indicating greater challenges to these students in passing the GED. It is anticipated that because of COVID-19, this trend in declining Math and Language Arts scores will accelerate.

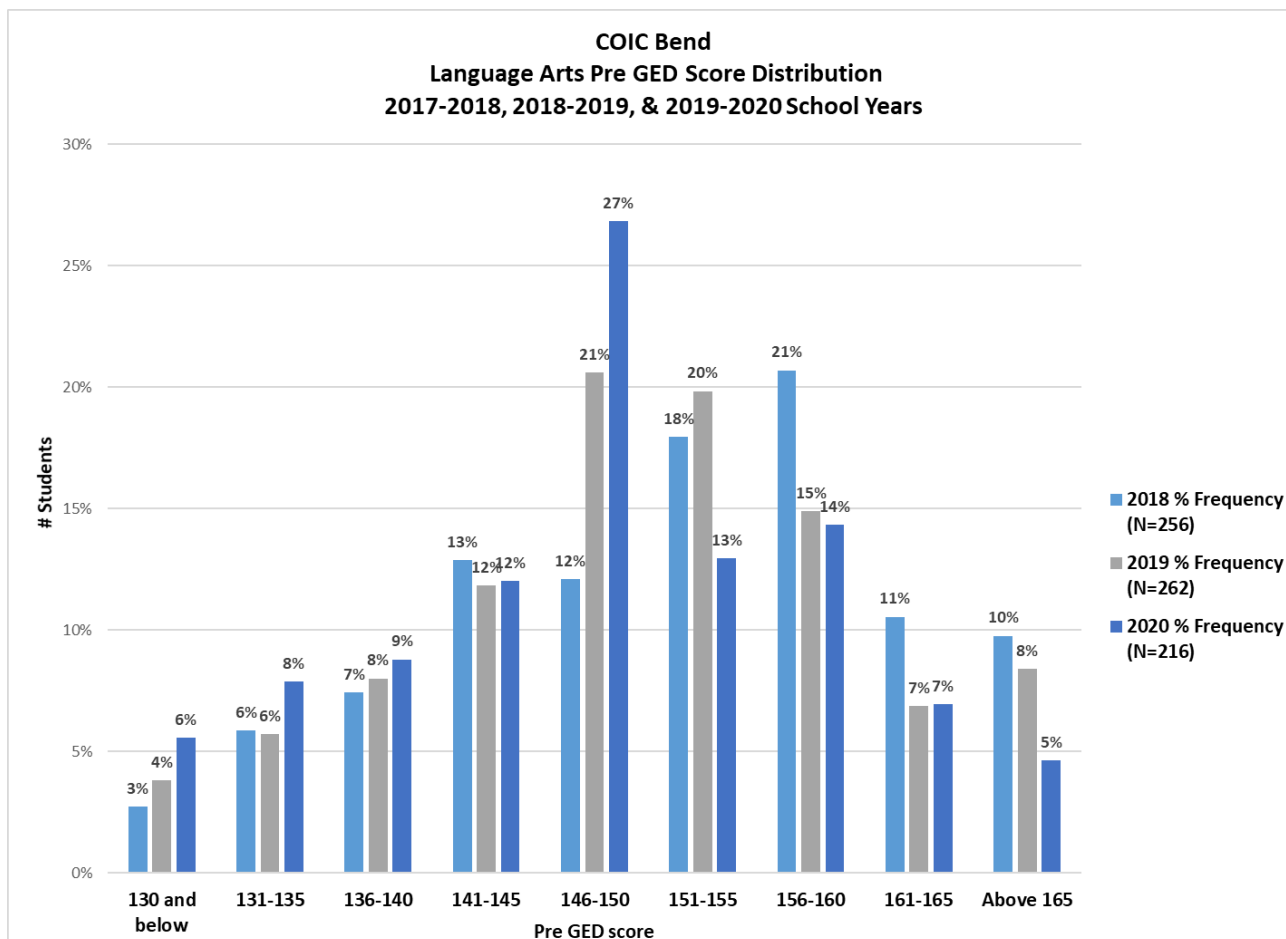


Figure 2

Percentages of Bend Students' Pre-GED Language Arts Scores. Percentages are used because of the differences in the number (N) of students enrolled and tested.

These are summarized in Table 1 below.

Table 1

Math GED pre-score Distribution

Math Pre-score	2018	2019	2020
Below 150 (unlikely to pass)	61%	57%	66%
151 or above (likely to pass)	39%	43%	34%

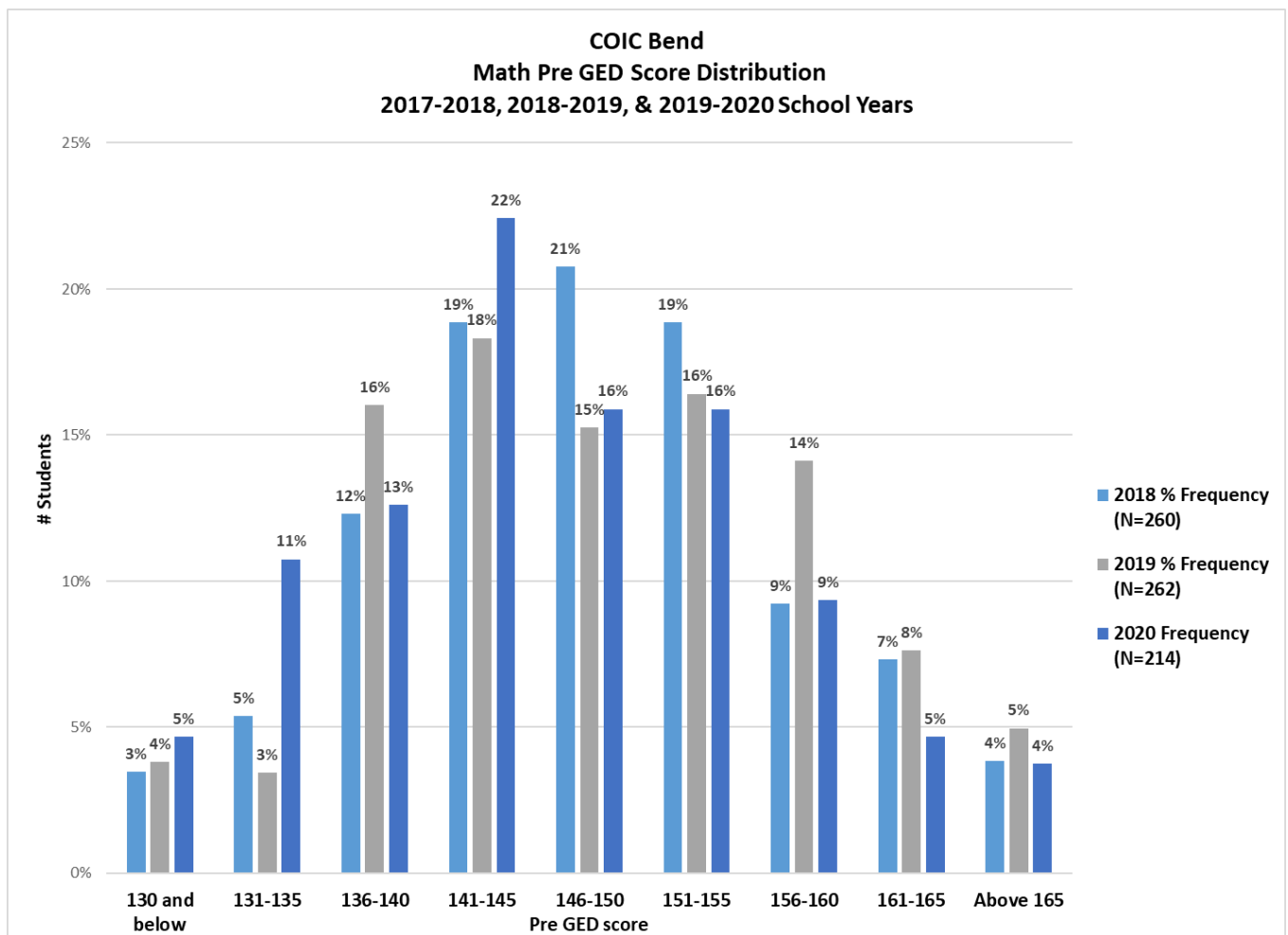


Figure 3
Percentages of Bend Students' Pre-GED Math Scores. Percentages are used because of the differences in the number (N) of students enrolled and tested.

These are summarized in Table 2 below.

Table 2
Language Arts GED pre-score Distribution

Language Arts Pre-score	2018	2019	2020
Below 150 (unlikely to pass)	41%	50%	61%
151 or above (likely to pass)	59%	50%	39%

Bend Center Outcomes

Table 3

Comparison of program outcomes for the school years 2016 - 2017 through 2019-2020

	2016 - 2017	2017 - 2018	2018 -2019	2019-2020
# Students Referred GED	189	262	277	230
# Tests passed	368	676	714	522
GED Certificates	81	165 (Includes 81 who went on to earn diploma)	174 (includes 91 who went on to earn diploma)	129 ^a (includes 82 who went on to earn diploma)
Students Referred credits	93	47	23	14
Total Students Referred	282	309	300	244 ^b
Credits recovered	298– credit recovery 117 GED proficiency	177 – credit recovery 729 GED proficiency	114 – credit recovery 819 GED proficiency	65.25 – credit recovery 748– GED proficiency
Graduates for district	44 (includes 13 GED to Diploma)	96 (includes 81 GED to Diploma)	95 (includes 91 GED to Diploma)	88 (includes 82 GED to Diploma)
Four Year Graduates	36	77	83	81
Four Year Completers	81	157	139	144
Five Year Graduates	46	80	99	c
Five Year Completers	96	167	143	d

Notes:

^a This drop in GEDs is due to most test centers being closed from March to August and the consequent inability to test. There were 91 GEDs earned from March 15 – July 15, 2020 while only 28 were earned during that period in 2019

^b There were 10 referrals to COIC after March 15, 2020. During the same period, 2019, there were 64.

c and d: These totals will not be available until June 30, 2021.

Goals for the 2020-2021 COVID-19 School Year – Bend Center

The obvious challenge of COVID-19 is maintaining student engagement.

1. Maintain the number of Graduates from 2019-2020.
2. Maintain the number of GED passers achieved in 2018-2019.
3. Maintain the number of credits recovered to assist district graduation rates.

Progress on Goals for the 2019-2020 School Year – Bend Center

1. Maintain the number of Graduates.
Nearly met – 95 graduates last year compared to 88 graduates this year. However, the four-year cohort number of graduates was 81 compared to 83 from last year and the number of four-year cohort completers 144, exceeded those of last year, 139.
2. Maintain the number of GED passers achieved in 2018-2019.
Not Met – 47 compared to 83 last year. Before COVID-19, COIC Bend was on track to meet this goal. However, there were only 13 GED completers from April to July compared to 75 during the same period last year.
3. Maintain the number of credits recovered to assist district graduation rates.
Met – 933 credits were earned last year by the 300 youth referred or 3.1 credits per student. This year 813 were earned by the 244 youth referred, or 3.3 credits per student.

2019-2020 Accomplishments and Events

1. Awarded HECC Grant—COIC was awarded a GED Wraparound Grant for 2020-2021 program year.
2. COIC's Youth Employment and Training performance:
 - a. 145 youth enrolled in Federal DOL Grant, the Workforce Opportunity and Innovation Act (WIOA). All youth were engaged with goals in Education, Employment and Training or both. An additional 13 youth were placed in paid Work Experiences through an additional grant from the State of Oregon for young people receiving TANF benefits. This program was designated as a best practice by the state
 - b. 40 youth were placed in paid Work Experiences in local businesses from Warm Springs to La Pine utilizing both Federal and State grants. Work internships include: Forest Conservation, Medical, Veterinary Services, Administrative Assistant and Fire Fighting – EMT Program designated as a best practice by Oregon Department of Human Services.
 - c. 2nd Quarter Employment Rate - 76% (OR requirement - 75%)
 - d. 4th Quarter Employment Retention - 55% (OR requirement - 50%)
 - e. Credential Attainment - 70% (OR requirement - 70%)
3. COIC 2020 graduation ceremony, a drive-through socially distanced-ceremony at the Bend COIC Classroom facility, attracted over 80 family and friends with virtual remarks from the State of Oregon GED administrator, Dr. Adrienne Ochs.



4. GED Testing Services established COIC Bend, Prineville and La Pine as a testing center for GED exams. These exams are given on paper. COIC is the only non-residential service in the US granted this ability.

La Pine Center Student Profile: *Note: Last year's numbers are in brackets []*

- Grade level: Grade 12 (28) [19]; Grade 11 (19) [22]; Grade 10 (18) [14] Grade 9 (8) [6].
- SPED or 504: (14) [5].
- Race and Ethnicity: Hispanic or Latino (3) [2]; Not Hispanic (64) [58]; White (64) [59]; American Indian or Alaska Native (0) [0]; Hawaiian or Pacific Islander (2) [0]; African American (1) [1].
- Gender: Female (29) [25]; Male (37) [35].
- Socio Economic: Pregnant or Parenting (1) [1]; Receiving social Services (41) [14]; Enrolled WIOA (11) [5] In the Juvenile Justice System (7) [5]; Homeless (17) [3].
- As shown in Figure 4 below, enrollment shows a peak at more than 90 days with clusters at less than 15 and 46-60 days. This indicates, that, at least for some, especially during COVID-19, the COIC model is engaging.

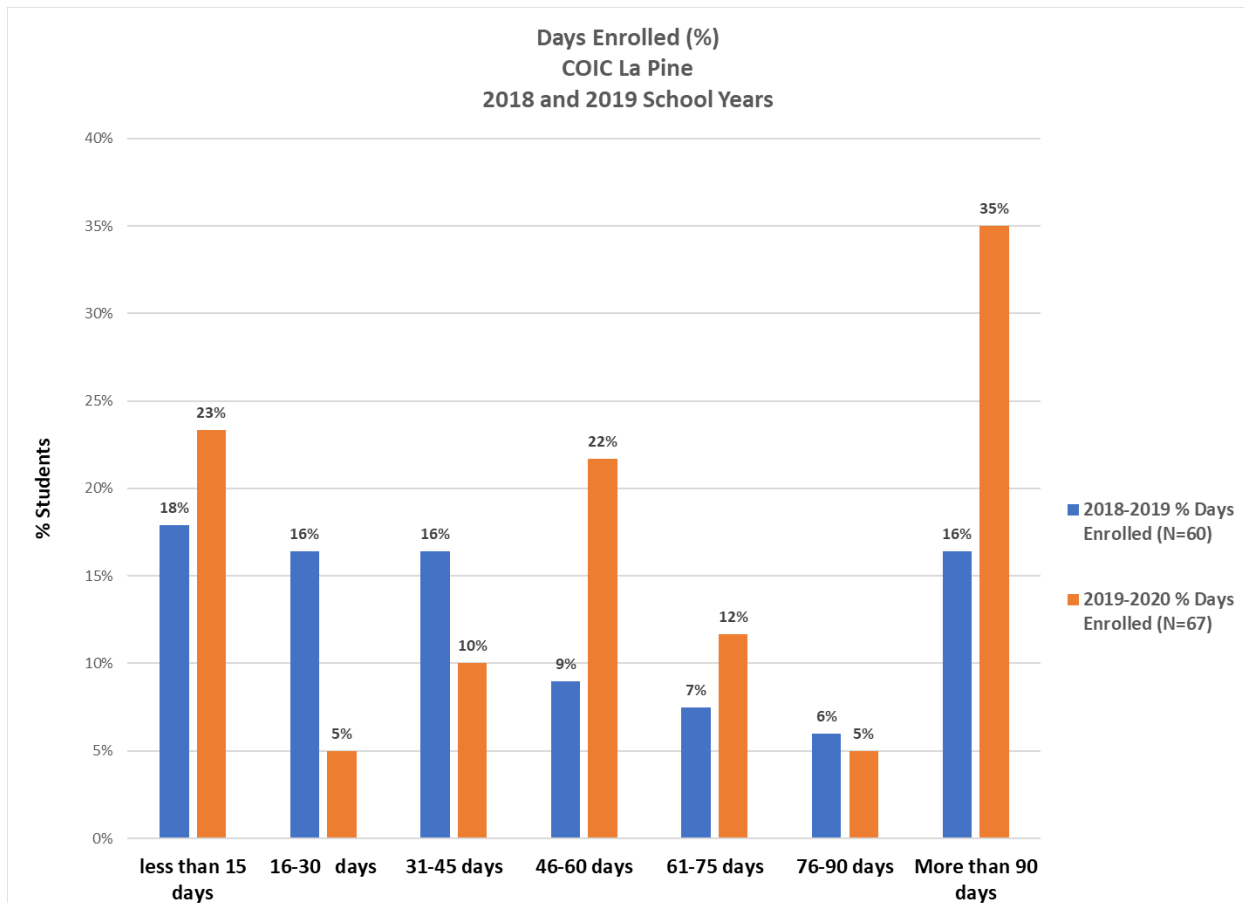


Figure 4
La Pine Center enrollment shown as a percentage of students by number of days in the program.

COVID-19 and La Pine Center

In spite of the District's providing hot spots and e-devices, La Pine youth have substantially less internet access than their Bend counterparts because they live outside the range of cell towers. Of the 36 youth enrolled from April to June, 20 had no access! None the less, 676 two-way contacts were made that aided in the 36.5 proficiency credits earned during the period. No GED tests were taken between April and July and no GEDs were completed; 34 were taken the previous year with eight GED completions.

The Work Education component was similarly impacted. Spring, 2020 projects included infrastructure and maintenance projects for the US Forest Service and La Pine State Parks.

La Pine Center Academic Profile

Figures 2 and 3 below compare Math and Language Arts GED pre-score distributions for LA Pine COIC students during the years 2017 through 2019. Scores below 150 indicate that passing the actual test is unlikely without remediation and very few students score above 150 in both Math and Language Arts. As illustrated by the GED Math and Language Arts pre-score distributions, La Pine COIC students have

greater challenges in passing the GED exam than their counterparts in Bend. Additionally, the distributions show that the students in 2020 had significantly lower Math and Language Arts pre-scores than those in 2019 and 2018 – especially in math where the greatest frequency is 136 and 140. Fractions and operations are the greatest challenge for this group.

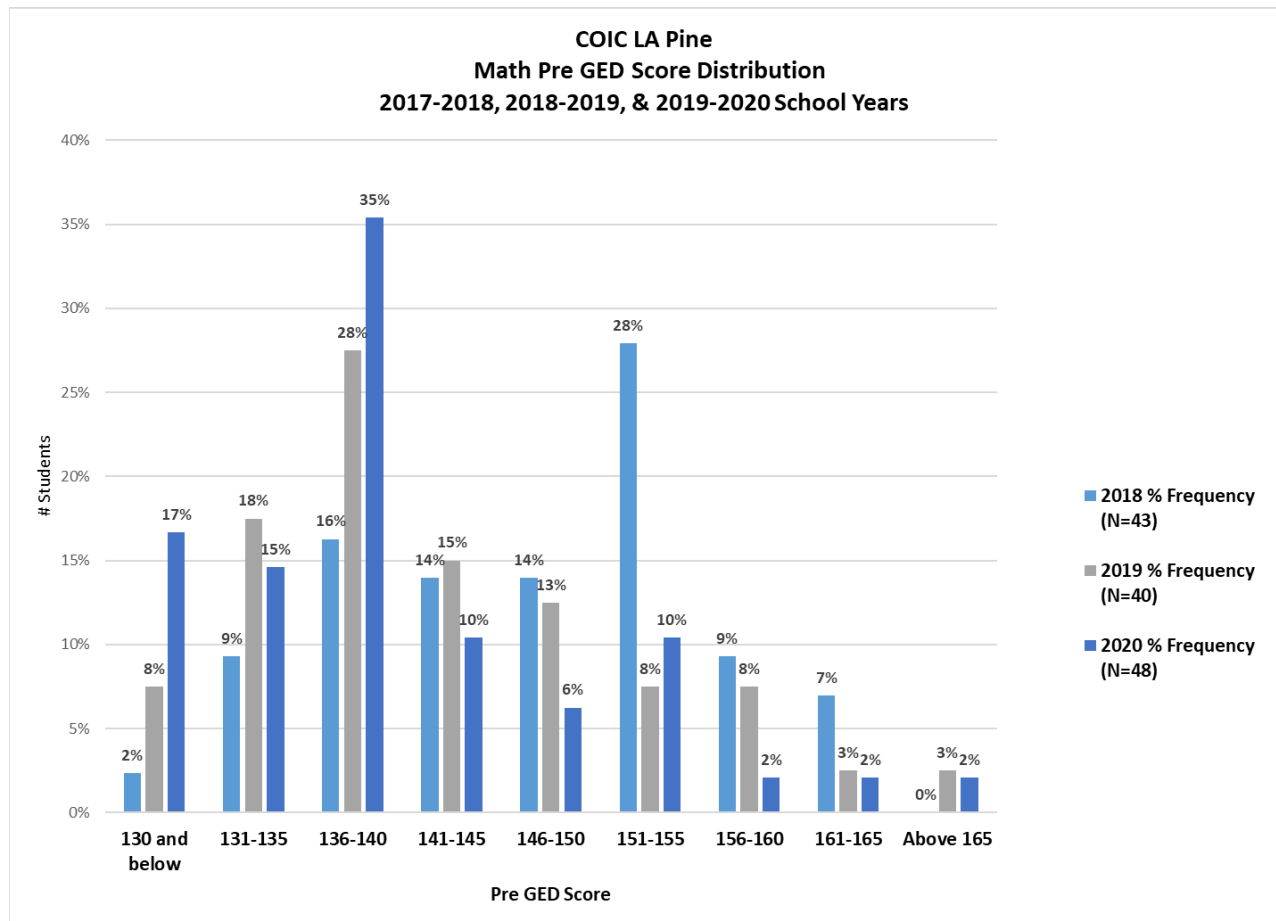


Figure 5
Percentage of La Pine Center Students' Pre-GED Math scores

These are summarized below in Table 4 that highlights the declining trend.

Table 4
Math GED pre-score Distribution

Math Pre-score	2018	2019	2020
Below 150 (unlikely to pass without instruction)	56%	80%	83%
151 or above	44%	20%	17%

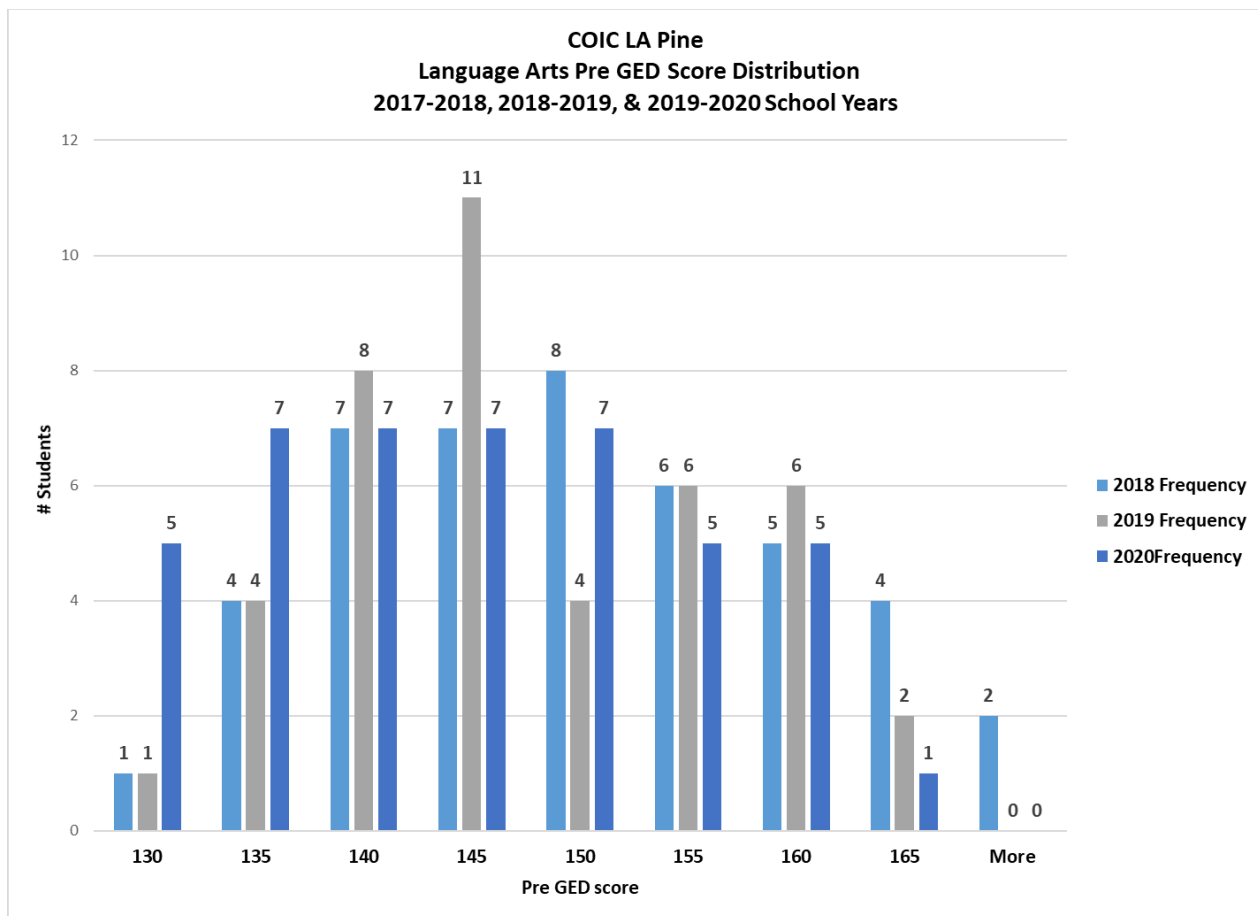


Figure 6
Percentage of La Pine Center Students' Pre-GED Math scores

These are summarized below in Table 5 that highlights the declining trend.

Table 5
Language Arts GED pre-score Distribution

Language Arts Pre-score	2018	2019	2020
Below 150 (unlikely to pass without instruction)	61%	67%	75%
151 or above	39%	33%	25%

La Pine Center Outcomes

Table 2

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

	2016-2017	2017-2018	2018-2019	2019-2020
# Students Referred for GED	37	37	45	62
# Tests passed	55	110	66	34
GED Certificates	13	26 (includes 9 who went on to earn Diploma)	16 (includes 4 who went on to earn Diploma)	6 ^a (includes 3 who went on to earn Diploma)
Students Referred for hs credits	15	15	12	4
Credits Earned	40	96	50	51.75
Students Graduated	1	20 (includes 9 GED to Diploma)	5 (includes 4 GED to Diploma)	5 (includes 3 GED to Diploma)
Four Year Graduates	1	9	7	7
Four Year Completers	12	21	27	7
Five Year Graduates	1	9	7	- ^a
Five Year Completers	13	21	28	- ^b

Notes:

^a This drop in GED's was related to most test centers being closed after March and students' inability to test. Nor should one discount the motivational effect of no testing.

^b and ^c: These totals will not be available until June 30, 2021.

Goals for the 2020-2021 School Year – La Pine Center

1. Exceed the number of GED passers achieved in 2019-2020.
2. Exceed the number of credits recovered in 2019-2020.
3. Maintain work experience opportunities for WIOA eligible youth.

Progress on Goals for the 2019-2020 School Year – La Pine Center

- 1 Maintain the number of GED passers achieved in 2018-2019.
Not Met. COVID-19 stopped GED testing for La Pine youth – there were no GED tests taken, no GEDs earned from April to July while last year, 8 GEDs were earned in the same period. Even though 2020 pre-scores were notably lower, it is the belief of COIC staff that the group would have had similar outcomes.
- 2 Maintain the number of credits recovered to assist district graduation rates.
Met – in spite of COVID-19.

3. Maintain work experience opportunities for WIOA eligible youth.
Exceeded. Placed 12 COIC Youth in paid Work Experiences or Internships to provide on-the-job training and school elective credits – in spite of COVID-19.

2019-2020 Accomplishments and Events – La Pine Center

In addition to the shared accomplishments listed on page 7 in the Bend section, the Work Education program introduced this school year had a remarkable success. COIC youth completed training, met Measurable Skills Gains for the Fall program and were placed in paid Work Experiences and Internships. Unfortunately, due to COVID-19 the Spring Work Ed program was postponed although a summer program with the US Forest Service took place. Currently, in the 2020 School Year, La Pine youth are engaged in real-time work projects like river restoration for Trout Unlimited, seeding and planting for Crescent US Forest Service Ranger District, landscaping for Highland RV Park and painting projects supervised by Webfoot Painting.

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 2019-2021 school-year, roughly 86% of the students in detention were residents of the tri-county service area, 13% out of the tri-county service area in Oregon and 1% from out-of-state. These students are categorically at risk of dropping out.

Curriculum:

The primary purpose of the Juvenile Detention Education Program (JDEP) 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 2020-2021 School Year – Juvenile Center

1. Staff will complete online SB 13 Tribal History course to integrate more Oregon Indigenous People's history into the curriculum.
2. Staff will use training gained during Juvenile Corrections Certificate studies to create Trauma Based presentations and activities geared for students.

3. In alignment with the HSS grant, staff from detention and other COIC classrooms will work on getting students who have attended school at both the detention facility and another COIC classroom to continue to engage in their education and gain work experience in the COIC program.

Progress on Goals for the 2019-2020 School Year – Juvenile Center

1. Staff will continue professional development towards completion of Juvenile Corrections Certificate.
Met. Staff completed Juvenile Corrections Certificate in June 2020.
2. Deschutes Public Library changed tracking system which rendered library books as a safety and security hazard due to the metal in the tracking device. Library book services from the Deschutes Public Library have temporarily been suspended. Staff will work with library to come up with new options to provide library services to youth.
Met. Staff worked with the library and the library was able to get books to the students through their Sharebrary program. They plan to replenish the stock a couple of times a year.
3. COIC juvenile detention classroom will integrate more fully with other COIC classrooms. *Exceeded. Cross training staff began with COIC teachers coming to detention to cross train before COVID-19 derailed those plans. COIC classroom teachers including the detention teacher have been meeting weekly via Zoom for staff meetings during the pandemic.*

2019-2020 Accomplishments and Events – Juvenile Center

1. Staff was able to quickly convert from in person learning to distance learning to keep students engaged in school in the detention facility.
2. Staff completed the Juvenile Correction Certificate as planned in the midst of COVID-19.

Appendix A

COIC Cohort outcomes 2016 through 2019 school years

2015-2016

Certificate Type	ALL	Mountain View	Bend	Summit	Marshall	La Pine
Graduated_And_GED	2	0	0	1	1	0
Graduated_HS	20	8	7	2	3	0
GED	95	28	24	11	17	15
Total	117	36	31	14	21	15

2014 Grad Year

Graduated_And_GED	1	0	0	0	1	0
Graduated_HS	2	1	0	1	0	0
GED	4	1	1	1	1	0
Total	7	2	1	2	2	0

2015 Grad Year

Graduated_HS	3	1	2			
GED	12	4	2	1	4	1
Total	15	5	4	1	4	1

2016 Grad Year

Graduated_And_GED	1	0	0	1	0	0
Graduated_HS	15	6	5	1	3	0
GED	36	14	10	6	4	2
Total	52	20	15	8	7	2

2017 Grad Year

GED	30	7	7	3	5	8
Total	30	7	7	3	5	8

2018 Grad Year

GED	13	2	4	0	3	4
Total	13	2	4	0	3	4

2016-2017

Certificate Type	ALL	Mountain				La Pine
		View	Bend	Summit	Marshall	
Graduated_And_GED	13	5	2	5	1	0
Graduated_HS	31	13	13	3	1	1
GED	81	27	14	14	12	14
Total	125	45	29	22	14	15
2019 Grad Year						
GED	6	1	2	0	0	3
Total	6	1	2	0	0	3
2015 Grad Year						
GED	2	0	0	0	1	1
Total	2	0	0	0	1	1
2016 Grad Year						
Graduated_HS	5	4	0	0	1	0
GED	9	1	2	4	2	0
Total	14	5	2	4	3	0
2017 Grad Year						
Graduated_And_GED	11	2	5	3	1	0
GED	26	5	10	5	3	3
Graduated_HS	26	9	13	3	0	1
Total	63	16	28	11	4	4
2018 Grad Year						
Graduated_And_GED	2	0	0	2	0	0
GED	38	7	13	5	6	7
Total	40	7	13	7	6	7

2017-2018

Certificate Type	Mountain					
	ALL	View	Bend	Summit	Marshall	La Pine
Graduated_And_GED	91	35	17	24	6	9
Graduated_HS	19	3	10	3	1	2
Modified_Diploma	0	0	0	0	0	0
GED	75	19	13	15	17	10
Returned_HS_GED	16	5	1	3	1	6
Currently_Enrolled_GED	9	5	4	0	0	0
Total	210	67	45	45	25	27

2018 Grad Year

Graduated_And_GED	69	24	15	20	3	7
Graduated_HS	15	3	7	2	1	2
Modified_Diploma	0	0	0	0	0	0
GED	36	10	10	8	7	0
Returned_HS_GED	4	0	0	2	1	1
Currently_Enrolled_GED	3	3	0	0	0	0
Total	127	40	32	32	12	10

2019 Grad Year

Graduated_And_GED	14	8	0	4	0	2
Graduated_HS	1	0	1	0	0	0
GED	26	3	2	5	8	8
Returned_HS_GED	11	4	1	1	0	5
Currently_Enrolled_GED	4	1	3	0	0	0
Total	56	16	7	10	8	15

2020 Grad Year

Graduated_And_GED	1	0	1	0	0	0
GED	4	2	0	1	0	1
Returned_HS_GED	1	1	0	0	0	0
Total	6	3	1	1	0	1

2015 Grad Year

Graduated_And_GED	0	0	0	0	0	0
Modified_Diploma	0	0	0	0	0	0
GED	1	1	0	0	0	0
Total	1	1	0	0	0	0
	1	1	0	0	0	0

2016 Grad Year

Graduated_And_GED	1	0	1	0	0	0
GED	3	1	0	1	1	0
Total	4	1	1	1	1	0
	4	1	1	1	1	0

2017 Grad Year						
Graduated_And_GED	8	3	2	0	3	0
Graduated	2	0	1	1	0	0
Currently Enrolled GED	5	1	0	0	0	0
GED	1	2	1	0	1	1
Total	16	6	4	1	0	1

2018-2019

Certificate Type	Mountain					La
	ALL	View	Bend	Summit	Marshall	Pine
Graduated_And_GED	97	40	34	15	3	5
Graduated_HS	1	0	1	0	0	0
Modified_Diploma	2	2	0	0	0	0
GED	49	19	12	7	4	7
Returned_HS_GED	32	10	10	3	6	3
Currently_Enrolled_GED	15	4	4	4	2	1
Total	196	75	61	29	15	16

2019 Grad Year						
Graduated_And_GED	73	32	22	12	2	5
Graduated_HS	1	0	1	0	0	0
Modified_Diploma	1	1	0	0	0	0
GED	17	5	4	4	1	3
Returned_HS_GED	6	3	2	0	0	1
Currently_Enrolled_GED	6	2	2	1	1	0
Total	104	43	31	17	4	9

2020 Grad Year						
Graduated_And_GED	17	4	10	2	1	0
Graduated_HS	0	0	0	0	0	0
GED	20	10	5	2	1	2
Returned_HS_GED	20	5	6	1	6	2
Currently_Enrolled_GED	6	2	0	2	1	1
Total	63	21	21	7	9	5

2021 Grad Year						
Graduated_And_GED	0	0	0	0	0	0
GED	8	1	2	1	2	2
Returned_HS_GED	5	2	1	2	0	0
Currently_Enrolled_GED	2	0	1	1	0	0
Total	15	3	3	3	2	2

2016 Grad Year						
Graduated_And_GED	1	0	1	0	0	0
Modified_Diploma	1	1	0	0	0	0
GED	1	0	1	0	0	0
Total	3	1	2	0	0	0

2017 Grad Year						
Graduated_And_GED	1	1	0	0	0	0
GED	1	1	0	0	0	0
Returned_HS_GED	1	0	1	0	0	0
Total	3	2	1	0	0	0
2018 Grad Year						
Graduated_And_GED	5	3	1	1	0	0
Currently_Enrolled_GED	1	0	1	0	0	0
GED	2	2	0	0	0	0
Total	8	5	1	1	0	0

2019-2020

Certificate Type	AL L	Mountai n View	Bend	Summi t	Marshal l	REALM S	Bend OL	La Pine
Graduated_And_GED	88	38	26	17	1	0	0	6
Graduated_HS	6	3	1	0	2	0	0	0
Modified_Diploma	1	0	1	0	0	0	0	0
GED	24	5	3	2	9	2	1	2
Returned_HS_GED	21	9	7	4	0	1	0	0
Currently_Enrolled_GE D	4	0	3	0	0	0	1	0
Total	144	55	41	23	12	3	2	8
2020 Grad Year								
Graduated_And_GED	6	28	18	12	2	0	0	4
Graduated_HS	4	3	1	0	0	0	0	0
Modified_Diploma	0	0	0	0	0	0	0	0
GED	12	2	2	4	1	0	1	2
Returned_HS_GED	3	1	1	0	0	0	0	1
Currently_Enrolled_GE D	3	0	0	1	1	0	1	0
Total	86	34	22	17	4	0	2	7
2021 Grad Year								
Graduated_And_GED	6	3	2	1	0	0	0	0
Graduated_HS	1	0	0	0	1	0	0	0
GED	6	1	1	0	2	2	0	0
Returned_HS_GED	15	8	5	2	0	0	0	0
Currently_Enrolled_GE D	3	0	3	0	0	0	0	0
Total	31	12	11	3	3	2	0	0
2022 Grad Year								
Graduated_And_GED	0	0	0	0	0	0	0	0
GED	4	0	2	0	2	0	0	0
Returned_HS_GED	2	0	0	1	0	1	0	0
Currently_Enrolled_GE D	0	0	0	0	0	0	0	0
Total	6	0	2	1	2	1	0	0
2017 Grad Year0								
Graduated_And_GED	1	0	1	0	0	0	0	0
Modified_Diploma	0	0	0	0	0	0	0	0
GED	0	0	0	0	0	0	0	0
Total	1	0	1	0	0	0	0	0
2018 Grad Year								
Graduated_And_GED	2	1	0	0	1	0	0	0
GED	1	0	0	0	1	0	0	0
Returned_HS_GED	0	0	0	0	0	0	0	0
Total	3	1	0	0	2	0	0	0

2019 Grad Year

Graduated_And_GED	16	6	5	4	0	0	0	1
Modified_Diploma	1	0	1	0	0	0	0	0
Returned_HS_GED	1	0	1	0	0	0	0	0
GED	3	0	0	1	2	0	0	0
Total	21	6	7	5	2	0	0	1



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Kate Brown, Governor



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Director, Oregon Department of Education

July 15, 2020

COIC Dropout Re-engagement Program
1645 NE Forbes Rd Ste 108
Bend, OR 97701

RE: Private Alternative Education Program Registration for SY 2020-2021

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the COIC Dropout Re-engagement Program in Bend to be registered as a private alternative education program for 2020-2021 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 2020-2021 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](#). 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 Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | www.oregon.gov/ode

Letter #463



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Kate Brown, Governor



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Director, Oregon Department of Education

July 15, 2020

COIC Dropout Re-engagement Program
16493 Bluewood Place
La Pine, OR 97739

RE: Private Alternative Education Program Registration for SY 2020-2021

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the COIC Dropout Re-engagement Program in La Pine to be registered as a private alternative education program for 2020-2021 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 2020-2021 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](#). 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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Letter #463



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Kate Brown, Governor



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Director, Oregon Department of Education

July 15, 2020

COIC Skills Lab at Deschutes County Juvenile Community Justice
63360 Britta Street Bldg 1
Bend, OR 97701

RE: Private Alternative Education Program Registration for SY 2020-2021

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the COIC Skills Lab to be registered as a private alternative education program for 2020-2021 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 2020-2021 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](#). 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 Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | www.oregon.gov/ode

Letter #463

DESERT SKY MONTESSORI

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2019-2020

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 2020

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 2021-2022 school year with Desert Sky Montessori School.

Desert Sky Montessori

November 2020

Desert Sky Montessori has just completed its third year as a charter school in the Bend La-Pine school district. This year we offered places in kindergarten through 5th grade. In the 2020-21 school year DSM will add sixth grade. The middle school 7th and 8th grades are on hold until facilities can be found. The 2019-20 school year was disrupted from March through June by the COVID-19 pandemic. All children in Oregon were put on a distance learning program as they were unable to attend school in person. This was particularly challenging for children used to a Montessori, hands – on approach to education. As there was very little time to prepare the teachers put together a program on the Google classroom platform, utilizing online math and language programs and paper packets of work sent home.

Our vision whether online or in-person continues to focus on providing all children with an environment for joyful exploration that fosters self-discovery and a life-long love of learning. We wish to guide the Desert Sky children's education so they become independent, intrinsically motivated learners that are resilient and can cope with change.

Student Profile

Desert Sky Montessori held a lottery for places along with the other Magnet and Charter schools in the Bend La Pine district. We had more places to fill for our third year than applicants from the Bend La Pine area, so we were once again able to take children who lived outside the district boundaries. We have children attending DSM from Sisters, Redmond, Terrebonne, Sunriver and La Pine. Families travel long distances daily to enable their child to have a tuition-free Montessori education. DSM is serving the needs of children with many different backgrounds and learning styles, including low socio-economic, English language learners, children from homeschooling, and children with special needs and children who have struggled to learn in traditional classrooms.

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 that looks at the whole child, which includes cognitive, social, emotional and physical development.

Desert Sky Montessori's program included the following essential elements:

- 1) Multi-age groupings that foster peer teaching and learning
- 2) A three- hour work cycle that enables the children to have uninterrupted blocks of work time
- 3) 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 State 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 state standards while adhering to the Montessori principle of presenting information in a whole-to-part progression. DSM plans and records the children's progress using the online program Transparent Classroom.

Goals for the 2019-2020 School Year

Goal	Status
Add 5 th grade	DONE.
Open a 7 th classroom, the second Upper Elementary at One World Center. This involves some internal facilities work at One World Center.	DONE. Internal work was completed, and 14 4 th and 5 th grade children were placed in this Upper Elementary class, with a total of 29 4 th and 5 th graders attending DSM.
Finalize the 2-and 5- year strategic plans	Still in draft form, priorities for board's time changed during COVID pandemic.
Formalize the PCA as a parent run organization that takes the lead with community events and fundraising.	Well under way. PCA run by dedicated parents, still some work to be done to take staff out of the running of many events.
Stabilize the DSM board and have the middle school and facilities task forces take the lead on research.	The DSM board was the most stable it has been in 2019-20. The middle school task force completed research on expansion. The facilities task force is still working on future plans.
Decide whether to expand into middle school in 2021 and inform community of decision.	DONE. Unfortunately, the DSM middle school will need to wait until facilities are available.
Continue to strengthen RTI process, to find RTI's that fit with the Montessori Pedagogy and improve data collection.	In progress. The COVID pandemic put a big dent in these plans. A member of the educational leadership team was given this role as part of her contract, but this needed to be cut.
Further develop and implement the Child Study program, to enable teachers the opportunity to work collaboratively to develop plans to help children struggling academically, socially or behaviorally.	In progress. The teachers' focus had to alter to developing and training in online learning and platforms.
Continue to increase diversity at DSM.	Always in progress.
Increase administration staff to accommodate the growing number of children, families and running two sites.	This school year we added administration support and a few hours for as Assistant Head of School. Unfortunately, the COVID pandemic has put a hold on these plans.
Continue to improve academic achievement.	Always in progress. The distance learning program has been difficult for many children to maintain and increase their academic achievement, due to many factors, such as parents both working, internet access, being on a device instead of using Montessori manipulatives.

Develop a strong parent education plan so that families and staff can work together to increase student success.	In progress. The upside to the CDL program has been the amount of lessons the parents have had a chance to experience. They have also had a lot more time to access teachers to ask questions during office hours.
Develop leadership skills and roles for senior teachers.	In progress. Another silver lining of the CDL program has been the development of the leadership team. The Head of School, Assistant Head of School and two senior teachers have met weekly to work together to plan and implement programs, to mentor and support teachers and to generally support the whole staff during this incredibly challenging time.
Develop facilities plan to accommodate all 7 classrooms and after care on one site.	In progress. This will be a goal for many years as we develop plans, look for land and raise funds to build a school we can enjoy having all classes on one site.

Goals for the 2020-2021 School year

- Add 6th grade to our Upper Elementary program.
- Prepare the 6th graders both academically and social/emotionally for middle school outside of DSM.
- Plan, develop and run a successful and engaging comprehensive distance learning program and an in-person program abiding by the ODE Covid -19 regulations.
- Maintain enrollment numbers to cover the 2020-21 budget.
- Maintain and support the positive mental and emotional health of staff, students and families during the covid-19 pandemic.
- Maintain and support qualified staff during the Covid-19 pandemic.
- Create and run a fundraising campaign that is different to any previous ideas due to the community gathering restrictions from Covid-19.
- Continue to develop facilities plan to accommodate all 7 classrooms and after care on one site.
- Continue to develop leadership skills and roles for senior teachers.

J BAR J

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2019-2020

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 2020

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 2021-22 school year with J Bar J.

J BAR J Boys Ranch Program

November 2020

J Bar J Learning Center, an accredited school through AdvancEd since 1993, administers three school programs that have contracts with the Bend-La Pine School District as alternative programs. The three school programs are located at J Bar J Boys Ranch, the J5 Parole and Probation Revocation Program, and the Academy at Sisters. All 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 J5, a 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, which 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 education 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. 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 J5 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. Benchmark samples are evident, and pre and post testing using 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 2019-20 School Year

- Continue to develop and expand our CTE program with the NCCER Curriculum to include more class/module opportunities for our 11th and 12th grade students.
- Add two Paxton-Patterson construction curriculum modules to expand our CTE curriculum and allow for more independent studies.
- Hire a Reading Specialist who is trained or train a current staff member in the Orton Gillingham approach to teaching reading and literacy and develop an adolescent reading curriculum to support our struggling readers.
- J5: To complete a written Education Plan that is collaboratively written with each of our J5 students so they have a document that provides a visual pathway of their education they can take to their next placement.

Yearly Accomplishments

- CTE or Vocational Program began classes in February 2020. We have a new building with all new equipment and are using the National Center for Construction Education and Research Curriculum.
- Received a \$72,000 GED Wrap-Around Grant to purchase four Paxton/Patterson Construction Modules and employ a full time CTE Construction Trades teacher for the 2020-2021 school year.
- We were unable to hire a trained reading specialist trained in the Orton Gillingham approach to reading to work effectively with our adolescent struggling readers. We are still researching and pursuing an adolescent literacy program that our Special Education teacher can use with our students, possibly the Freckle program.
- J5 program successfully implemented individualized Education Plans for each student that students can take with them to their next placement.

Goals for the 2020-2021 School Year

- Implement GED Wrap-Around grant funded Paxton/Patterson Construction Modules along with the NCCER curriculum for in our Construction Trades CTE program with all J Bar J Ranch students.
- Implement purchased Work Keys curriculum and testing for all students enrolled at the J Bar J Boys Ranch and the High School and GED graduates at our J5 program. Goal is for 11th and 12th grade students to leave with a National Career Readiness Certificate. Work Keys test scores will also be used to meet Essential Skills requirements.
- Continue to pursue curriculum and specific instruction in adolescent literacy for our struggling readers at the Boys Ranch and J5 with guidance from Special Education teacher.

ACADEMY AT SISTERS

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2019-2020

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 2020

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 2021-22 school year with the Academy at Sisters.

Academy at Sisters

November 2020

The Academy at Sisters is a licensed residential therapeutic program for girls with clinical diagnoses. The student age range is 13-18. Education services are administered as part of J Bar J Learning Center, which is accredited by Cognia. 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 therapeutic treatment and academic instruction on campus. At phase three of their treatment, students have the opportunity to transition to Bend HS. The teaching staff are all licensed and highly qualified.

Student Profile

The students who enroll at the Academy are often clinically diagnosed with issues around depression, chronic anxiety, attachment disorders, PTSD. Many have a history of drug and alcohol use, trauma/victimization, grief and loss, poor social skills, and social media misuse. Behaviors exhibited are self-harm, suicidal ideation, 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 Common Core State 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 phases (0-4), which determine their responsibilities and their privileges. When a student reaches phase 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 shown progress on all measures of achievement.

Goals for the 2019-2020 School Year

- Create a STEM Science Station with a \$15,000 grant
- Re-design curriculum and instruction with a focus on STEM
- Explore STEM school certification
- Continue to explore and apply to be an ASPIRE site.

2019-20 Accomplishments

- Completion of a STEM Science Lab as a result of a \$15,000 private donation. This will help us with our long-term goal of becoming a certified STEM school.
- On-going re-designing curriculum and instruction and exploring STEM School certification.
- Exploration of being an ASPIRE site continues to be explored.

As evidenced by my review, The Academy at Sisters has made satisfactory progress on their goals set for 2019-20 school year.

Goals for the 2020-21 School Year

- Develop an Art Studio and art program
- Continue to re-design curriculum and instruction with a focus on STEM
- Continue to explore STEM school certification
- Cognia Accreditation Renewal. We are getting the System 'J Bar J Learning Centers' accredited with the Academy at Sisters being accredited as its own 'school'.
- Training a new Academic Director to allow our current Academic Director of 30 years to happily retire.



Oregon

Kate Brown, Governor



**OREGON
DEPARTMENT OF
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Oregon achieves . . . together!

Colt Gill

Director, Oregon Department of Education

July 15, 2020

The Academy at Sisters
63325 Silvis Rd
Bend, OR 97701

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Academy at Sisters Campus to be registered as a private alternative education program for 2020-2021 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 2020-2021 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](#). 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 Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,



Oregon

Kate Brown, Governor



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves . . . together!

Colt Gill

Director, Oregon Department of Education

July 15, 2020

J Bar J Boys Ranch
62895 Hamby Rd
Bend, OR 97701

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Boys Ranch to be registered as a private alternative education program for 2020-2021 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 2020-2021 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](#). 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 Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

OREGON YOUTH CHALLENGE PROGRAM (OYCP)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2019-2020

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 2020

Evaluator: Kathy McCollum

School/Program: Oregon Youth Challenge Program

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

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 2021-22 school year with OYC.

Oregon Youth Challenge Program

November 2020

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:** 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-La Pine 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-La Pine 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 criterion 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 can focus primarily on providing instruction. This approach creates 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 for those who work best at a slower pace to keep up with the group. Cadets receive ongoing feedback regarding their progress and achievement status in the classroom.

The Educational Coordinator 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 Educational Coordinator 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:

- ◆ Note: COVID health and safety procedures/protocols take priority over and may require flexibility in the delivery of the standard instructional guidelines outlined.
- ◆ 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 engaged 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 always meet state standards.* Teamwork activities encourage social interaction while learning how to work effectively with others. Hands-on activities provide multi-modality learning opportunities, 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 DIPLOMA/GRADUATION REQUIREMENTS:

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

- o 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 2022 and works with the Bend-La Pine 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 provides the integration for Essential Skills, Credit for Proficiency, and Career-Related Learning Experiences and Standards requirements of the more rigorous high school diploma.



ChalleNGe Program Facts

National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe Program (NGYCP)

- Multi-phased intervention program targeting high school dropouts 16 to 18 years of age
- Structured, disciplined 5½ month Residential Phase focusing on education and life skills followed by a 12-month Post-Residential Phase utilizing trained Mentors supporting Graduates engaged in positive placement
- 184,116 graduates since Youth Challenge inception in 1993 (including graduates from closed YCPs)
- 33,559 graduates during the last 3½ federal fiscal years
- NGYCP has 40 Youth Challenge in 31 states and territories, with 2,602 employees
- FY19 Federal Cost per Graduate is \$19,065

The ChalleNGe Model

- Administered by the Department of Defense (DoD) and implemented by the National Guard Bureau (NGB)
- Funded by Federal and State entities: Federal government contributes 75% and states contribute 25%
- Utilizes military-like discipline & training along with educational instruction, experiential learning & mentoring
- Focused on improving education, life skills, discipline and employment potential of participants
- Based on eight core components: **Academic Excellence, Life Coping Skills, Job Skills, Health and Hygiene, Responsible Citizenship, Service to the Community, Leadership/Followership, and Physical Fitness**

ChalleNGe Eligibility Criteria

- Economically and educationally disadvantaged youth from within each program state, district, or territory
- 16 to 18-year-old high school dropouts or students who are at risk of not graduating
- Voluntary enrollment
- Unemployed or underemployed
- Drug free and not on parole or probation for other than juvenile status offenses, not indicted or charged, and free of felony convictions or capital offenses
- Physically and mentally capable of program participation with reasonable accommodations for disabilities

Youth ChalleNGe Statistics FY93-FY20

- 430,664 NGYCP Applicants
 - 247,625 NGYCP Enrollees
 - 184,116 NGYCP Graduates
 - 147,203 NGYCP Credentials (*NOTE: Credentials are defined as HS Equivalency Diploma, HS Diploma, HS Credits*)
 - 12,260,917 Hours of Service to Communities valued at \$239,686,990 – *NOTE: Value based on national average per hour volunteer value: <https://www.independentsector.org/resource/the-value-of-volunteer-time/>*
- FY20 (a/o 16 Jul 2020)

Current Youth Challenge Programs

1. AK – Alaska Youth Challenge Academy – Fort Richardson AK
2. AR – Arkansas Youth Challenge Academy – Camp Robinson, N. Little Rock AR
3. CA – Discovery Youth Challenge Academy – Sharpe Army Depot, Stockton CA
4. CA – Grizzly Youth Challenge Academy – Camp San Luis Obispo CA
5. CA – Sunburst Youth Challenge Academy – Los Alamitos CA
6. DC – Capital Guardian Youth Challenge Academy – Laurel MD
7. FL – Florida Youth Challenge Academy – Starke FL
8. GA – Ft Gordon Youth Challenge Academy – Fort Gordon GA
9. GA – Ft Stewart Youth Challenge Academy – Fort Stewart GA
10. HI – Kalaeloa Youth Challenge Academy – Barbers Point NAS, Kapolei HI
11. HI – Kulani Youth Challenge Academy – Keaukaha Military Reserve, Hilo HI
12. ID – Idaho Youth Challenge Academy – Pierce ID
13. IL – Lincoln Youth Challenge Academy – Rantoul IL
14. IN – Hoosier Youth Challenge Academy – Knightstown IN
15. KY – Appalachian Youth Challenge Academy – Gray's Knob KY
16. KY – Bluegrass Youth Challenge Academy – Fort Knox KY
17. LA – Camp Beauregard Youth Challenge Academy – Camp Beauregard, Pineville LA
18. LA – Camp Minden Youth Challenge Academy – Camp Minden LA
19. LA – Gillis Long Youth Challenge Academy – Carville LA
20. MD – Freestate Youth Challenge Academy – Aberdeen Proving Grounds MD
21. MI – Michigan Youth Challenge Academy – Battle Creek MI
22. MS – Mississippi Youth Challenge Academy – Camp Shelby MS
23. MT – Montana Youth Challenge Academy – University of MT Western, Dillon MT
24. NC – Tarheel Youth Challenge Academy – Salemburg NC
25. NC – New London Youth Challenge Academy – New London NC
26. NJ – New Jersey Youth Challenge Academy – Fort Dix NJ
27. NM – New Mexico Youth Challenge Academy – Roswell NM
28. NV – Nevada Youth Challenge Academy – Carlin, NV
29. OK – Thunderbird Youth Challenge Academy – Pryor OK
30. OR – Oregon Youth Challenge Academy – Bend OR
31. PA – Keystone Youth Challenge Academy – Fort Indiantown Gap, PA
32. PR – Puerto Rico Youth Challenge Academy – Fort Allen, Juana Diaz PR
33. SC – South Carolina Youth Challenge Academy – McCrady ARNG Training Center, Eastover SC
34. TX – Eagle Lake Youth Challenge Academy – Eagle Lake TX
35. VA – Commonwealth Youth Challenge Academy – Camp Pendleton, Virginia Beach VA
36. WA – Washington Youth Challenge Academy – Bremerton WA
37. WI – Wisconsin Youth Challenge Academy – Fort McCoy WI
38. WV – Mountaineer North Youth Challenge Academy – Camp Dawson, Kingwood WV
39. WV – Mountaineer South Youth Challenge Academy – Montgomery, WV
40. WY – Wyoming Youth Challenge Academy – Camp Guernsey WY

FY20 (a/o 16 Jul 2020)

Class 58, 2019-2 Graduation

		Gender		Hispanic/Latino					
		Female		Female Total		Male		Male Total	
Ethnicity		0	1			0	1		
American Indian/Alaskan	Count	1	1	2		3		3	5
	Perce	1%	1%	1%		0%	2%	2%	3%
MultiRacial	Count	3	1	4		2	1	3	7
	Perce	2%	1%	3%		1%	1%	2%	5%
White	Count	12	25	37		66	32	98	135
	Perce	8%	16%	24%		43%	21%	64%	88%
Black	Count	1		1		4		4	5
	Perce	1%	0%	1%		3%	0%	3%	3%
Asian	Count					2		2	2
	Perce	0%	0%	0%		1%	0%	1%	1%
Total Count		17	27	44		74	36	110	154
Total Percent		11%	18%	29%		48%	23%	71%	100%

Data	Total
Sum of IEP	50
Sum of ADD	26
Sum of ADHD	30
Sum of SpecialEdStudent	15
Sum of FamilyPublicAssistance	77
Sum of FoodStamps	31
Sum of TimesSuspended	146
Sum of UsedIllegalDrugs	32
Sum of Adopted	0
Sum of FosterChild	0
Sum of TimesArrested	13
Sum of WardOfState	3
Sum of ParentsSeperated	11
Sum of ParentsDivorced	47
Sum of ResTreatProgram	3
Sum of AttemptedSuicide	7

#REF! 76
49%

#REF!

#REF!

#REF!

	16	17	18	19
Count of Ages at Start	78	66	10	0
	51%	43%	6%	0%
Count of Ages at Graduation	48	77	27	2
	31%	50%	18%	1%

of Counties Represented = 20
of Schools Represented = 68
Students East of Cascades: 15 (10%)
Students West of Cascades: 139 (90%)
Born in Oregon: 33 Female, 80 Male, Total 113 (73%)

Baker	1 e
Benton	1
Clackamas	23
Clatsop	1
Columbia	2
Coos	4
Crook	0 e
Curry	0
Deschutes	5 e
Douglas	0
Gilliam	0 e
Grant	0 e
Harney	0 e
Hood River	3 e
Jackson	10
Jefferson	0 e
Josephine	3
Klamath	2 e
Lake	0 e
Lane	1
Lincoln	0
Linn	2
Malheur	0 e
Marion	14
Morrow	0 e
Multnomah	26
Polk	3
Sherman	0 e
Tillamook	0
Umatilla	3 e
Union	0 e
Wallowa	0 e
Wasco	1 e
Washington	47
Wheeler	0 e
Yamhill	2
Other	0
Sum	154
Counties Represented	20

Class 59, 2020-1 Graduation

	Gender	Hispanic/Latino		Female Total	Male	Male Total	Grand Total
		Female	Male				
Ethnicity	Data	0	1		0	1	
American Indian/Alaskan	Count				1	3	4
	Perce	0%	0%	0%	1%	2%	3%
MultiRacial	Count	1		1		2	3
	Perce	1%	0%	1%	0%	1%	2%
White	Count	18	39	57	35	49	141
	Perce	12%	26%	38%	23%	32%	55%
Black	Count				2	2	2
	Perce	0%	0%	0%	1%	0%	1%
Asian	Count				1		1
	Perce	0%	0%	0%	1%	0%	1%
Pacific Islander	Count				1	1	1
	Perce	0%	0%	0%	1%	0%	1%
Total Count		19	39	58	40	54	152
Total Percent		13%	26%	38%	26%	36%	62%

Data	Total
Sum of IEP	53
Sum of ADD	16
Sum of ADHD	28
Sum of SpecialEdStudent	11
Sum of FamilyPublicAssistance	55
Sum of FoodStamps	41
Sum of TimesSuspended	101
Sum of UsedIllegalDrugs	25
Sum of Adopted	0
Sum of FosterChild	0
Sum of TimesArrested	10
Sum of WardOfState	5
Sum of ParentsSeperated	13
Sum of ParentsDivorced	30
Sum of ResTreatProgram	6
Sum of AttemptedSuicide	8

Avg GPA = 1.42

99
65%

35%
11% Special Needs = 50 (32%)
18%
7%
36%
27%
times for 51 (34%) students
16%
0%
0%
times for 9 (6%) students
3%
9%
20%
4%
5%

	16	17	18	19
Count of Ages at Start	81	54	17	0
	53%	36%	11%	0%
Count of Ages at Graduation	40	82	25	5
	26%	54%	16%	3%

of Counties Represented = 18
of Schools Represented = 63
Students East of Cascades: 11 (7%)
Students West of Cascades: 141 (93%)
Born in Oregon: 44 Female, 72 Male, Total 116 (76%)

Baker	0 e
Benton	1
Clackamas	16
Clatsop	0
Columbia	0
Coos	1
Crook	1 e
Curry	0
Deschutes	7 e
Douglas	2
Gilliam	0 e
Grant	0 e
Harney	0 e
Hood River	0 e
Jackson	3
Jefferson	1 e
Josephine	2
Klamath	0 e
Lake	0 e
Lane	4
Lincoln	0
Linn	3
Malheur	0 e
Marion	11
Morrow	0 e
Multnomah	28
Polk	2
Sherman	0 e
Tillamook	0
Umatilla	1 e
Union	0 e
Wallowa	0 e
Wasco	1 e
Washington	63
Wheeler	0 e
Yamhill	2
Other	0
Sum	149
Counties Represented	18

Goals for the 2019– 2020 School Year

- We will be increasing the time our SPED teacher has with those students who are struggling by having her team teach in a specially-designed class. This class will be restricted in size and scope to allow for more individualized attention. Specifically, this class will initially be set up and staffed to accommodate students who are having difficulty in Language Arts and math.

Implemented 2x/weekly Academic Support Class co-led by Special Education Teacher that provides individualized support for any students with academic lagging skills, and are at risk of or are falling behind in Language Arts and/or Math coursework.

- To accommodate our expansion and increase in student population, it is planned to add two, additional FTE teachers to the staff. One teacher is slated to be a SpEd/Learning Specialist, while the other is expected to be a multi-subject instructor. The primary goal of these additional staff members is to not only provide help and support to challenged students, but also to maintain nominal class sizes of 30 students.

One additional FTE was added as an English teacher. However, the additional Sped/Learning Specialist teacher was not hired as of yet since increase of student population has not occurred on the trajectory as anticipated due to COVID.

- OYCP's building expansion and remodeling plans will continue on into 2020. The goal is to complete construction by January 2020 in anticipation of increasing our student population to 166 cadets for fall of 2019 (Class #58), to 180 cadets for the first half of 2020 (Class #59), and 240 cadets for the second half of 2020 (Class #60).

Expansion was completed in January 2020, allowing for an increased class size of 160 (class #58) and 180 (class #59). However, due to COVID, class #60 was cancelled.

- In order to become more streamlined, organized and standardized in the Education Department, a comprehensive staff handbook will be created. This handbook will establish general operating procedures and policies which support OYCP's Eight Core Components and the military-model used to support them.

A comprehensive education department staff handbook was created, approved, and implemented. It will be updated prior to the beginning of each new class.

- OYCP 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.

Activities for Class 58 in the fall of 2019 were increased by 25% to 5 events. Unfortunately, due to COVID Class 59 was sent home after only 12 weeks duration. Therefore, they did not experience the standard nor an increased level of events/activities.

Goals for the 2020– 2021 School Year

- Full technology integration for all students to increase engagement, encourage critical thinking skills, support different learning styles, accessibility tools to provide more equitable entry points for a wide range of academic abilities, expand learning opportunities for all subject matters, and more individualized pacing through the conversion to google platform-based classrooms and student Chromebooks.
- Develop an English Learner (EL) Policy with standardized strategies to be implemented across all content areas, provide ongoing professional development for staff on best practices and resources that will best support our English Learners to overcome language-based barriers that impede their academic success.
- Develop and implement a new well-structured, engaging Language Arts Curriculum with relevancy that builds the foundation for better communication and lifelong learning based on current Oregon state standards.



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director, Oregon Department of Education

July 15, 2020

Oregon Youth Challenge Program
23861 Dodds Road
Bend, OR 97701

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for Oregon Youth Challenge Program to be registered as a private alternative education program for 2020-2021 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 2020-2021 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](#). 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 Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,



REPORT: 2020 Compliance Report for Executive Limitation 8 – Instructional Program

PRESENTED BY: Katie Legace, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2019-20:

- In terms of academic programs, the highest priority for the year was the development and implementation of a district “excellence and equity review” process, which will be a cyclical process completed every three years. This review encompasses multiple areas: academic outcomes, student experience, family engagement, and curriculum and instruction, for example. The outcomes provided a prioritized list of recommendations, captured in the district’s Strategic Investment Plan.
- Another priority was to strengthen collaboration across schools and districtwide professional learning at the secondary level. A group of high school English language arts teacher leaders who evaluated high school reading lists made revisions with a focus on increasing diverse points of view.
- The district’s executive director of high school programs worked with high school leaders to increase access to advanced courses. She continues to support research and implementation of the most effective strategies, including the Equal Opportunity Schools work at Mt. View High School.
- The special programs department focused on their service delivery redesign process through the 2019-20 school year, utilizing focus groups to identify areas of strength and improvement. This process allowed the team to identify specific areas of change and develop a 3-5 year plan for improvement.
- The ELL/language department focused their work on introducing and articulating a more comprehensive array of services that language specialist provide to each site in order to improve the graduation rate of our ELL students.
- The district’s social studies curriculum review and adoption team focused their efforts on understanding Oregon’s SB 664 (holocaust education) and SB 13 (tribal history/shared history), determining what additions, deletions, and revisions need to be made to current scope and sequence, as well as what professional learning activities will best prepare teachers to implement new curricula effectively.

Priorities for 2020-2021:

- The district’s Dual Language Program continues to grow and now expands K-10. The staff will work to ensure that Spanish-instruction classes are at the honors level, with rigorous and authentic Spanish curriculum, and that all bilingual students in the program have AP and/or IB courses accessible in both English and Spanish. The program will move to Caldera High School when it opens fall 2021.
- The district is working to develop policy and practices to fully implement the **All Student Belong** the state level initiative which condemns hate symbols and calls for directive action on the part of Oregon districts to address hate speech.

- The district has partnered with East Cascades Works to hire an Internship Coordinator to partner with School-to-Career coordinators to increase both the breadth and depth of internship experiences for high school students.
- The district has partnered with BRYT (Bridges or Resilient Youth in Transition) to implement systemic social emotional learning and mental health supports at the high school level. Staffing, professional development and coaching are provided and ongoing.
- Literacy instruction continues to be a priority. Currently, all teachers K-12 new to the district are engaged in ongoing professional learning in foundational reading skills (elementary) and disciplinary literacy (secondary).
- The two small high school options that opened for students in the fall of 2018, Realms High School and Skyline High School continue to grow. With a combined enrollment of close to 350, they will graduate their first group of seniors in spring 2021.
- English Language Arts high school teachers continue to implement the Diversity Project with the goal of selecting diverse texts for the ELA adoption and articulate 9-12 reading and writing curriculum. Work has started to incorporate 6-8 ELA into this process.

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

Executive Limitation 8: Instructional Program
December 8, 2020

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.

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

Accordingly, the Superintendent shall not fail to:

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

Evidence of Compliance:

Bend-La Pine Schools remains committed to achieving excellence for each and every student, and this vision is supported by Board Ends, revised in the summer of 2020, which define achievement and growth metrics in a variety of areas. These ends are disaggregated to provide insight into the progress being made in elevating the learning and experiences of each and every student, so that they experience success now and in their futures.

In the fall of 2019, the district launched its first Excellence and Equity Review, a comprehensive process that included analysis of student achievement and experience data; the collection and analysis of data related to students' and families' experiences through listening sessions, with a particular emphasis on groups that have traditionally been underserved by our system; school sites' activities to analyze their students' achievement, growth, and experience data and identify strengths/areas for growth; and a needs assessment, conducted with a representative group of building and district staff. Using all the tools described above, the district identified themes in terms of strengths and areas for growth. These themes are reflected in our annual Strategic Investment Plan, as well as in annual updates of our strategic priorities plans. It is the district's intent to make the Excellence and Equity Review a cyclical process, recurring every three years.

The district has continued efforts to improve the achievement and experiences of our linguistically diverse students, adapting strategies from Oregon districts who have demonstrated success in this area. At the high school level, we have developed opportunities for students to demonstrate proficiency in languages other than English that present credit-earning opportunities, providing flexibility and the ability to accelerate for some students. The district also helped a number of

linguistically diverse students earn Oregon’s State Seal of Biliteracy, a rigorous process. At all levels, we have prioritized the hiring of Spanish-speaking administrative, certified, and classified staff, especially native speakers, who can assist students with course success, connect families to schools and instructional programming, and in the case of native speakers, help enrich and diversify our staff.

The district has also continued to address equity with an increasing focus on opportunity gaps for underserved students. In the context of their school design work, school teams are expected to identify significant gaps and prioritize best practice strategies to eliminate them across student groups in pursuit of the board’s ends.

2. **Promote school and classroom practices that comprehensively prepare students for success, including the following:**
 - a. **Rigorous academic content.**
 - b. **Learning activities emphasizing creativity, collaboration, critical thinking and communication that develops ownership of learning and student agency.**
 - c. **Purposeful attention to and development of social and emotional learning.**
 - d. **Cultural and global relevancy.**

Evidence of Compliance:

Bend-La Pine Schools has a strong commitment to academic excellence. As schools and staffs explore options for students, we place a high priority on evidence-based programming that supports deep learning for all students.

One district priority over the last several years has been the implementation of AVID programs and its accompanying schoolwide strategies. This evidence-informed program focuses on preparing students for success in post-secondary education. Currently, at least six district schools are in some stage of AVID implementation.

The district successfully expanded the dual immersion (DI) program into Bend Senior High School in the fall of 2019. In the fall of 2021, the high school DI program will move to Caldera High School as it opens. In addition, elementary dual-immersion programming has been expanded from Bear Creek Elementary to include Jewell Elementary, which will add a DI grade level each year over the next six years.

Schools across the district have continued to emphasize Project-Based Learning or similar models in order to integrate curricula, promote skills for life-long learning, cognitively engage students, and promote student ownership of learning. Some of the teams leading this work in the district include REALMS, Pacific Crest Middle School, Buckingham Elementary, Silver Rail Elementary, Elk Meadow Elementary, Westside Village Magnet and Highland Magnet. CTE courses and pathways continue to expand at the high school level, particularly with the support of additional funding provided by the High School Success Act. The increase of participation in robotics and coding at all levels continues to grow opportunities for students to connect 21st Century skills with high-demand job skills.

The district has continued to develop programming, practices and professional learning for Social and Emotional Learning (SEL) instruction. The “Culture of Care” project, supported by both general funds and a significant grant from the Central Oregon Health Council, is a systematic and process-driven effort to assist schools in adding schoolwide trauma-informed lenses within existing or emerging

multi-tiered systems of support. School leaders and other staff are working with coaches and consultants to improve classroom practices, as well as schoolwide systems, in instruction, discipline, and student support.

The district recognizes that for students to thrive, their school and classroom environments must feel safe and inclusive. Another priority for professional learning and systems adaptation is restorative practices that keep students in classrooms and schools, while allowing students to learn from missteps.

- 3. Maintain cohesive, aligned, research-based curriculum across all grade levels K-12 that builds vertically from K-12 and is consistent, horizontally, across each grade level.**

Evidence of Compliance:

The curriculum review and adoption process is intensive, typically extending over two school years. Depending on the curricular area, teachers from all or many of the district's schools are part of the team. The process begins with readings on best practices in the identified curricular area, review of all relevant standards and state legislation, and the creation of a "core beliefs" document to guide decisions about materials adoption. After this stage of the work is complete, the team begins to review instructional materials in the context of the district's core beliefs. As the field narrows, teachers may teach sample lessons from different texts or more deeply experiment with the curricula and associated support materials. After materials have been recommended and adopted, plans for implementation, including ongoing professional learning, are the final stage of the team's work.

The district's curriculum review and adoption process is being reframed to put stronger emphasis on choosing culturally relevant and inclusive materials, as well as designing and implementing professional learning to develop teachers' skills in supporting access and engagement for all learners. In addition, the district wants to provide expanded opportunities for community engagement in the process.

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

Evidence of Compliance:

With the support of additional funding from the High School Success Act, the district continues to develop more Career and Technical Education (CTE) options, as well as to deepen and strengthen existing options. Additional computer coding classes have been added at Mountain View and Summit high schools. Bend High School continues to expand and strengthen their engineering options for students. La Pine High continues to engage students successfully in their forestry and hospitality CTE programs and has enhanced their robotics program through their NJROTC teams. These provide classroom instruction, real world hands-on learning experiences, connections to jobs, and statewide skills competitions. Other successful CTE programs at various high schools include auto mechanics, business, culinary, manufacturing and numbers of others. A portion of funding from the High School Success Act can be used to support middle school programs, and district middle schools have used the funds to create CTE and AVID electives for eighth graders, as well as increase academic interventions.

Students from all district neighborhood high schools now are selecting from a wide range of college-level courses in programs such as AP, IB and dual credit College Now. Robust enrollment in courses

that offer students opportunities to earn college credits while in high school continues across the district.

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

5. Promotes belonging and a safe learning environment at schools and within programs across the district.

Evidence of Compliance:

At the high school level, the most significant efforts to address diverse student needs and interests have been the launch of two new small high schools, Skyline and REALMS, at a shared campus; and the reshaping of Marshall High School into the Bend Tech Academy, with a more robust CTE component.

Building and district administrators and the special program teams have identified the need to create an additional new program to meet the needs of elementary students with high levels of challenging behaviors. There has been a dramatic increase of needs in this area over that past few years. At the same time, there is a need to build capacity within schools in order to support these students. The district has added behavior coaches and skills trainers. A skills trainer is a highly trained classified staff member who can provide training and support in the areas of developing and implementing behavior plans. Skills trainers can be used in both short-term and longer-term placements, depending on the needs of the students and buildings.

Additionally, the district has partnered with the High Desert ESD in opening up an Intensive Behavior Resource Center (IBRC). IBRC is designed to meet the needs of students that meet Tier 4 criteria as they relate to social and emotional learning. Tier 4 behaviors are marked by a demonstrable increase of intensity, duration, and frequency of challenging behaviors (eloping, physically aggressive, verbally aggressive, expositors, self-harm, internalized/non-verbal, needs co-regulation) and persistent unsafe behavior. Further, tier 4 behavior interventions require a different environment and programming than the traditional Behavior Resource Center (located at SRES/LPES). Students will be self-contained and in very small groups all day with no access to general education peers.

6. Address individual learning styles and diverse student needs and interests. Encourage and support viable innovative practices and programs.

Evidence of Compliance:

In ongoing efforts aimed at building and fostering a culture of innovation that is responsive to school-level needs, goals and designs, the district continues to learn and lead in the area of school design.

At the school level, teachers and administrators work together as design teams in their pursuit of programming and practices that promote future-ready students, foundational to our district's vision. Adults engaging in the design cycle process models what we want for students: acting as critical thinkers, problem solvers, collaborative innovators...as design thinkers. One strategy school teams have used more successfully over the last several years is using student voice as a critical component of the design process.

At the district level, the district has continued to support innovative programming with the creation of two new choice high schools and the expansion of dual immersion programming.

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

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress. These measures have been expanded in most recent years to include student and family voice, through the use of surveys and focus groups.

After years of developing and refining Effective Behavior and Instruction Support Systems (EBISS), the district has adopted EBISS as the method for identifying elementary students who qualify for special education services for learning disabilities in reading. This move helps district staff continue to align intervention supports and staff training, as well as provide more accurate identifications.

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

Bend-La Pine Schools' district staff continue to use statewide summative assessment and ACT to monitor, evaluate and modify programs. However, a continuing challenge is the high number of students who opt out of the Smarter Balanced Assessment (SBA), particularly at the high school level. In addition, statewide assessments were suspended during the 2019-20 year due to the Covid-19 pandemic and will likely be suspended again in the 2020-21 school year. This presents significant challenges in ascertaining district effectiveness overall in students' growth and achievement in core academic skills such as reading, writing, mathematics, and science.

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

Evidence of Compliance:

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

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

Evidence of Compliance:

As referenced in #3 above, Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations, which includes broad representation of teaching and administrative staff. The district also plans to amend the process to

provide more substantive opportunities for community members to review curricular materials and give feedback.

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

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

Evidence of Compliance:

These diploma requirements are established in policy and the diplomas are awarded annually; see [IKF-AP: Graduation Requirements](#) and [IKF-AR: Graduation Requirements](#)

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

Evidence of Compliance:

Contracted HDESD administrator Kathy McCollum, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting, typically scheduled in December.

12. With regard to highly-qualified Public Charter School applications:

- a. Implement LBE-AP and LBE-AR to ensure clear and consistent administrative policies to evaluate applications.
- b. Keep the Board informed of an application's progress and invite the Board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal.
- c. Make a recommendation to the Board regarding final approval, renewal or termination of a Public Charter School.

Evidence of Compliance:

The school district has established policy to evaluate charter school applications (see addendum below). Currently, the district sponsors two charter schools: Bend International School, a K-8 school; and Desert Sky Montessori, a K-5 school. The district supports options for students and maintains positive professional relationships with both charters.

Addendum:

[LBE-AP: Public Charter Schools](#)

[LBE-AR: Public Charter Schools](#)



Business Office
520 NW Wall Street
Bend, OR 97703

December 8, 2020

To: Mrs. Lora Nordquist, Superintendent

From: Leah Bibeau, Finance Director

RE: Q2 Financial update for FY2020-21

Mrs. Nordquist,

This is the 2nd Quarter financial update for the FY2020-21. The financial information is based on actual data through November 30, 2020 with projections to June 30, 2021, the end of the fiscal year. For the 2nd quarter financial trends are beginning to develop and the financial picture is becoming a little clearer.

The estimated beginning fund balance in the 2nd quarter financial statements is \$14,586,899 about \$2.6 million more than the adopted budget amount of \$11,975,729. This positive variance will cover the loss of revenue to the less than projected enrollment as noted below. The preparation of the FY2019-20 Comprehensive Annual Financial Report (CAFR) is almost finalized and SGA, the district's auditors will be issuing their independent auditors report shortly. I do not expect the audit will result in any material changes to the FY2019-20 financial statements and the estimated FY2020-21 beginning fund balance. The CAFR is expected to be completed and filed with the appropriate agencies before the end of December.

For 2020-21 the projected total formula revenue was decreased by \$2.8 million to about \$183 million to reflect the decrease in enrollment as well as a decrease due to other state-wide factors. We will continue to monitor and adjusted as required during FY2020-21.

The projected expenditures in the 2nd quarter financial report are projected to be approximately \$1.8 million under adopted budget. This decrease is primarily due to the reduction in spending while the district is primarily in Comprehensive Distance Learning. The resulting ending fund balance for FY20-21 is projected to be \$11.9 million, this is approximately \$1.7 million above adopted budget. As FY2020-21 progresses and expenditure trends become more predictable, the estimated ending fund balance will be updated.

The 2017 & 2019 Bonds – Investment of Proceeds report for November 30, 2020 is included. The District had about \$76 million invested in United States Treasuries. The continued decrease in Yield is a result of continued reductions in interest rates by the Federal Reserve Board.

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

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended November 30, 2020 with Year-End Projections
General Fund - Operations Sub-fund
FY 2020-21

	Adopted Budget	Nov 2020	Budget Variance
Resources:			
Beginning fund balance	11,975,729	14,586,899	2,611,170
Revenue			
Formula revenue:			
Tax revenue	88,772,000	88,772,000	-
State school fund	94,912,390	92,077,459	(2,834,931)
Common school fund	1,824,124	1,856,305	32,181
County school fund	390,000	390,000	-
Total formula revenue	185,898,514	183,095,764	(2,802,750)
Earnings on investments	450,000	450,000	-
Local sources - other	1,963,500	1,963,500	-
Intermediate sources	2,000,000	2,144,986	144,986
State non-formula resources	1,010,000	1,010,000	-
Federal non-formula resources	210,000	210,000	-
Total revenues	191,532,014	188,874,250	(2,657,764)
Total resources	203,507,743	203,461,149	(46,594)
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	64,092,966	64,409,004	(316,038)
Classified	24,230,765	23,897,588	333,177
Administrators and supervisors	8,772,169	8,789,768	(17,599)
All other salaries	2,234,831	1,834,831	400,000
Total salaries	99,330,731	98,931,191	399,540
Payroll costs & benefits	57,661,378	56,976,850	684,528
Total salaries, payroll costs and benefits	156,992,109	155,908,041	1,084,068
Other operating costs			
Utilities & purchased services	20,891,247	20,391,247	500,000
Supplies, texts, tools	6,689,134	6,489,134	200,000
Equipment	1,577,440	1,577,440	-
Dues, fees and liability insurance	1,222,350	1,222,350	-
PERS UAL Lump Sum Pmt to PERS	1,000,000	1,000,000	-
Transfers	4,960,075	4,960,075	-
Total other operating costs	36,340,246	35,640,246	700,000
Total expenditures	193,332,355	191,548,287	1,784,068
Excess of revenues over expenditures	10,175,388	11,912,862	1,737,474
Fund balance, ending	10,175,388	11,912,862	1,737,474
As budgeted			
Contingency	500,000	500,000	
Fund balance	9,675,388	11,412,862	
Fund balance, ending	10,175,388	11,912,862	
Fund Balance as a percent of resources			
Contingency	0.2%	0.2%	
Fund Balance	4.8%	5.6%	
Total reserve	5.0%	5.9%	

2017 & 2019 Bonds - Investment of Proceeds

November 30, 2020

Distribution by Maturity

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
under 1 month	1	9,083,972	12%	0.3%
1 month - 12 months	8	66,730,201	88%	0.1%
Total	9	75,814,173		

Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+	9	75,814,173	0.1%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	9	75,814,173	0.1%

Issuer	Market Value	% Assets	Yield
United States Treasuries Notes	75,814,173	100.0%	1.7%



ACTION ITEM:

OSBA Board of Directors, Position 3 Election & 2021-2022 Legislative Priorities & Principles Resolution

EXECUTIVE SUMMARY:

OSBA Board of Directors, Position 3, serving the Central Oregon region is currently held by Patty Norris from the Crook County School District. Norris has received nominations from the High Desert Education Service District and the Crook County School District to continue to serve in Position 3. The nominations and Norris' resume follow this executive summary.

This fall, as approved by the OSBA Board of Directors, members are also asked to vote on the resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee. The resolution follows this executive summary.

OSBA member boards are asked to consider nominations and take official board action and submit that information to OSBA. Voting is currently open and closes on December 18, 2020.

Recommended Motions:

1. I move to approve that the Board of Directors for Bend-La Pine Schools support _____ for the OSBA Board of Directors, Position 3.
2. I move to approve that the Board of Directors for Bend-La Pine Schools support the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee.

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: 9/16/2020

TO: Maureen Wolf, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 2, 2020**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Central Region, Position # 3.

BOARD CANDIDATE INFORMATION

Name: Patti Norris
District/ESD/Community College: Crook County School District
Address: 2398 SE Blue Skies Lane
City: Prineville Oregon ZIP: 97754
E-mail: Phone: 541-815-7263

This nomination was approved by official action of our board of directors at a duly called meeting on
09/14/2020
(date)

(Board Chair signature)
Board Chair name: Scott Cooper
District: Crook County
Address: 883 NE Loper
City: Prineville, Oregon ZIP: 97754

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: September 22, 2020

TO: Maureen Wolf, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 2, 2020**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Central Region, Position #3.

BOARD CANDIDATE INFORMATION

Name: Patti Norris
District/ESD/Community College: Crook County School District
Address: _____
City: Prineville, Oregon ZIP: 97754
E-mail: patti.norris@crookcounty.k12.or.us Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on

September 15, 2020
(date)



(Board Chair signature)

Board Chair name: Scott Reynolds
District: High Desert ESD
Address: 2804 SW 6th Street
City: Redmond, Oregon ZIP: 97756

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: __Patti Norris__

Region: Central

District/ESD/CC: __Crook County School District__ Position #: 3

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Patti Norris

Name

September 25, 2020

Date

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

1. Describe in your own words the mission and goals of OSBA.

The OSBA mission is to support an equitable approach to each Oregon student's quest for an excellent future by working toward the goals of strong local school districts and boards, stable and adequate education funding, and responsible state and federal government actions.

2. What do you want to accomplish by serving on the OSBA board of directors?

- Support excellent education for ALL students around the state.
- Craft a viable and permanent solution to school funding challenges that meets student needs and supports a vibrant, healthy state economy.
- Ensure the voice of ALL districts (large and small, urban and rural, east and west, etc.) are heard.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I am a passionate education advocate who believes in hearing multiple viewpoints on a topic before crafting or supporting a solution. Once a situation is evaluated I look for creative solutions, often involving collaboration, to make things happen quickly. An example of this is the formation of the Crook County Kids Club which my co-founder and I took from concept to serving kids in a new facility within 12 days after the sudden closing of our local Boys and Girls Club. We accomplished this by securing support from our staff, city, county, parks and recreation organization, a local church, the school district, and individual donors.

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

- 1) Maintaining our hard-one Student Success Act and Measure 98 funding.
- 2) Supporting the diverse needs of ALL districts to eliminate barriers to student achievement and support the success of ALL students.

5. What do you see as the two most challenging issues faced by your region?
- 1) Most immediately, ensuring students and families stay safe and healthy and can continue to benefit from a quality educational in spite of the challenges presented by the COVID-19 pandemic.
 - 2) Engaging with our students and families to develop systems and break down barriers to ensure that EVERY student succeeds.
6. What is your plan for communicating with boards in your region?
- Participate in regional roundtable at OSBA conferences
 - Participate in regional OSBA meetings
 - Periodic email updates to members
 - Encourage and participate in other opportunities to engage with boards

Deadline: October 2, 2020, 5 pm

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

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Patti Norris Date: September 25, 2020

Address: 2398 SE Blue Skies Lane

City / ZIP: Prineville, OR 97754

Business phone: 541.815.7263

Residence phone: 541.447.9151

Cell phone: 541.815.7263

E-mail: patti.norris@crookcounty.k12.or.us

District/ESD/CC: Crook County School District

Term expires: 2019 Years on board: 11

Deadline: October 2, 2020, 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):

<i>Crook County School District Facilities Review and Recommendation Committee</i>	2006 - 2009
-PR Committee Chair	
<i>Crook County School Board</i>	2009 - Present
-Board Chair 2011-2014, Vice Chair 2010-2011, 2014-present	
<i>OSBA Board of Directors</i>	2018
-Central Oregon Region Representative	
-OSBA Ex-officio representative to the Oregon Community College Association board of dir.	2020
-Elected to serve as OSBA Board Secretary-Treasurer for 2021	

Other education board positions held/dates:

<i>Crook County Kids, Inc. (Afterschool program)</i>	2008 - Present
-Co-founder, President 2008-2012, Treasurer 2013-present	
<i>High Desert Educational Services District Budget Committee</i>	
<i>Crook County Higher Education Advisory Council</i>	2010 - 2018
<i>Better Together (Regional Educational Achievement Collaborative) workgroups:</i>	2013 - Present
-Bridges: Supporting youth outside of the school day	
-YouthCareerConnect: Connecting youth 16-25 with meaningful work experiences	
-Beyond High School: Supporting student transitions from high school to college and career	

Occupation (Include at least the past five years):

Employers:	Dates:
<i>Central Oregon Community College—Business & Computer Science Professor</i>	2012 - Present
<i>Small Business Development Center at COCC—Business Advisor</i>	2012 - Present
<i>Central Oregon Community College—Community Learning Technology Instructor</i>	2005 - Present
<i>Let's Do Launch/Norris Marketing—Owner & Business Consultant</i>	1991 - Present
<i>TRACEs Central Oregon—Community Relationship Coordinator</i>	2018 - 2019

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

High school: *Foothill High School*, Tustin, CA 1975-1979

College/Degrees earned:

University of California, Santa Cruz; Santa Cruz, CA 1979-1983—BA, Economics

Santa Clara University; Santa Clara, CA 1988-1991—Master of Business Administration

San Jose State University; San Jose, CA 1999-2000— Certificate in E-commerce Management

Education honors and/or awards:

Honor Roll

Other applicable training or education:

OSBA Leadership Institute Individual Platinum Award

OSBA Leadership Oregon Graduate 2017

Numerous classes in non-profit and business management and building diversity, equity, and inclusion

Activities, other state and local community services:

Girl Scout Troop 50797-Volunteer and Supportive Parent

2006 – 2019

Hobbies/special interests:

Travel, attending theatrical performances, museums, reading, genealogy, researching educational and business best-practices and other topics that strike my fancy. Lifelong learner.

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

Crook County Foundation

–Board member

2020-present

–Chair of Diversity, Equity and Inclusion committee

–Member, Leadership committee

Crook County On the Move (Building a healthy community)

2018 - Present

–Member

Crook County Empowered (Community coalition supporting healthy decisions by youth)

2017 - Present

–Treasurer

Prineville-Crook County Chamber of Commerce

2008 - Present

–Member

Crook County Historical Society/Bowman Museum

2004 - Present

–Bookkeeper 2012-present, Collection Registrar 2004-2011

Crook County Library Board of Trustees

2006 - 2013

–Board Chair 2010-2013, Vice Chair 2007-2010

Dry Creek Airpark Homeowners Association Board of Directors

2002 - 2006

–Treasurer

Friends of the Reading Program/Vision Literacy (Adult literacy program)

1992 – 2002

–President, Treasurer

Nike Animal Rescue Foundation

1984 - 1990

–Co-founder, President, Treasurer

Additional comments:

Deadline: October 2, 2020, 5 pm

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



Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



2021-2022 Legislative Priorities and Principles

Proposed: August 25, 2020

Preamble

The Oregon School Boards Association (OSBA) remains fiercely committed to advocating on behalf of equity for Oregon's students. Equity is the driving force behind the Student Success Act (HB 3427), and OSBA will remain dedicated to advancing legislation that makes significant impacts for equity across the education spectrum, including investments targeting increased academic achievement for students and legislation to reduce academic disparities for historically underserved students.

OSBA is committed to social justice and assuring Oregon's education system is free of institutional bias through such means as culturally relevant teaching and professional development that promotes cultural competence, and discipline that is free of bias.

OSBA believes funding a strong public education system is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

To accomplish these goals, OSBA will introduce and support legislation to:

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.



1201 Court St. NE, Ste. 400, Salem, OR 97301
503-588-2800 | 800-578-OSBA
info@osba.org | www.osba.org



REPORT: Sale of Brosterhous Property

PRESENTED BY: Mike Tiller, Executive Director of Facilities

EXECUTIVE SUMMARY:

With the passage of the 2017 bond measure, the district began the process of selecting a site for Caldera High School. Once the site was selected, the district began working on site details including access and roads. In order to construct a new road required by the City of Bend, the district needed access from 15th Street to Brosterhous Road; as a result, the district purchased a single-family residence located at 60860 Brosterhous Road, adjacent to the school property. The district was able to build the new road on this property and save the house.

The property on Brosterhous Road was purchased on August 20, 2018, for \$309,900.00.

It was never the district's intention to own a rental property and I recommend we sell. The district has received an offer from the existing renter to purchase the property at an amount that matches a market analysis completed by our realtor.

RECOMMENDED MOTION:

I move to approve the sale of the property located at 60860 Brosterhous Road, Bend, OR 97702 for \$320,000.00