

**Bend-La Pine Schools**  
**Bend, OR 97703**  
**May 9, 2017**

Budget Committee Meeting 5:15 p.m.  
Regular Meeting immediately following

The Board of Directors of Bend-La Pine Schools will meet in a Budget Committee Meeting on May 9, 2017 at 5:15 p.m. followed by a regular meeting in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

**Budget Committee Agenda**

Call to Order	Chair Kinkade
Pledge of Allegiance	Cheri Helt
Approval of Minutes – April 25, 2017	Chair McFarland
<i>Public Input</i> This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board.	Chair McFarland
Update	Superintendent Mikalson
Question & Answer	Brad Henry & Zhai Logan
Budget Deliberation	Committee
Adjourn	Chair McFarland

**Regular Meeting Agenda**

Call to Order	Chair Kinkade
Review of Agenda	Chair Kinkade
Superintendent's Spotlight of Success : Better Together	Superintendent Mikalson

**Consent Agenda**

Approval of Minutes – April 11, 2017 Reference: ORS 192.650 and ORS 332.057	Chair Kinkade
Approval of Personnel Recommendations Reference: ORS 332.505	Deputy Superintendent Jay Mathisen

**Action**

Resolution 1851 : Teacher Appreciation Week, May 8-12, 2017	Chair Kinkade
Appointment of High Desert ESD Board Member	Chair Kinkade

**Report**

Alternative Learning Options Evaluations Report	Superintendent Mikalson Kathy McCollum, HDESD
Policy Monitoring - Executive Limitation 12 : Legally Required Policies	Superintendent Mikalson

**Discussion**

Board Self-Evaluation	Chair Kinkade
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**Board Comments**

**Adjourn**

Accessible Meeting / Alternate Format Notification

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

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

The Board of Directors for Bend-La Pine Schools met in a Budget Committee Meeting on April 25, 2017 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

**Board Members Present**

Peggy Kinkade  
Cheri Helt  
Carrie Douglass  
Julie Craig  
Stuart Young  
Ron Gallinat  
Andy High *arrived at 7:04 p.m.*

**Budget Committee Members Present**

Tasha McFarland  
Ron Smith  
Heidi Slaybaugh  
Rick Olegario  
Tom Bahrman  
Bruce Reynolds

**Budget Committee Members Absent**

Matt Hillman

**Call to Order**

The meeting was called to order at 5:17 p.m. by Chair Kinkade. The Pledge of Allegiance followed.

**Review of Agenda**

Chair Kinkade reviewed the agenda. There were no changes.

**Election of Budget Committee Officers**

Chair Kinkade said the current Budget Committee Chair is Tasha McFarland and turned the meeting over to Chair McFarland to lead. McFarland entertained nominations for Budget Committee Chair.

**Ron Smith nominated Tasha McFarland. Heidi Slaybaugh seconded the nomination. Unanimous approval.**

Chair McFarland entertained nominations for Vice Chair / Secretary.

**Ron Smith nominated Tom Bahrman. Heidi Slaybaugh seconded the nomination. Unanimous approval.**

**Public Input**

There was no public input.

**Budget Message**

Chair McFarland invited Superintendent Mikalson to share his budget message. Mikalson thanked all budget committee and board members for their time and noted he and Zhai Logan will share in presenting the 2017-18 budget document. Mikalson's goals for the meeting are to:

- Review the district's strategic plan and outcomes
- Provide a budget overview
- Review the 2017-18 budget document
- Provide time for question and answer

All were provided a copy of the district's comprehensive plan with an updated investment priorities document, along with a copy of the 2017-18 proposed budget. Mikalson reviewed the comprehensive plan and said the proposed budget maintains staffing levels and instructional days, continues universal full-day kindergarten and continues to prioritize strategic investments in the key areas of safety, choice options, world-class education and system performance as seen in the comprehensive plan.

The proposed budget is \$329.2 million all-funds, of which \$167.7 million comes from the General Fund Operation Budget. The all-funds figure also incorporates resources including: \$7.8 billion State School Fund level, with a 49% / 51% split over the 2017-19 biennium, additional state school funding for an anticipated 1.8% enrollment increase during the biennium, a \$7.5 million reserve from the 2016-17 school year, and dollars from the Measure 98 Fund.

Mikalson explained the proposed budget is a maintenance effort budget, but reminded all that this is a maintenance effort of an ongoing reduction of service and funding in the district. At best, the district will be trying to hold on and maintain current services. There are no new dollars to invest and the district continually seeks ways to creatively manage and repurpose funds in the best manner possible to serve current and future students.

It is a maintenance effort budget, but maintenance of a level of an ongoing reduced level of service / funding in the district. Mikalson emphasized that the current level and reality cannot become the new reality. The district is working to maintain a system that is woefully underfunded. He encouraged all to continue to advocate during this legislative session and shared a video from Oregon Rising that highlighted class size, length of school year and per-student funding needs in Oregon.

Don Stearns shared that May 1 is being recognized around the Nation as a day of action to support education. It is a pro-student, pro-public education stance and encouraged all to wear red as a part of taking the pledge in support of education.

Rick Olegario asked what current initiatives have been successful and if there is a way for budget committee members to see and understand how the eight board ends have been impacted (positively or negatively). Mikalson explained it is premature to provide measures for those priorities since they are relatively new, however, the district continues to work toward targeting dollars on areas where a clear return on investment can be seen.

Zhai Logan walked committee members and board through the proposed budget document. She noted the PERS Employer Rate is a large cost driver for the 2017-19 biennium; and that the PERS increase alone takes up almost \$5 million of the \$7.8 million increase from the state. PERS is not a one biennium problem, this will continue to be a large concern for districts for the next few biennium's.

Logan reviewed each of the tabs in the budget document and noted significant changes from years past. She explained Measure 98 dollars and requirements around recording and responsibility of the district are still being defined at the state level. Measure 98 was designed to provide resources to support high school staffing and programing, therefor the budget document reflects large decrease high school FTE from the general fund operations revenue. Those dollars have been shifted to the Measure 98 fund, as the district will track them separately as part of the special revenue fund.

Tom Bahrman asked if there are any major changes to Title 1 funding that could impact this budget document. Mikalson said at this time, he feels the document is as accurate as possible with dollars, however, there could be decreased Title 1 funding in future years.

Cheri Helt asked about the additional services Measure 98 was supposed to bring districts. Mikalson explained conversations continue at the state level on these funds. If they do become truly new dollars to the district, there will be a focus to fund efforts the bill was designed for: expand CTE programs, increase dual credit options, and increase graduation support. At this point, the district is trying to maintain flexibility in using Measure 98 dollars (i.e. high school staffing). Discussion ensued on Measure 98 funds.

Logan referenced the summary of current to proposed budget in the document as a helpful, overall funding picture. Brad Henry added, this is a similar process to the committee's work in 2013 where they were asked to approve a budget with assumed dollars from the upcoming bond measure, before election results. The budget can always be reduced with board approval, and not have to go through the budget committee process.

Henry also noted the \$7.5 million ending fund balance this year and that the district will work to grow that balance back to meet the 5% requirement set by the board. The board approved spending from the ending fund balance this year due to snow related expenses. He explained the district (and county) are still waiting to hear on the FEMA application submitted, which could reimburse some of the snow related costs. Olegario asked how the Kenwood gym is being accounted for within the document and the status of replacement. Henry explained all the work is currently being funded from insurance and the district continues to work with the city on placement of a temporary structure. The rebuild of Kenwood's gym (like kind, size and code upgrades) will be paid for by insurance.

Carrie Douglass asked about costs associated to iPads and Logan explained the life cycle the district has set for technology equipment and that budget line item has essentially stayed flat over the past few years. Logan explained which accounts show technology expenditures and what is involved to maintain the iPad investment. Discussion ensued around technology, online courses, enrollment and growth of Bend-La Pine Online.

Logan said the next budget committee meeting will be May 9. She asked that any questions be sent to her by May 5, and she will put together and publish a question and answer document prior to the meeting. Logan thanked Cindy Wallskog for her work in developing the budget document and the support of Nick Shein, Roy Burling, Brad Henry and Superintendent Mikalson. Stuart Young complimented the work and said he is consistently impressed with the quality and moving parts that are accounted for during the budget process.

Budget committee meeting adjourned by Chair McFarland at 7:07 p.m.

Chair Kinkade recessed the regular meeting at 7:07 p.m. noting the board will move into an executive session. The regular meeting resumed and was adjourned at 7:39 p.m.

Respectfully submitted,

Andrea Wilson  
4.25.2017

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

The Board of Directors for Bend-La Pine Schools met in a regular session on April 11, 2017 in room 314 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

**Board Members Present**

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

**Call to Order**

The meeting was called to order at 5:16 p.m. by Chair Kinkade. The Pledge of Allegiance followed.

**Review of the Agenda**

Chair Kinkade reviewed the agenda. There were no changes.

**Public Input**

Beth Hoover addressed the board about SB 13 and the needs of Native American students and recommend the board support the passage of this bill. She asked that the board support culturally appropriate curriculum and an equity policy. She shared handouts with the board and thanked them for their time.

**Superintendent Spotlight of Success**

*FAN : Family Access Network*

Superintendent Mikalson thanked FAN for their partnership and introduced Brooke Garcia, FAN Foundation Chair and Julie Lyche, FAN's Executive Director, and presented them with the 2017 Community Partner Award. Mikalson also introduced Dana Pederson, Ensworth Principal and FAN Administrator as well as Raquel Hernandez, Mara Stephens, Sandy Schmidt and Jen Reuter, all who are district FAN Advocates. Pederson shared stories and noted that FAN is seeing an increase in situational poverty vs. generational poverty. FAN is a coordinated effort of the FAN Foundation, HDESD, cooperating partners, and district employees. There is an advocate at every school, it varies on size and demographics on the amount of time the advocate spends at each location. There are also two advocates that work with students who are not yet in schools. Stuart Young complimented FAN on the difference they make for families and students. Chair Kinkade thanked all who are involved with FAN for their work and their partnership.

**Consent Agenda**

**Andy High moved to approve the Consent Agenda. Ron Gallinat seconded the motion.**

Douglass was out of the room at the time of vote. **Unanimous approval.**

**Report**

*Financial Report*

Zhai Logan reviewed a financial update as of March 31, 2017 and noted there is very little change on the revenue side. Expenditures will show costs related to the winter snow storm in two major categories: utilities/services and salaries. The board authorized the district to spend up to \$1.85 million from the ending fund balance to pay for winter storm expenses, and to date the district has spent just over \$1.7 million. A majority of those funds will be reimbursed by insurance and possibly FEMA.

Chair Kinkade asked about earning rates on investment revenue and Logan explained the district keeps its liquid cash in a local guarded investment pool and rates are tied to federal rates. Cheri Helt asked what the cause is for increased revenue and emphasized the need to advocate for federal forest fund dollars. Logan explained the district continues to struggle to fill transportation, custodial and nutrition services positions, which is consistent with what is happening across the state. Andy High asked for more detail in wages paid due to the cost of snow removal. Logan will follow up with figures and thanked the board for their commitment to financial stability. Kinkade thanked Logan for the report.

#### *Executive Limitation 9 – Technology*

Chair Kinkade noted the report in the packet and added her thanks for the additional the list of information in section two based on feedback from last year's report. Andy High asked how the transition to dark fiber has gone. Ben Hansen said the speed is incredible and very reliable. All schools in Bend and South County are connected.

Cheri Helt commented on the Technology Plan the board approved a few years ago and suggested an update and asked if it is time to evaluate elements of the plan, specifically in iPad utilization. Carrie Douglass agreed and would like to know more about what students are using their iPads for at various levels.

Stuart Young commented as part of section three, that technology is being used in a 'safe and responsible manner,' and how are students and parents informed on what is safe and responsible use. Skip Offenhauser said digital citizenship lessons are increasing and next school year the goal is have one per month, appropriate for grade and age level. Young asked how the district uses students to help in terms of safety, social media happenings, etc. Offenhauser said teachers and staff encourage students to share with an adult of anything worrisome. Julianne Repman added there are other safety measures in place, like text-a-tip, a two-way texting option with 911 and schools are doing a great job of making these and other communication options known.

Ron Gallinat asked about what summer options the district is considering to offer students. Offenhauser said with the popularity of Bend-La Pine Online, the district will begin to offer original credit classes this summer, along with credit recovery classes. Superintendent Mikalson complimented Offenhauser and his team for the growth and success of BLPO.

Carrie Douglass asked about student data and information security. Hansen said the district is always looking for ways to improve and often times it is a holistic approach of both the technical and personnel side to keep on top of vulnerable areas. Currently the district is going through a security review which help provide additional information and insight.

Julie Craig said she would also like to review the Technology Plan, like Helt suggested, and hear more about best practices, strategies, outcomes, equipment, available tools, options, etc.

#### **Discussion**

##### *Social-Emotional Learning Report*

Sean Reinhart shared part of the district's work plan this year is to evaluate and refine K-12 behavior support programs. Reinhart said the work of social-emotional learning is not new, but the district is working on different strategies of integration and building capacity in each of the schools and creating a culture from adults, that extends to students in five key areas: self-management, self-awareness, social awareness, responsible decision making and relationship skills. Reinhart reviewed what a Trauma Informed School System includes and that the practices of leading with empathy is another positive component of social-emotional learning.

Jim Boen shared about the work being done to develop a comprehensive guidance counseling program. A counseling team has spent this past year looking at data around student achievement, behavior and attendance and are now working to develop a plan of action to support areas where there are gaps.

Chair Kinkade asked about trauma informed practices and any specific approach to help students and families around deportation. Lora Nordquist said that is a topic of conversation and staff continue to remind students and

families that schools are safe. Reinhart added that a social-emotional learning think tank group, with teachers, administrators and school psychologists, are coming up with training options, instructional strategies and support materials for staff. Building-wide trainings will soon be offered with the overall goal that these ideas and strategies end up as part of each school's design plan.

Cheri Helt asked how the district is working to provide consistent support and practices for students at all schools. Mikalson explained that school administrators are working in the context of their school design plan to best meet the needs of their students. The five key areas Reinhart noted are the core focus for all schools and through the design work, a school determines the best strategies to implement. Helt said she would like to ensure equitable social-emotional learning opportunities.

Carrie Douglass asked what areas or indicators does the district look to measure growth / success. Reinhart said attendance, grades, academics areas and Gallup poll results around hope and engagement provide valuable data for buildings. Helt asked how behavior coaches help support schools. Reinhart said the district hired an additional behavior coach this school year which has been a great improvement in being able to train and guide staff through the most difficult situations. Mikalson noted, this is an area of need across the district, and the strategy of growing capacity at each building will help until more resources and dollars become available. Julie Craig expressed her frustration of not being able to address the needs and issues of all students and that is ultimately keeping them from being future ready. She noted there is phenomenal work going on, but wishes there were more resources available. Stuart Young understood and agreed that he too would like the work to happen faster, however, it is complex work and takes time. He complimented the work being done and would like to hear continued update on how the district is moving forward in this area.

Craig said she would like to know more about the district's connection to community partners and ways to leverage resources to help support students. Reinhart shared about the work being done and the relationships amongst the community and added, there is a tremendous value-add for not only the district, but the partners, because of these positive relationships. Helt commented on how reduced funding and resources are taking their toll on staff and our community partners. She will continue to fight for funding and seek ways to help meet the needs of the district so we can serve students as best possible. Chair Kinkade thanked Reinhart for the presentation.

Chair Kinkade recessed the regular meeting at 7:16 p.m.  
The regular meeting resumed at 7:24 p.m.

#### *Board Self-Evaluation*

Chair Kinkade shared a handout of questions for board members to consider as part of the board's self-evaluation. She explained the questions came from the boards governance policies and welcomed feedback. She suggested the idea of an anonymously submitted evaluation for individual board members and the board a whole, and the possibility of outside feedback. She also asked the board to help think through next steps once the results are gathered.

Julie Craig said she would like to hear from teachers, administrators, staff, and community members as part of the evaluation. Douglass agreed and noted she would like to see a rubric created to help define or provide guidance on the scoring process. Kinkade suggested asking those who understand the workings of the district, rather than a random sampling of the community could be more useful in providing meaningful feedback. Stuart Young agreed and suggested narrowing down the questions and would like to hear feedback from Mikalson and his team. Ron Gallinat suggested asking targeted groups like budget committee members and sites and facility members.

Chair Kinkade asked board members to share their ideas and thoughts and will bring back an updated self-evaluation to the next board meeting. Mikalson noted themes from the evaluation could be a great way to develop conversation topics for the board retreat.

### *Evaluation Scoring*

Chair Kinkade reviewed the current status of Superintendent Mikalson's evaluation, noting it has taken longer to wrap up than expected, but it is the desire of the board to get it right the first time. She explained initial scoring provided by board members led to the realization that there was quite a bit of room for subjectivity in Mikalson's evaluation, thus making it difficult for Mikalson to understand what the expectations of the board are and how to best meet those expectations as they align to the eight Ends.

Kinkade feels the more subjective the evaluation and scoring are, the further away the board gets from policy governance. She asked board members for their input in developing an evaluation scoring system. Discussion ensued and Kinkade asked all board members to review their initial scores for Mikalson's evaluation. If anyone would like to change their scores, please use the current rubric (and no decimals) and send them to Kinkade. She and High will compile scores and a narrative of feedback. High suggested the evaluation discussion continue and possibly seek out other resources to help guide this work. Mikalson agreed and appreciates the progress in getting closer to an understanding of his and the boards expectations.

### **Board Comments**

Andy High encouraged all to vote, only 35 days until the election.

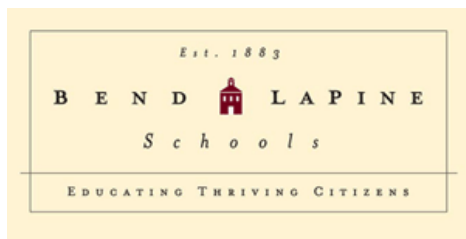
Chair Kinkade shared an update on the bond campaign and Don Stearns, BEA president, added that BEA members agreed to endorse the bond at their membership meeting this evening and offered to help with canvassing efforts.

Julie Craig said the NSBA conference she recently attended was great and would encourage other board members to go next year. A presentation from Red Clay School District on their work around increasing graduation rates and reducing drop-out rates was amazing and she would like the district to look into similar models and practices. She enjoyed hearing about differentiated instruction for equity being done in Aurora, CO and how another school district extended the school year, to year-round school, for specific, at risk students. She also encouraged all to read Wes Moore's book, *The Other Wes Moore*.

Meeting adjourned at 8:38 p.m.

Respectfully submitted,  
Andrea Wilson  
4.11.2017





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

DATE: May 5, 2017

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

FROM: Jay Mathisen, Deputy Superintendent  
 Jon Lindsay, Director of Human Resources - Certified

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on May 9, 2017. All hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Albano, Joseph	Counselor PS 106603	HDMS	Regular	05/09/2017
Baldwin, Leslie	Counselor PS106602	BSHS	Part-time to Regular	05/09/2017
Clamons, Marshall	Behavior Teacher PS106572	SPED	Regular	05/09/2017
Collins, Matthew	Math Teacher PS106613	MVHS	Regular	05/09/2017
Gutierrez, Trede	Life Skills Teacher PS106598	CMS	Regular	05/09/2017
Moseley, Anne	Behavior Teacher PS106563	SPED	Regular	05/09/2017
Ramina, Adrianna	ERC Teacher PS106566	SPED/BCE	Regular	05/09/2017
Ruzicka, Donna	Life Skills Teacher PS106598	SPED/JUN	Temp to Full Time Regular	05/09/2017

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Brooks, Collin	PE Teacher	RE Jewell ES	08/25/2008 06/30/2017
Rasmussen, Beth	Language Arts Teacher .50 FTE of 1.0 FTE	Pilot Butte MS	02/03/2014 06/30/2017
Remiker, Jeffrey	Industrial Arts	Summit HS	09/08/2008 06/30/2017
Smythe, Carli	Language Arts	Summit HS	08/26/2013 06/30/2017
South, Shelly	Intermediate Teacher .50 FTE of 1.0 FTE	Sky View MS	08/26/2013 06/30/2017



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### **CERTIFIED RESIGNATIONS (CONTINUED)**

NAME	POSITION	LOCATION	HIRE/RESIGN DATES
VanCoutren, Lauren	K-5 Teacher	La Pine ES	01/13/2012 06/30/2017
Watkins, Arlene	Language Arts Teacher	Cascade MS	08/27/2007 06/30/2017
Wilkinson, Erin	Counselor	MVHS	08/29/2016 06/30/2017
Yarbrough, Fredrick	SED Teacher .20 FTE of 1.0 FTE	Special Programs	08/28/2012 06/30/2017

### **CERTIFIED RETIREMENTS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Damoth, Sharon	Counselor	STRIVE/MHS	08/26/1992 06/30/2017
Jantze, Brett	Intermediate Teacher	Three Rivers ES	08/30/1994 06/30/2017
Giglio-Webb, Nanda	Intermediate Teacher	RE Jewell ES	08/26/1981 06/30/2017

### **ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION		HIRE DATES
Martin, Kinsey	Asst. Director ELL/DI PS106595	TLC	Regular	05/09/2017



## HUMAN RESOURCES

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*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax: (541) 355-1109*

May 3, 2017

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

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

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on May 9, 2017

### *Classified Hiring*

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Angle, Walter	#106569 Custodial Crew I	Summit	Reg 8 hrs / day	4/24/17
Brooks, Lisa	#106584 IT Technician	Information Technology	Reg 8 hrs / day	5/2/17
Eno, Brent	#106590 District Delivery Driver	Warehouse	Reg 3.75 hrs / day	4/24/17
Frasieur, Daniel	#106569 Custodial Crew I	Ponderosa	Reg 8 hrs / day	4/20/17
Jarvis, Erin	#106577 Office Manager	La Pine Elementary	Reg 8 hrs / day	4/27/17
Jura, Michael	#106569 Custodial Crew I	Sky View	Reg 8 hrs / day	4/27/17
Petz, Talena	#106276 Nutrition Server I	Bear Creek	Reg 3.75 hrs / day	4/18/17
Rardin, Christopher	#106592 EA-Campus Monitor	Bend High	Reg 7.75 hrs / day	4/17/17
Reynvaan, Joshua	#106569 Custodial Crew I	Juniper	Reg 8 hrs / day	4/20/17
Wegner, Deena	#106575 Office Manager	Sky View	Reg 8 hrs / day	4/17/17

### *Classified Retirements*

Name	Position	Location	Resign Date
Akins Sr., Marvin	Custodian Assistant II	Bend High	2/23/94 – 6/30/17
Babcock, Deborah	EA Student Instruction	Ponderosa	8/29/89 – 6/22/17
Brooks, Vaughn	IT Technician	Information Technology	10/24/95 – 6/30/17
Crain, Roberta	EA Inclusion	Juniper	11/30/98 – 6/22/17
Jackson, Kim	Media Manager	Juniper	10/28/94 – 6/27/17



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Bend, Oregon 97703-2699*

*(541) 355-1100*

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### *Classified Resignations*

Name	Position	Location	Resign Date
Douglass, Melody	Payroll Specialist	Business Office	7/1/16 – 6/30/17
Ebner, Beverly	Nutrition Server I	La Pine High	4/7/09 – 5/1/17
Farrell, Christian	IT Technician	Information Technology	9/18/08 – 4/28/17
Foster, Elisha	EA Inclusion	W.E. Miller	1/26/15 – 6/22/17
Garrison, Alyssa	EA Campus Monitor	Bend High	08/30/16 – 6/14/17
Hebert, Debbie	EA Inclusion	Summit	8/26/03 – 4/25/17
Mason, Gloria	Special Education Bus Driver	Transportation	2/13/09 – 4/20/17
Nordlund, Samantha	Nutrition Technician II	Elk Meadow	08/31/2016 – 6/22/17
Plummer, Julie	Counseling Secretary II	Summit	08/29/07 – 4/27/17
Skinner, Rodney	Custodial Crew I	Pacific Crest	9/24/14 – 4/24/17
Sweat, Sarah	Nutrition Server I	Mountain View	2/4/16 - 4/19/17
Villanueva, Trista	Nutrition Server I	Elk Meadow	10/2/14 – 4/30/17

Administrative School District No. 1  
Bend-La Pine Schools

RESOLUTION NO. 1851

2017 Teacher Appreciation Week

**WHEREAS**, teachers mold future citizens through guidance and education; and

**WHEREAS**, teachers encounter students of widely differing backgrounds; and

**WHEREAS**, our country's future depends upon providing quality education to all students; and

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

**WHEREAS**, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE, BE IT RESOLVED** that the Bend-La Pine Schools Board of Directors proclaims May 8-12, 2017, to be **TEACHER APPRECIATION WEEK**; and

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

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2017.

Signed:

\_\_\_\_\_  
Chair, Peggy Kinkade

Attest:

\_\_\_\_\_  
Superintendent

## **Executive Summary**

High Desert Education Service District  
Bend-La Pine Schools Representative

Scott Reynolds currently serves on the High Desert Education Service District's Board of Directors representing Bend-La Pine Schools. Appointed in 2012 by Bend-La Pine Schools Board of Directors, Reynold's term expires on June 30, 2017.

Scott Reynolds is the only applicant and following are his application and declaration and affidavit of candidacy for the position. If appointed, Reynold's term would begin July 1, 2017 and he would serve a four-year term representing Bend-La Pine Schools on the High Desert Education Service District Board of Directors.

Recommended Motion: I move that the Bend-La Pine Schools Board of Directors nominate \_\_\_\_\_ for the High Desert Educational Service District Board of Directors to represent Bend-La Pine Schools.

April 4, 2017

High Desert Education Service District

RE: Board Position HDESD representing Bend LaPine School District

To: Selection Committee

It is with great enthusiasm that I write to apply for the position of High Desert Education District Board of Directors representing the Bend LaPine School District. I come with 19 years of experience, ranging from Budget Committee member to Chairman of the Bend LaPine Board of Directors to my current position as a Board of Director with the High Desert ESD.

In the 8 plus years on the HDESD Board of Directors I have enjoyed being part of the growth and the expansion of the programs and services that the ESD offers to our education partners. The HDESD has programs in 13 counties in Oregon and continues to be a state leader in education. Career and Technical Education (CTE ), Early Childhood EI/ECSE and Special Education Services are just a few of the outstanding programs supported by the ESD.

I have made it a priority as a board member to be fiscally responsible and actively attentive to the needs and requests of the community and educational partners in our region and statewide. The HDESD will have new leadership this coming year with our new Superintendent Paul Andrews. I feel that my experience will be a great asset to Paul and his new vision for our ESD.

I work hard to be visible and build relationships with all our stakeholders. I build these relationships by taking time to listen and ask questions. I strive to be approachable and transparent in my thinking. I collaborate with others to plan for the future and address current challenges.

I am asking for your support to continue as a High Desert Educational Service District Board of Director.

Sincerely



Scott Reynolds

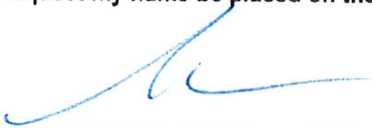
RECEIVED  
APR 04 2017  
BY: 

## DECLARATION AND AFFIDAVIT OF CANDIDACY

For membership on the High Desert Education Service District Board of Directors  
(Four year term)

### Declaration

I, Scott Reynolds, solemnly swear (or affirm): that I have resided for at least one year within the boundary of High Desert Education Service District and within the boundary of Bend LaPine School District that I am a registered voter of High Desert Education Service District; that I am not an employee of the High Desert Education Service District for which I am seeking election; that I understand if elected I will serve on the High Desert Education Service District Board of Directors for a four year term beginning July 1, 2017; and, I hereby request my name be placed on the ballot of the High Desert Education Service District.



Signature

April 3 2017

Date



**BIOGRAPHICAL INFORMATION**  
**Required Information**  
**(Prepared by candidate)**

**1. Occupation (please give present employment, and previous employment)**

Employer	Title/Position	Years of Service (from – to)
All Star Labor & Staffing	Manager	2011-Current
Employment Source Inc.	General Manager	2003-2011
Staffing Services Inc	General Manager	1998-2003

**2. Educational Background (list schools attended)**

Name of School	Last Grade Completed	Diploma/Degree/Certificate (Diploma AA, BA, BS, MA, Ph.D., etc.)
Oregon State University	15th	
Central Oregon Community College	Transfer	
Crater High School	12th	Diploma

3. Other Relevant Experience (memberships, awards, honors, distinctions)

Board Member High Desert ESD  
Board Chair HDESD  
Board Vice Chairman HDESD  
Board Member Bend LaPine School District (Chairman 3 years, Vice Chair 1year)  
Budget Committee HDESD  
Budget Committee Bend LaPine Schools  
Sites and Facility Committee Chairman Bend LaPine  
CORE Bond Committee past Treasure  
Past OSBA Board Member  
Past OSBA Legislative Policy Committee

4. Why are you interested in serving on the High Desert Education Service District Board of Directors?

To continue the excellent educational services to the local school districts. Being a leader and a voice for the Central Oregon Regional students, families and employees when quality education is so very important for our citizens.

By signing this document, I hereby state: That I shall qualify for said office if elected; that all information provided by me on this form is true to the best of my knowledge.

  
Candidate's Signature

April 3 2017

Date Signed

The Declaration of Candidacy, Biographical Information, Cover Letter and Resume or Curriculum Vitae must arrive in the office of John Rexford, Superintendent of the High Desert ESD no later than 4:00 p.m. on April 6, 2017.

Mail: High Desert ESD  
Attention: John Rexford  
2804 SW Sixth Street  
Redmond, OR 97756

Email: [john.rexford@hdesd.org](mailto:john.rexford@hdesd.org)

## **Scott L. Reynolds**

1255 NE Williamson Boulevard, Bend OR 97701

(541) 385-7146

[slr2300@gmail.com](mailto:slr2300@gmail.com)

### **Professional Experience**

All Star Labor and Staffing  
Employment Source Inc., Bend Oregon  
August 2003 to Present  
**General Manager**

Responsibilities:

Design and market client programs; Worker's compensation management; State and federal labor law; Unemployment benefits; OSHA safety training; Payroll management; Accounts payable; Accounts receivable; 1500 employees and clients annually

Staffing Services Inc., Bend Oregon  
April 1999 to July 2003  
**Branch Manager**

Responsibilities:

Design and market client programs; Worker's compensation management; Unemployment benefits management; OSHA safety training; BOLI employment law seminars; Payroll and benefit management; Accounts payable and accounts receivable management; Hundreds of employees and clients annually

Coast to Coast Hardware, La Grande Oregon  
December 1996 to April 1999  
**Owner/Partner**

Responsibilities:

Develop business plan for operations and financing a 10,000 square foot general hardware store; Managed personnel, sales, training, purchasing, inventory and finance

Coast to Coast Hardware, Prineville Oregon  
1992 to 1996  
**Store Manager**

Responsibilities:

Manage fast growing, multi-department store including personnel training, scheduling, purchasing, expense and inventory control; Created a strong sales team with a positive attitude and a high level of customer satisfaction and service

Handle with Care Packaging Store, Bend Oregon  
1989 to 1998

**Owner/Partner**

Responsibilities:

Develop custom packaging and shipping business including training, marketing plan, budgeting and site location

South Trail Shopping Center, Bend Oregon  
1989 to 1997

**Owner/Partner**

Coast to Coast Hardware, Bend Oregon  
1983 to 1992

**Assistant Manager**

Responsibilities:

Responsible for training, scheduling, supervising and motivating 40 salaried and hourly employees; Emphasis on customer service, sales, and merchandising

## Education

Oregon State University, Corvallis Oregon  
**Business Administration**  
1980 to 1981

Central Oregon Community College, Bend Oregon  
**Political Science**  
1978 to 1980

## Achievements and Affiliations

Board of Directors: High Desert Education Service District, 2008 – Present

- Budget Committee: High Desert ESD, 2008 – Present
- Legislative Finance Committee, Negotiation Team: High Desert ESD, 2011

Board of Directors: Oregon School Board Association, 2009 - 2011

- Legislative Policy Committee: OSBA, 2009 - 2011

Board of Directors: Bend La Pine School District, 2001 – 2007

- Chairman: Bend La Pine School Board, 2003 - 2005, 2006 - 2007
- Vice-Chairman: Bend La Pine School Board, 2002 - 2004

Budget Committee: Bend La Pine Schools, 1998 – 2007

- Budget Committee: Vice-Chairman, Bend La Pine Schools, 2000-2001

Sites and Facilities Committee: Bend La Pine Schools, 1998 – 2000; 2009 - Present

Action Team Leader: Bend La Pine Schools Strategic Planning, 2000 - 2001

Central Oregonians for Responsible Education, 2005-2006

Student Body President: Central Oregon Community College, 1979-1980

- Distinguished Student Service Award: COCC, 1980

# **Contract & Charter School Evaluations**

**2016-2017**

## **Bend-La Pine Schools**

**May 9, 2017**

**Prepared By: Kathy McCollum**

# REPORT CONTENTS

## Report Contents

### Executive Summary

- ◆ Contract Alternative Education Programs

### Attachment A

- ◆ IGBHAA-AR Evaluation of Alternative Education Programs

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- ◆ Data/Graphs

### Attachment D

- ◆ Oregon Assessment of Knowledge and Skills Report

### Attachment E

- ◆ Fiscal Compliance

### Evaluations

- ◆ COIC Bend and La Pine Classrooms
- ◆ COIC Juvenile Justice Program (DCJJP)
- ◆ J Bar J
- ◆ Academy at Sisters
- ◆ Oregon Youth Challenge Program (OYCP)
- ◆ Bend International School (BIS)

# EXECUTIVE SUMMARY



**EXECUTIVE SUMMARY**  
**CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS, 2016-2017**  
**by**  
**Kathy McCollum**

As required by School Board Policy IGBHA Alternative Educational Policies, by June 30, the Superintendent shall provide an evaluation of each alternative education program for the prior school year. Based upon the evaluation of student needs and specific requirements of the Oregon Department of Education for alternative educational programs, the Superintendent shall adjust, eliminate, or expand these programs in scope and number.

Administrative Regulation, IGBHAA-AR, Evaluation of Alternative Education Programs, is used as part of the assessment tools to evaluate the effectiveness of the Bend-La Pine Contract and Charter Schools. The Administrative Regulation is included with this executive summary as **Attachment A**. The compiled evidences required by this administrative regulation are on display for your review in The Teaching and Learning Center.

In October, 2006, the Bend –La Pine School Board requested additional information regarding the performance of the Contract and Charter Schools. The results for the 2016-17 SY are included as **Attachment B** and are titled Contract/Charter School Qualifiers – 2016-2017. Data from the matrix qualifiers include; 1) students served, 2) credits achieved, 3) achieving a high school diploma, 4) graduating with a Bend-La Pine Schools High School Diploma, and 5) achieving a GED, have been graphed and are included as **Attachment C**.

A written statement (**Attachment E**) from the BLPSD Business Office, stating that for the fiscal year 2015-2016 all independent Alternate Learning Options (ALO) providers have submitted financial and enrollment information as required and it that all providers are in compliance with their contracts regarding expenditures.

Goals that were set for the 2016-2017 school year for the Contract and Charter Schools were reviewed during the evaluation cycle and goals for the 2017-2018 school year have been set or are in the process of being set. Included with this Executive Summary are the 2016-2017 evaluation reports for:

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

For the purposes of ORS 336.635(1), all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Each private alternative education program must register with the Oregon Department of Education. Applications are due by March 31 for all private alternative learning education programs receiving public funds. Included in this report are letters from ODE which verify the contract programs sponsored by Bend-LaPine applied within the required timelines and have been approved for the 2017-18 school year. The contract programs are COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge. All Contract and Charter Schools evaluated are meeting the conditions set forth in their respective contracts.

**Recommendations:**

I recommend that the Bend–La Pine School Board:

- 1) Accept these reports as written.
- 2) Approve new contracts for the 2017-18 school year for all the Contract Schools evaluated, including any recommendations as noted on the individual contract program schools evaluated.

# **ATTACHMENT A**

## **Evaluation of Alternative Educational Programs**

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In accordance with OAR 581-022-1350, the Bend – La Pine Schools are required to evaluate alternative education 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 the Bend – La Pine Schools Instructional Services Department no later than January 15 annually. 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)?
  - 1.1.1 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 to provide an opportunity to receive the CIM/CAM?
  - 2.1.1 Attach 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?
  - 2.2.1 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?
  - 2.3.1 Attach a copy of report used.
- 2.4 How are Special Education and other special needs students served?
  - 2.4.1 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)?
  - 3.1.1 Attach student enrollment/withdrawal summary based on above criteria.

### **4. Registration (Private alternative programs only)**

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

## **5. Site Evaluation**

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

5.1.1 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)?

6.1.1 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.

7.1.1 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?

7.2.1 Contract on file with district and program, as applicable.

## **8. Expenditures**

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

8.1.1 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?

9.1.1 Attach Standards

## **10. Attendance**

10.1 Are students residents of the Bend – La Pine School District as defined in ORS 339.133 – 137?

10.1.1 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 January 15th annually. 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

Approved: 10/06/05, 9/25/06, 07/15/10

# ATTACHMENT B

## 2016-2017 Qualifier Matrix

## Bend-La Pine Schools 2016-17 Contract/Charter School Qualifiers

Internal Assessments	COIC Classroom	COIC Juvenile Department	J Bar J	The Academy	Oregon Youth Challenge - OYCP	Bend International School - BIS
Measure of Academic Progress System (MAPS)	N/A	139 (Let's Go Learn)				2 times a year grades K-8
Reading Fluency Scores	N/A	N/A				MAP K-8
Scored Portfolio & Self Evaluation	15 Students Work Crew Evals	N/A	Note # 1	Note # 1		Portfolios highlighting projects and work
Scored Work Samples	Yes	N/A	Note # 1	Note # 1		Portfolios available on request
STAR Test for Math and Reading	N/A	N/A	Note #2	Note # 2		K-1st
Student Evaluations	12 Students Work Crew Evals	N/A				Teacher Evaluations 2 per year
Test of Adult Basic Education (TABE)	38 Data provided.	N/A			Note #1	
Weschler Individual Achievement Test (WIAT)	N/A	N/A	Note #2	Note #2		

External Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	Bend International School - BIS
Oregon State Assessments	Yes (Data provided. 14 11 <sup>th</sup> graders from 2016)	0 (testing scheduled April/May)	Note #3	Note #3	Note #2	SBA

Demographics	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	Bend International School - BIS
# Courses (year round School)	190	200 (Odysseyware and on paper)	20	20	40	
# Credits Achieved(Sept-April)	245	34.25 (July 1-April 7)	174	56.75	2,253	
# Credits achieved in Summer School	N/A (No summer program)	N/A (Year-around)	32	21		
# Credits Attempted	294	34.35 (July 1-April 7)	206	56.75	2,253	
# Credits Recovered	294	34.25 (July 1-April 7)	32 (Summer 2016)	21 (Summer 2016)	2,253	
# Students in Service Learning	24 (as of 4/14/17)	1	71	29	280	
# Field Work Projects (Hrs./days); # of students involved	24 students; 31 projects; 92 work days; 2,424 hours	N/A				
# Service projects (hrs./days); # students involved	24 students 198 days/1,631 hours	1 student 4 days/32 hours3	1420 hours 71 students	615 hours 29 students	280 cadets 614 projects 23,812 hours	Project-Based Learning 4 times a week 3 culminating service projects per year
# Students achieving 8 or more credits per class	N/A	N/A			262	
# Students achieving less than 8 or more credits per class	N/A	N/A			0	
# Program Graduates	N/A	N/A	3 (As of 4/15)	5 (As of 4/15)	262	

## Bend-La Pine Schools 2016-2017 Contract/Charter School Qualifiers

Internal Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	Oregon Youth Challenge -OYCP	Bend International School - BIS
# Students achieving a diploma	4 (As of 4/14/17)	N/A	4	7	20	
# Students achieving a GED	42 (As of 4/14/17)	N/A	2	0	9	
# Students graduating with a BLS Diploma	4 (As of 4/14/17)	N/A	4	7	See note #3	
# Students attending COIC Summer School	N/A	N/A (Year-round Prog)				
# Students enrolled	137 full time on (As of 4/14/17)	173 (July 1-April 7)	45 as of 4/15 128 total	17 as of 4/15 29 total	312	166
# Students deficient at time of enrollment	293	156 (estimated 90%)	94 73%	6 21%	312	
# Students current on credits at discharge	12 (Does not include Graduates or GED)	17 (estimated 10%)	21%	100%		
# Students exited / dropped	79	Exit and length of stay determined by the court.	83 (3 students transitions to MVHS as of 4/15)	12 (8students transitioned to BHS as of 4/15)	50	
# Students on active IEP	27	46 discrete students Note 3	Currently 33% Total 34%	Currently 6% Total 21%	38	11
# Students referred to COIC	293	173 total enrollment 112 discrete students (July 1-April 7)				
# Students returning to school and/or employment	N/A	N/A	100%	100%	258	
# Students referred back to district	12	N/A				
# Students returning to BLS	12	N/A			3	
# Students served	293 Sept-April 15	173 July 1-April 7	128	29	312	166
# Students who are current & on-track for HS graduation	22	17	16/45 35% currently	17/17 100% currently	233	
Average length of stay	51 days average 46 days median	7.5 (schools days)	6.5 mo ranch 1.8 mo J-5	14 months	22 Weeks	
Basic skill remediation	180 More than 50%	All students				
Recidivism rate	N/A	37.5%	*Note: #4			
Track alumni GPA and class ranking in 9/1- year of HS	N/A	N/A				
Youth Retention Rate	N/A	N/A				



Bend - La Pine Schools  
2016-17 Contract/Charter School Qualifiers

Notes: J Bar J Boys Ranch / The Academy

Note #1

Each student has a scored portfolio including self-evaluations completed by each student and scored work samples. These portfolios are presented to a portfolio panel comprised of key stakeholders and peers and are the basis of mid-term and end-of-term teacher/student conferences and final grades

Note #2

J Bar J Boys Ranch\_(as of 4/15/17)

Reading: 85% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are 4.4 grade levels below grade level at enrollment
2. Average grade level gains in Reading are 1.2 grade levels

Math: 74% of students tested below grade level at time enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are 4.9 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.5 grade levels.

Writing: 73% of students tested below grade level at time of enrollment.

1. Based on WIAT testing, average scores are 2.2 grade levels below grade level at enrollment.
- Average grade level gains in Writing are 1.0 grade levels.

Academy at Sisters\_(as of 4/15/17)

Reading: 27% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are 2.7 grade level below grade level at enrollment.
2. Average grade level gains in Reading is 1.6 grade level.

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

1. Based on WIAT testing and STAR Math assessments, average scores are 3.2 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.5 grade levels

Writing: 17% of students tested below grade level at time of enrollment

1. Based on WIAT testing, average scores are 1.2 grade levels below grade level at enrollment.
- Average grade level gains in Writing is 1.0 grade level.

### Note #3

#### 2015-16 State Assessments

##### J Bar J Boys Ranch (% passed)

<u>Reading</u>	<u>Writing</u>	<u>Math</u>
57%	13%	9%

##### Academy at Sisters (% passed)

<u>Reading</u>	<u>Writing</u>	<u>Math</u>
85%	62%	54%

### Note #4

Recidivism data is compiled by the Oregon Youth Authority (OYA). OYA uses a tool called OYA Recidivism Risk Assessment. It is used to better understand what contributes to the risk of recidivating for youth and to evaluate the effectiveness of programs. For the purpose of this data collection, recidivism is defined as an adjudication or adult conviction of a felony within 36 months of commitment to probation or release. As of last school year, the average recidivism rate for residents discharged from J Bar J Boys Ranch in the previous 36 months was 18%.

**Bend - La Pine Schools**  
**2016-17 Contract/Charter School Qualifiers**

**Notes: Oregon Youth Challenge Report:**

**Note #1**

TABE Results	Reading		Math		Language		Total Battery		Grade Level Difference			
	In	Out	In	Out	In	Out	In	Out	Reading	Math	Language	Battery
2016-1	7.1	8.7	6.4	8.2	6.8	8.4	7.1	8.7	1.6	1.8	1.6	1.6
2016-2	9	9.8	7	8.8	7.6	8.8	7.6	9.2	.8	1.8	1.2	1.6

**Note #2**

Oregon statewide assessments for graduation are administered during the testing window each year. All eligible juniors and seniors take the OAKS (Oregon Assessment of Knowledge and Skills / Smarter Balance Assessment) test as required to meet State of Oregon Department of Education standards for graduation. Results are reported to students, parents, and the Bend-LaPine School District. The summary report is on file at the Bend La-Pine School District office.

Overall, there are several areas of achievements in 2016-17 worth noting:

- TABE results – Total Battery grade level increase was 21.8%. Overall the TABE increase data varies from class to class, but every year an increase has occurred in each category. OYCP is a voluntary program and the TABE-in grade level will vary with applicants.
- # of Credits Achieved – The total number of credits continued to exceed the required 8 credits per student. The overall total credits in 2016-17 includes 7.5% extra credits.
- # of Program Graduates – reflects an increase of 1.2%. Graduates vary from year to year, and the 2016-17 total of 262 continues our trend of increased retention. This is also reflected in a stable rate of Students Dropped compared to Students Served of 16%, a decrease of 1% from last year. The ten year average annual graduation total is 252.
- # of Students achieving a diploma and # of Students achieving a GED – The total diploma and GED recipients comprised 11% of total program graduates. OYCP is a voluntary program and the age, total credits and OAKS testing status of students applying for each class varies. Therefore, our number of students eligible to earn a diploma or GED will vary.
- # of Students who are current and on track for high school graduation – is 75% of the total students served, an increase of 9% over last year. OYCP is a voluntary program and the age and total credits of students applying for each class varies.
- # of Service Projects (hours/days) and # of Students Involved – averaged 85 hours per student – indicating that all program graduates met or exceeded the NGB minimum standard of 80 hours.

**Note #3**

The OYCP issues state high school diplomas. The diplomas are signed by the Superintendent of Bend-LaPine School District, but they are not BLS diplomas.

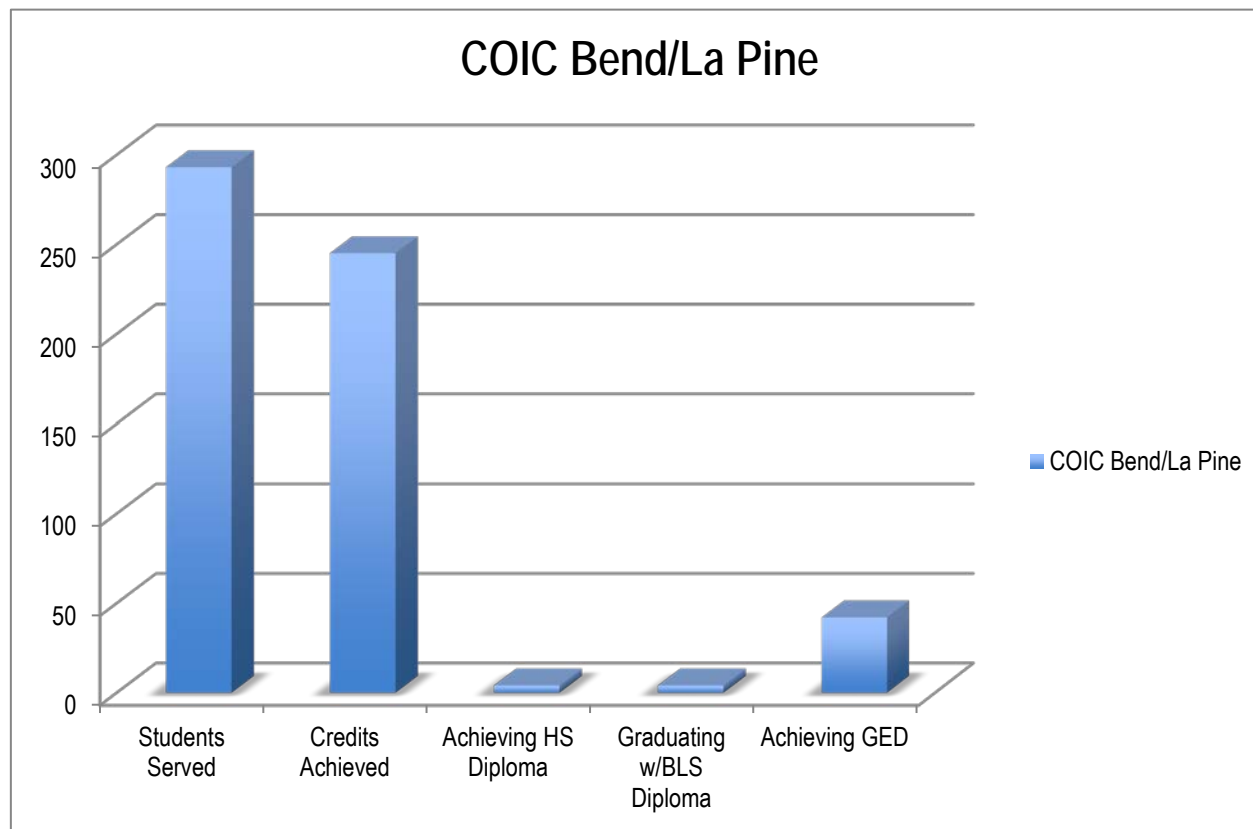
**Note #4**

OYCP is in session year round. All the data reported is from January 1 through December 31 2016.

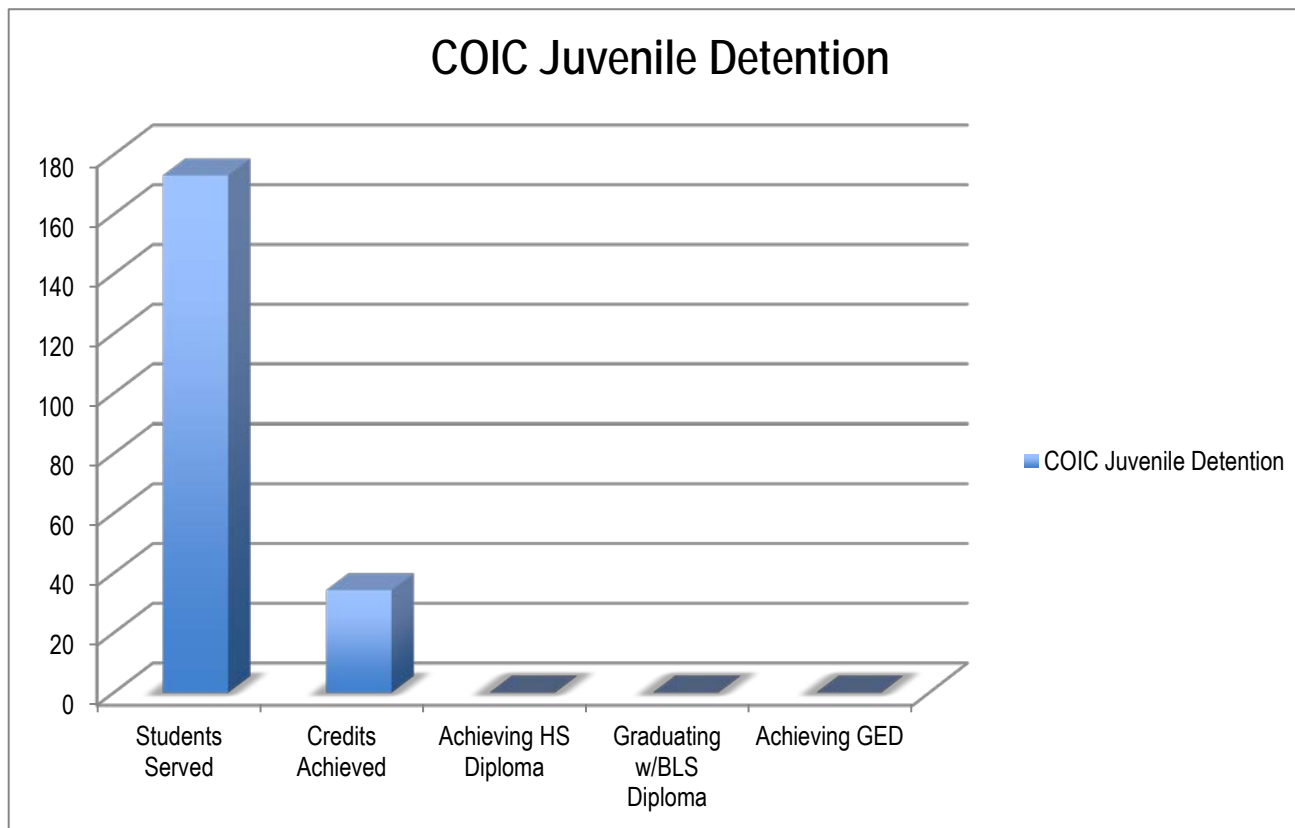
# **ATTACHMENT C**

## **Data and Graphs**

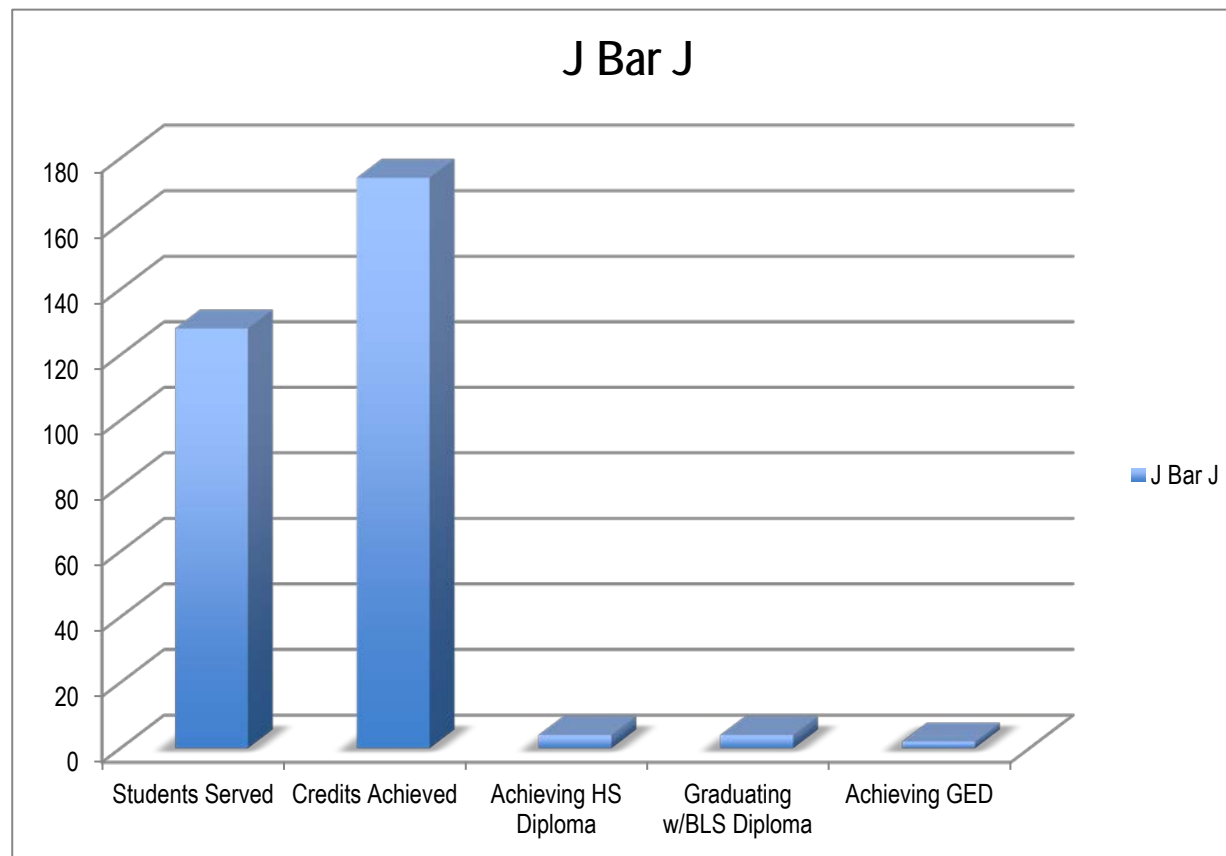
	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
COIC Bend/La Pine	293	245	4	4	42



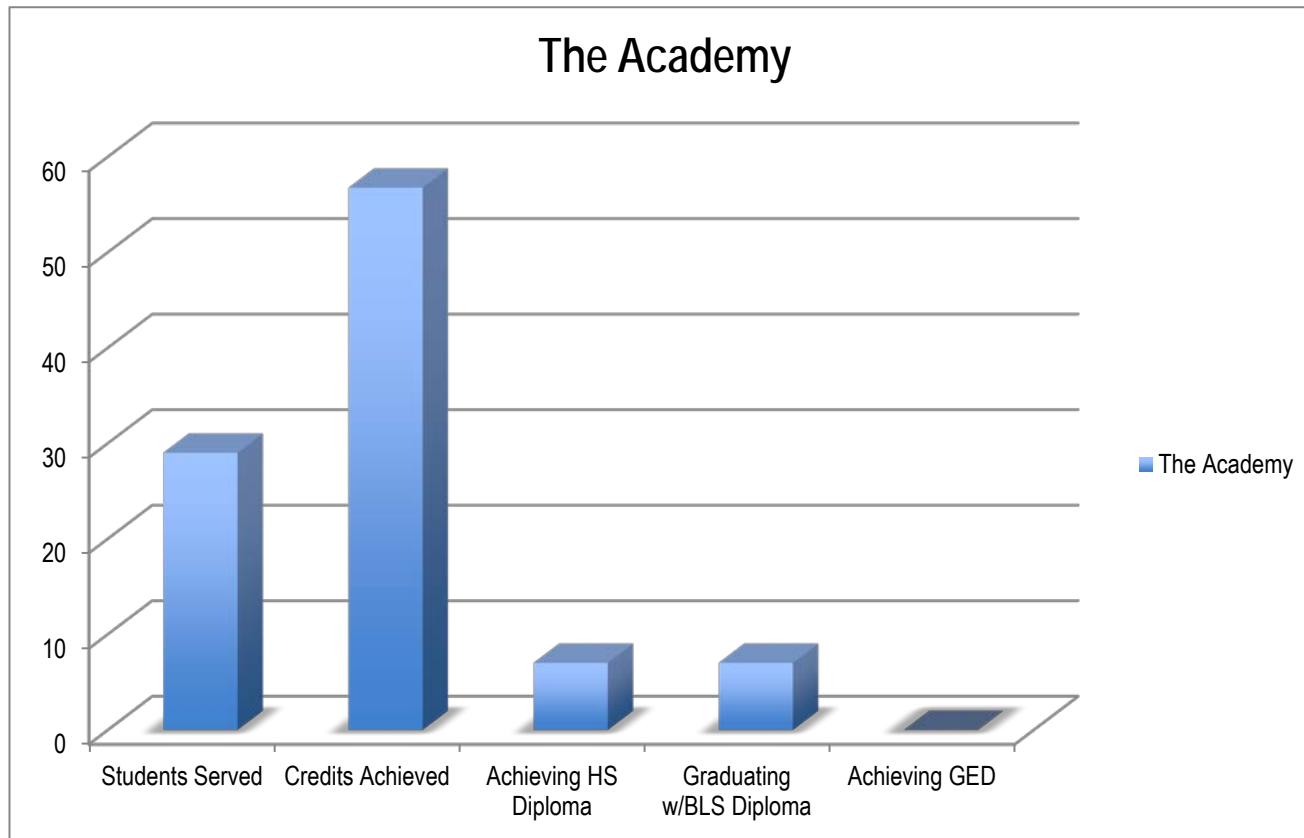
	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
COIC Juvenile Detention	173	34.25	N/A	N/A	N/A



	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
J Bar J	128	174	4	4	2

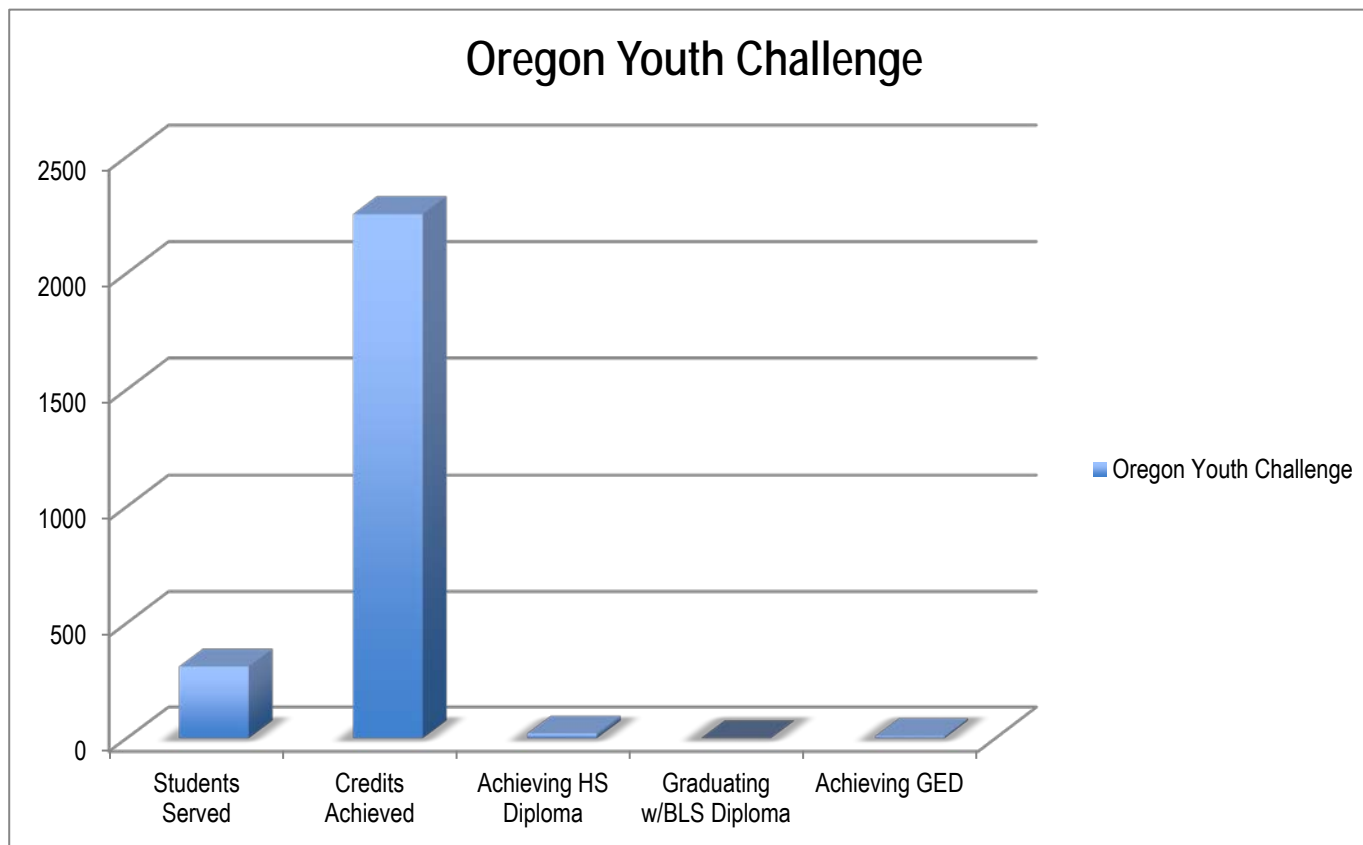


	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
The Academy	29	56.75	7	7	0

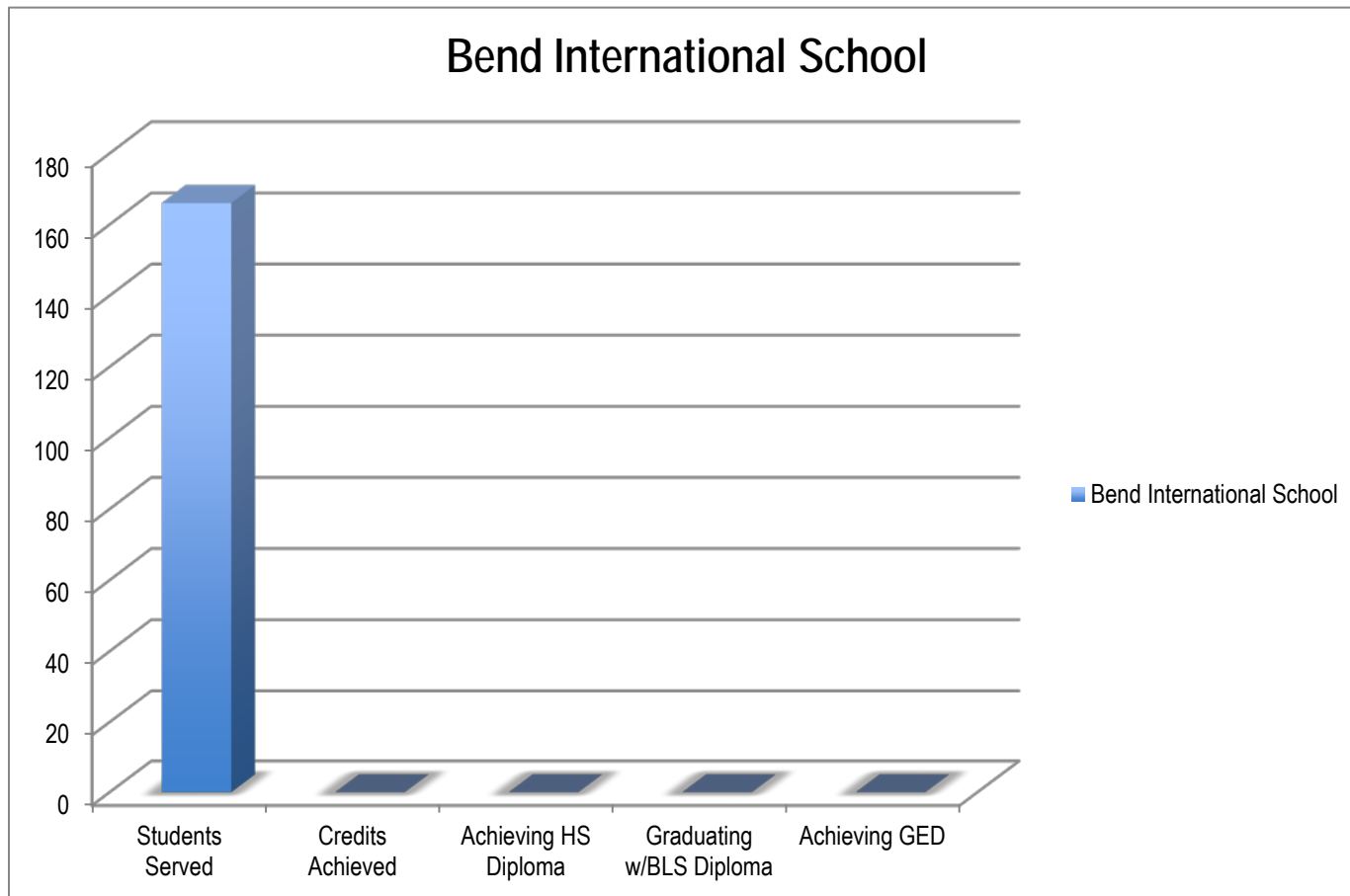




	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
Oregon Youth Challenge	312	2,253	20	N/A	9



	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
Bend International School	166	N/A	N/A	N/A	N/A



# ATTACHMENT D

## Oregon Assessment of Knowledge and Skills Report

Testing data is expected August 2017. Results will be reported to the Bend-La Pine School Board in September.

# **ATTACHMENT E**

## **Fiscal Compliance**



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

---

April 6, 2017

Kathy McCollum  
HDES  
2804 SW Sixth Street  
Redmond, OR 97756

Re: ALO annual review

Kathy,

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

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

Sincerely,

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

Marcia Copple  
Accounting Supervisor  
Bend-La Pine Schools

**COIC**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

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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.

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Date: April 2017

Evaluator: Kathy McCollum

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

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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 2017-18 school year with COIC.

## BEND CENTER

April 2017

### Goals for the 2017-2018 School Year- Bend Center

1. Increase the number of Graduates.
2. Maintain the number of GED passers achieved in 2016-2017.
3. Maintain the number of credits recovered to assist district graduation rates.

### Progress on Goals for the 2016-2017 School Year- Bend Center

1. Students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills. COIC will increase opportunities for students to prove that they have mastered the Essential Skills of Reading, Writing or Math by providing a variety of approved assessment options throughout the school year.  
*Success in this area is reflected by the increased graduates and credits earned.*
2. Maintain the number of GED passers achieved in 2015-2016.  
*This number appears down by 10 as of April 15. This reflects the near two weeks snow-day gap.*
3. Maintain the number of credits recovered to assist district graduation rates.  
*This number was exceeded as of the end of the 3<sup>rd</sup> quarter and is projected to exceed at year-end.*

Table 1

*Comparison of program outcomes for the school years 201 - 2016 and 2016 - 2017*

	2015 - 2016 (full year)	Sep - April 15, 2016 (end of 3 <sup>rd</sup> quarter)	Sep - April 15, 2017 (end of 3 <sup>rd</sup> quarter)
# Students Referred for GED	185	166	157
# Tests passed	378	275	226
GED Certificates	82	46	36
Students Referred for HS credits	100	83	92
Credits recovered	253	166.25	206 (project 300)
Graduates for district	20	3	4 (project 25)

## 2016-2017 Accomplishments and Events - Bend Center

1. BLP proposes that GED recipients be awarded credits to be applied to Modified or State Diploma. See Appendices A and B for background.
2. COIC received a HECC grant to pursue community college success. The project was based on last year's Accomplishment # 5, "COIC staff enrolled in COCC class to learn first-hand the post-secondary educational experience as it relates to COIC program completers." 8 GED recipients were selected to each take a writing class Spring Term and a math class Summer Term. This project will provide valuable information to the challenge of at-risk youth completing post-secondary education. Next year's follow-through will be based on this experience.
3. COIC's WIOA Performance YTD
  - a. Placement in Employment and Education – 79% (state goal 72 %)
    - i. 32 paid Work Experiences ranging from Forest Conservation to Veterinary offices
  - b. Attainment of Degree or Certificate – 73% (state goal 73%)
  - c. Numeracy and Literacy – 81% (state goal 53%)
4. COIC ELA teacher's book published and favorably reviewed in the Washington Post. Teacher was also sent on book tour by Barnes and Noble.
5. By means of a partnership with the Bend Rotary Club and private donors, COIC provided weekly bowling at Lava Lanes for students.

## LA PINE CENTER

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

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

1. Maintain the number of GED passers achieved in 2016-2017.
2. Maintain the number of credits recovered to assist district graduation rates.
3. Maintain work experience opportunities for WIOA eligible youth.

### Progress on Goals for the 2016-2017 School Year- La Pine Center

1. Maintain the number of GED passers achieved in 2015-2016.  
*See Table 2 below. Substantially fewer students were referred for GED.*
2. Maintain the number of credits recovered to assist district graduation rates.  
*See Table 2 below. This number is down because fewer students were referred from September through February.*
3. Introduce WorkKeys as a means of meeting the essential skills requirement.  
*This was not implemented because most students were referred for GED and the test was unnecessary.*
4. Maintain work experience opportunities for WIOA eligible youth.  
*4 students were enrolled in WIOA in 2015-16. This year 4 were added. There were 3 work experiences last year and 3 this year to date.*

Table 2

*Comparison of GED program outcomes for the school years 2015-2016 and 2016-2017*

	2015-2016 (full year)	Sep 9 – April 15, 2016 (Comparable period)	Sep - April 15, 2017
# Students Referred for GED	40	37	29
# Tests passed	74	50	30
GED Certificates	15	7	6
Students Referred for hs credits	20	8	18
Credits Earned	97	64	37
Students Graduated	0	0	0

## 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 2016-2017 school-year, 89% of the students in detention were residents of the tri-county service area, 11% out of the tri-county service area in Oregon and 0% from out-of-state. These students are categorically at risk of dropping out.

### Curriculum

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

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

1. Update facility library to have more current book selections to encourage reading.
2. Create a different daily class schedule to bring more variety of activities and to break up tasks to alleviate student boredom.
3. Create classroom expectations sheet to put in youth orientation packet to increase awareness of expectations and speed assimilation into classroom environment. (Expectations are currently posted in classroom.)

### Goals for the 2016-2017 School Year Progress– Juvenile Center

1. Incorporate formative assessment concepts into classroom environment to increase student involvement and self-management of learning.

*Portions of formative assessment concepts have been incorporated into classroom environment. Formative assessment will not be able to be used in its entirety due to the nature of the classroom factors of constantly changing student demographics and the variety of grade levels in one classroom.*

2. Complete conversion of sending student entries, exits, IEPs and SPED information from faxes to a secured online file transfer.

*This has been completed for the Bend-La Pine School District and is currently being utilized via BLSEND on a daily basis. For other school districts, it is depending on district/program preference. Some districts/programs prefer a fax and others prefer the secured online file transfer.*

## Highlights for 2016-2017 School Year - Juvenile Center

1. Obtained ten laptop computers, computer cart, document camera, microscope and computer software for classroom via grant.

### Results of T-Test Comparison of OAKS Reading and Math Scores Between COIC Students Who Passed GED Series 2002 and GED Series 2014.

The basic premise of the GED 2014 is that, because of its increased rigor, those who pass the exam approach the academic equivalence of high school graduates and are thus more post-secondary ready. Data from the COIC GED program appear to back this assertion by means of comparing the OAKS Reading and Math scores of students who passed the GED 2002, the exam administered from 2002 through 2013, with those of students who passed GED 2014.

The observations were limited to students who passed the exam and had OAKS scores. Not all students who passed the GED exams had OAKS scores in both Math and Reading. The obvious limitation to the study is that the OAKS tests were taken before the students were in the GED program; in other words the OAKS scores measured academic and test-taking abilities *before* the students engaged in GED preparation activities.

#### Sample

COIC students in Bend and Redmond with OAKS scores who passed the GED exam between September, 2012 and June 2015. The sample was made up of 110 students who passed the GED 2002 and 56 who passed GED 2014.

#### Reading

Average OAKS Reading for those who passed GED 2002 Reading: 236. N = 105.  
Average OAKS Reading for those who passed GED 2014 Language Arts: 241. N = 55.  
An independent-samples t-test was conducted to compare OAKS Reading scores for GED 2002 and 2014 Language Arts test passers. There was a significant difference in the OAKS scores for GED 2002 ( $M = 235.89$ ,  $SD = 8.10$ ) and GED 2014 ( $M = 240.87$ ,  $SD = 7.31$ ) conditions;  $t(158) = 3.823$ ,  $p = .000$ . Effect size,  $d$ , is approximately .64 which is medium to large and is a typical size for effects in the behavioral sciences.

#### Math

Average OAKS Math for those who passed GED 2002 Math: 232. N = 103.  
Average OAKS Math for those who passed GED 2014 Math: 236. N = 52.  
An independent-samples t-test was conducted to compare OAKS Math scores for GED 2002 and 2014 Math test passers. There was a significant difference in the OAKS scores for GED 2002 ( $M = 232.09$ ,  $SD = 5.97$ ) and GED 2014 ( $M = 235.69$ ,  $SD = 5.86$ ) conditions;  $t(153) = 3.571$ ,  $p = .000$ . Effect size,  $d$ , is approximately .64 which is medium to large and is a typical size for effects in the behavioral sciences.

T-TEST GROUPS=Test('2002', '2014')  
/MISSING=ANALYSIS  
/VARIABLES=mOAKS rOAKS  
/CRITERIA=CI(.95).

T-Test

Group Statistics

Test	N	Mean	Std. Deviation	Std. Error Mean
mOAKS 2002	103	232.09	5.972	.588
2014	52	235.69	5.860	.813
rOAKS 2002	105	235.89	8.100	.790
2014	55	240.87	7.308	.985

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
mOAKS	Equal variances assumed	1.633	.203	-3.571	153	.000	-3.605	1.010	-5.600	-1.610
	Equal variances not assumed			-3.593	104.194	.001	-3.605	1.003	-5.594	-1.615
rOAKS	Equal variances assumed	2.519	.114	-3.823	158	.000	-4.987	1.305	-7.564	-2.410
	Equal variances not assumed			-3.948	120.039	.000	-4.987	1.263	-7.488	-2.486

## GED Option or Modified Diploma

### Summary

Because of the increase in difficulty of the new GED Exam, high school counselors and administrators need clarification in order to recommend GED or Modified Diploma for students whose credits are a year or more behind their cohort.

### Introduction

#### The GED Option Program

The GED Option Program is an authorization is from the American Council on Education (ACE) and GED Testing Service (GEDTS) that allows Oregon school districts to retain enrollment of 16 and 17-year-old students while they study for and take GED subtests. Bend School District and COIC have that authorization. Students not enrolled in the GED Option Program require an Exemption from Compulsory Attendance to access the GED tests. Students enrolled in the GED option program "...continue toward achieving the academic credits and Essential Skills required for graduation..." (<http://www.ode.state.or.us/search/results/?id=29>).

Two key elements of the program are that the prospective student's credits are a year behind their ninth grade cohort and are academically capable of following the course of instruction for passing the exam – which has not yet been established for the more rigorous exam that was put in place in 2014. The GED Option baseline criteria around the much less rigorous 2002 exam were:

- Met or exceeded the 8th grade reading benchmark;
- Scored at 400 on the GED science, social science, or reading Official Practice Tests;
- Scored 235+ on the Comprehensive Student Assessment System (CASAS) Reading;
- Scored at grade level 8.5 or above on the Test of Adult Basic Education (TABE) Forms 7 & 8.

Clearly, these are inadequate predictors for the GED 2014 which is aligned to current national standards for career and college readiness.

### GED 2014

#### The Game Changer

The 2014 GED exam represents a massive shift from GED 2002 that was administered from 2002 through 2013. The new exam is much more rigorous than any previous exam, demanding analysis of written text and practical application of algebra, geometry, statistics and probability. The increased rigor demands more preparation. In fact, nation-wide, there was an 80% drop in the number of 16 to 18 year-old test passers after GED 2014 was put in place! After 2014, GED candidates needed a higher math and literacy baseline than before.

In Table 1 below, Oregon Community College data compares remediation rates between high school graduates and GED 2014 during the 2014 – 2015 school year. GED earners required much less remediation than high school graduates! At least in Oregon, GED completers need less community college remediation than high school graduates.

Table 1

*Comparison of Remediation Rates at Oregon Community Colleges*

Area of Remediation	GED Earners		High School Grads	
	Number	%	Number	%
Reading/Writing	89	14.9%	3955	47.5%
Math	233	39.1%	5196	62.4%
Total	595		8322	

Source: HECC Office of Research and Data (D4A)



However, this skill increase resulting from increased rigor comes at a cost—for many students, the GED is no longer an option. For them, a modified diploma is a more effective means to acquire the math and literacy skills to succeed in the work place.

The challenge, then, is to devise an equitable method of determining the pathway that is in the best interest of each student. Clearly an academically at-risk student would benefit from the increased rigor of GED 2014. And, just a clear, it is not in the best interest of any student to pursue an academic goal that is frustratingly difficult.

### The COIC Experience - What Pre-scores Predict Readiness for GED 2014?

The GED Ready Test, a pre-test designed by the GEDTS, is the best predictor of the actual test score, usually within a few points. Using data from the 2014-2015 and 2015-2016 school years, COIC analyzed the pre-scores and outcomes from 145 students who completed all four pre-tests to find a descriptive point for likely GED success as well as the point at which success seems unlikely. Our criteria for the process centered on the following:

1. Fairness – no student with a chance of passing the GED should be excluded;
2. Address the student's best interest – no student should be subjected to an overly difficult course of study;
3. All students' training should improve their post-secondary outcomes – work, career and education.

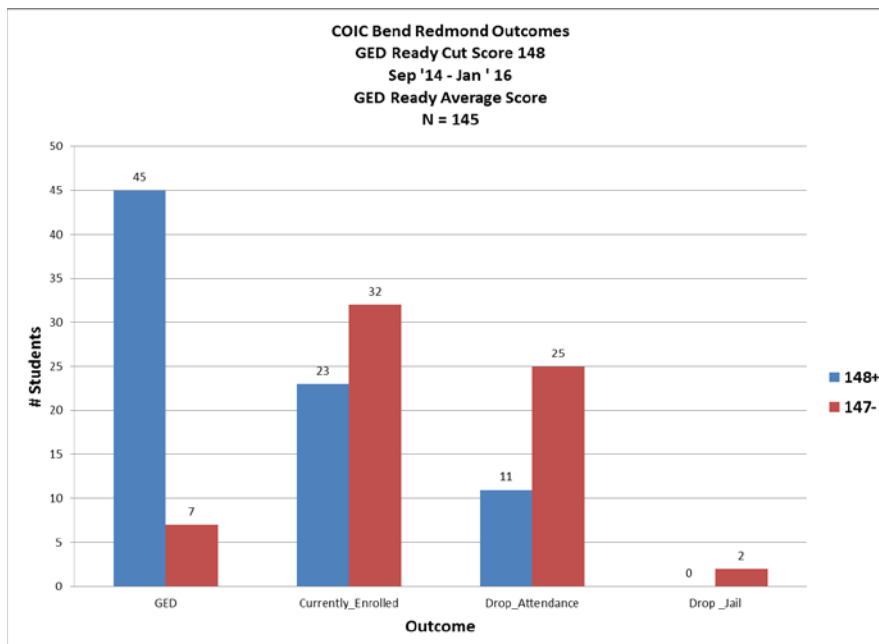
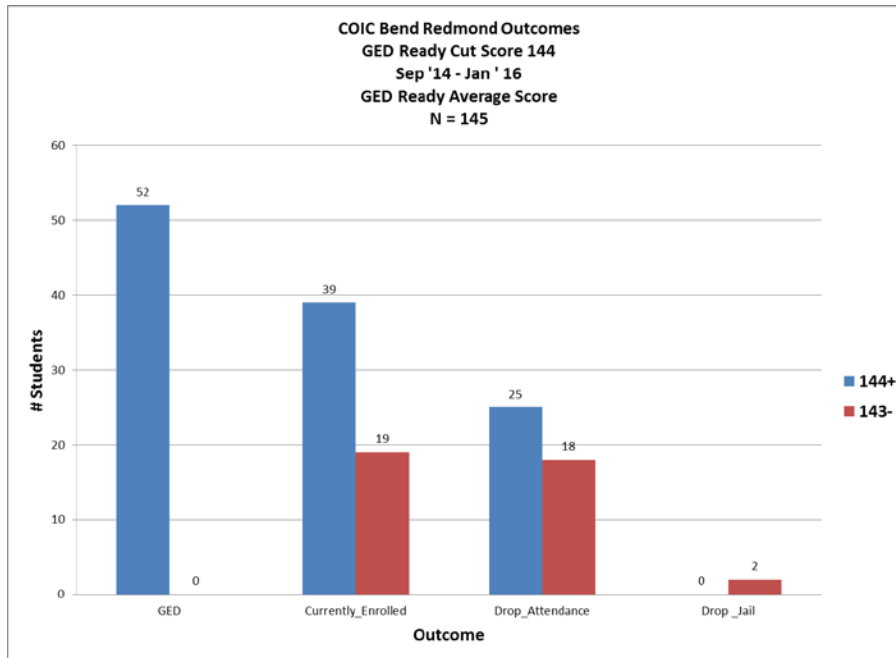
With a focus on GED, we chose average scores of 148 and 144 and compared outcomes: GED Completers; Currently Enrolled; Dropped for lack of attendance, and Dropped because of jail. Table 2 shows the outcomes for each cut score. A cut score of 144 would not have excluded any student who earned a GED while 148 would have excluded 7 out of the 52 or 13% of the GEDs! Additionally, even after two years attendance, no student with a score below 144 earned a GED. And, a cut score of 144 included 16 more students in the Currently Enrolled category—29% more students!

Table 2

*Comparison of Outcomes with GED Ready Cut Score 144 and 148*

Outcome	<u>Cut Score 144</u>			<u>Cut Score 148</u>		
	144+	143-	Total	148+	147-	Total
# GED Completers	52	0	52	45	7	52
Currently Enrolled	39	19	55	23	32	55
Drop Attendance	25	18	36	11	25	36
Drop Jail		2	2	0	2	2
Total	116	39	145	79	66	145

Figure 1 below graphically represents these trends.  
Figure 1



## Solution

The solution is already in place – a Modified Diploma is the best track for students who score below 144 on GED Ready. The new GED is simply too difficult for them. Modified Diploma entails a different pedagogy. These students lack foundational skills in all areas. Students pursuing this goal would benefit from a structured program with specific classes at specific times, much like a middle school – and with a similar curriculum. COIC instructors already have partial experience in this approach by having assigned Odysseyware level 200 to 500 Math and English to remediate low skilled students. The new strategy for Modified Diploma would assign an entire curriculum, which, where possible, would cluster students for directly taught classes.

## Process

1. At-risk student identified at high school. These are students whose credits are more than a year behind their ninth grade cohort;
  - a. Best scenario identifies student in 10<sup>th</sup> grade
  - b. Low credit, low-skilled 12<sup>th</sup> graders are more difficult to serve
2. Student referred to COIC;
3. Student tests GED Ready;
  - a. 144 or above goes into GED Program
    - i. Student's number of credits is close to graduation – student stays on graduation track
  - b. 143 or below goes into Modified Diploma
    - i. Age, # credits and attendance are factors to evaluate
    - ii. Student is exceptional case and goes to GED
    - iii. Meeting with referring high school administration to establish Modified Diploma
4. Student assigned to Modified Diploma track
  - a. One to two year time frame to earn Modified Diploma



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 22, 2016

COIC Skill Lab - Bend  
334 NE Hawthorne Ave.  
Bend, OR 97701

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for COIC Skill Lab - Bend at 1645 NE Forbes Rd Ste 101, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 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 referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

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 programs.

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

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

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 22, 2016

COIC Skill Lab - Lapine  
334 NE Hawthorne Ave.  
Bend, OR 97701

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for COIC Skill Lab - Lapine at 16493 Bluewood Pl, Suite 3, LaPine, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 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 referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

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

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

**J BAR J**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

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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: April 2017

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 2017-18 school year with J Bar J.

## J BAR J Boys Ranch Program

April 2017

J Bar J Learning Center, an accredited school through AdvancEd since 1993, administers two school programs that have contracts with the Bend-La Pine School District as alternative programs. The two school programs are located at J Bar J Boys Ranch and the Academy at Sisters. 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 a new short-term stabilization program that is housed in the Deschutes County Detention Facility.

### Student Profile

The students who are placed at J Bar J Boys Ranch are young men with chronic felony offenses. They have frequently missed school and are behind in credits with relatively low skill levels as a result of inconsistent attendance. J Bar J is known to be an effective facility in working with young sex offenders, and a number of the boys are receiving treatment related to those offenses. In recent years, the demographics of the students who attend J Bar J have changed. Students are older, tend to have a more extensive criminal history with more serious offenses, are in need of greater special ed. support, and are more credit deficient resulting in higher maintenance.

### Curriculum

J Bar J Learning Center offers a full range of curriculum for students at the J Bar J Boys Ranch. The school combines direct and project-based instruction with individualized plans to offer a full range of basic skills classes along with electives, all of which are aligned with the content and standards of area high schools. The Learning Center prescribes to a proficiency standard-based model. Units in Career Education are incorporated into the program as well, using the Career Information System program, discussion, resume writing, and practical experiences to process the concepts. This interfaces with the job planning work that the students do outside of school time with case managers. Students in the stabilization program utilize Odysseyware, a computer-based program, blended with direct instruction.

The school has been using the Accelerated Reading program for several years and has found it to be very helpful in diagnosing student reading levels and in supporting lower functioning readers. They have also added the Accelerated Math program which allows them to offer math programs that are tailored to the individual student's math level. The Learning Center recently subscribed to a newer version of Accelerated Math that incorporates Math common core standards. Each program allows for careful diagnosis of skill levels and then recommends math activities that are tailored to the needs of each student. Significant student gains have been made in both programs, as measured by pre and post testing within the program.

Student education plans are developed for each student. These are updated every 90 days. Portfolios are maintained for the students and show evidence of good achievement. Benchmark samples are evident, and pre and post testing, using WIAT and STAR tests, are done to help monitor achievement. As mentioned above, the Reading and Math programs also carefully 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 2016-17 School Year

- Integration of classroom technology into daily instruction
- Continue to focus on Math improvement with additional support staff
- Expand training for Smarter Balanced Assessments
- Prepare for Accreditation external review
- Increase professional development around school improvement

#### Yearly Accomplishments

- Successfully integrated technology in classroom instruction utilizing Chromebooks and Google Classroom
- Successful accreditation external review
- Establishment of “Friday Support” program utilizing outside volunteers
- Establishment of monthly “Career Day”, inviting local employers to speak with students

As evidenced in my review, J Bar J Boys Ranch has made satisfactory progress on their goals for the 2016-17 school year.

#### Goals for the 2017-18 School Year

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



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 22, 2016

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

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Learning Centers - Boys Ranch Campus at 62895 Hamby Rd, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 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 referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

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 programs.

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

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

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

# **ACADEMY AT SISTERS**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

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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: April 2017

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 2017-18 school year with the Academy at Sisters.



## ACADEMY AT SISTERS

April 2017

The Academy at Sisters is a licensed residential treatment program for "at-risk" girls who have clinical diagnoses, ages 13-18. Education services are administered as part of J Bar J Learning Center, which is accredited by AdvancEd. The campus is located in Bend, on Silvis Road, at the Russ Read Campus. The students reside on site and receive their academic instruction there as well. At level three of their treatment, students have the opportunity to transition to Bend HS.

### Student Profile

The young women who enroll in the Academy typify resistance to authority, poor decision-making, low self-esteem, and academic deficiencies. Many are diagnosed with depression, chronic anxiety, oppositional defiant disorder, attachment disorders, PTSD, and have issues surrounding drug and alcohol use, trauma/victimization, grief & loss, poor social skills, and social media misuse. Many have histories of self-harm, eating disorders, and running away.

### 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.

The curriculum is designed around state content standards, which students strive to meet through projects, activities, and scored work samples. Work samples and learning evidences are collected in student portfolios which students present at a formal portfolio presentation at the end of each semester. Work related applications can be met through community service and school "crews", which are job learning opportunities that support their community learning. Curriculum is delivered in a variety of ways, and instruction is differentiated based on the academic and emotional needs of students in their mixed ability classrooms. All students are enrolled in the school's Accelerated Math program which aligns with the new common core standards.

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

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

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

#### Goals for the 2016 - 2017 School Year

- Update classroom technology
- Continue to focus on Math improvement with additional support staff
- Provide online second language options
- Expand understanding around Smarter Balanced
- Utilize field trips to extend learning into real work environment
- Prepare for accreditation external review

#### Yearly Accomplishments

- Expanded community connections and partnerships through curriculum-related projects
- Continued a comprehensive Wellness program incorporating therapeutic goals, nutrition, exercise, social skills, and leadership qualities
- Expansion of onsite organic garden to support Wellness program and outdoor science activities
- Updated technology and media infrastructure
- Improved Math instruction and support for all students
- "Women of Inspiration" lecture series, which invites influential women from the community into the classroom
- Successful accreditation external review

As evidenced by my review, The Academy at Sisters has made satisfactory progress on their goals set for 2016-17 school year.

#### Goals for the 2017 - 2018 School Year

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



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 22, 2016

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

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Learning Centers - Sisters Academy Campus at 63325 Silvis Rd, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 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 referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

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 programs.

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

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

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

# **OREGON YOUTH CHALLENGE PROGRAM (OYCP)**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

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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: April 2017

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 2017-18 school year with OYC.

## Oregon Challenge High School/Oregon National Guard Youth Challenge Program

April 2017

### Oregon Youth Challenge Program Purpose

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

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

### Program Vision

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

### Program Mission

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

### 2016– 2017 Goals

1. We plan to purchase computer tablets for all the teaching staff and a few key individuals working within the program. Teachers will be able to use these devices while teaching and interacting with students.  
*We were able to purchase new computer tablets for all teachers and some support staff. This has helped us in accessing data/student information and entering data/student information, as it happens. This improvement helps teachers and support staff stay on top of student issues and accomplishments. Support staff can view real-time information on our students.*
2. We will continue to purchase new books, electronic and hard-back/paper-back to add to our growing library.

*We have continued to increase our library book and electronic book inventory. We continue to research authors' current works and student generated recommendations when purchasing books. All of our students are required to read at least four books and complete book report forms on the books they have read. Because of our reading curriculum and required reading practices, many of our students increase reading ability by 2 to 4 years. We will continue working on this goal, improving our library and book inventory.*



3. We will be researching and our students will be attending more outside school activities such as Author! Author! , local play, dance productions and cultural events. This addition to our curriculum will help our student population to develop an understanding of the arts and expose them to new and innovative experiences and ideas.

*We are fortunate to have teachers and staff that are involved in local community arts and cultural activities. Our teachers are researching, organizing and planning events and helping our students participate in local art productions, reading events and other relevant events that improve our student's artistic outlook. Our students enjoy getting out into the community and learning about the arts. We will continue working on this goal to help our students achieve a well-rounded education.*

### Yearly Accomplishments

- Over the past year our students and their families have participated, and donated to the Governors Food Drive and our local Student Government Food Drive. These generous family members and students have donated over 7000 lbs. to our local food bank.
- Over the past year our students have given over 240 pints of blood to our local Red Cross.
- Our students continue to make a positive impact with the local community, and continue to develop amazing partnerships with our Service Learning model.
- This school continues to promote and provide cognitive understanding of our 8 core components;
  - Leadership/Followership
  - Academic Excellence
  - Responsible Citizenship
  - Health and Hygiene
  - Service to Community
  - Physical Fitness
  - Job Skills
  - Life Coping Skills
- Through our individual approach, we have been able to assist out student population in meeting Oregon Benchmarks.
- We continue to provide multiple assessments for our students to help them meet Oregon graduation requirements.
- We have developed student centered relationships with other school districts in Oregon. These Outreach programs have teamed up with our staff to assist our students in transitioning back into their communities.

### 2017– 2018 Goals

The 2017-2018 goals are in development.



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 29, 2016

Oregon Youth Challenge  
23861 Dodds Rd  
Bend, OR 97701-9684

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for Oregon Youth Challenge at 23861 Dodds Rd, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 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 referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

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 programs.

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

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

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

# **BEND INTERNATIONAL SCHOOL (BIS)**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

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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: April 2017

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 2017-18 school year with Bend International School.

## Bend International Charter School

April 2017

Bend International School (BIS) is in its second 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 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-socioeconomic status, English language learners, homeschooled students, special needs students, and students who have been unsuccessful in a more traditional school.

We currently have a 51% student and staff "disadvantaged population" rate – which is a lump sum percentage, including minority, ELL, F&R, and SPED students and staff. Roughly 25% of our students would be considered "new" to the District, representing students who had previously been homeschooled or attended private school.

### Curriculum

BIS is proud to have modeled our program after Seattle International Schools which incorporates international education and integrated teaching into a cohesive K-8 learning paradigm where students are engaged in challenging real-world projects that promote global competence. BIS units of study are based on the Common Core State Standards, the Next Generation Science Standards, 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 (STEM plus Arts)
  - 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 2016-2017 School Year

GOALS:	STATUS:
Develop and deepen the Spanish Immersion/Spanish Program at BIS	IN PROGRESS <ul style="list-style-type: none"> <li>Increased number of bilingual staff</li> <li>Added Spanish as a foreign language (2x/week) for grades 4-8</li> <li>Providing training and resources for Spanish Immersion teachers</li> </ul>
Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)	IN PROGRESS The BIS Board of Directors is laying down the foundation/groundwork for this plan. Currently, we are recruiting key individuals with experience in facilities, capital campaigns, finance, and real estate. The goal is to have a general 5-10 year Site Improvement Plan completed by end of June, 2017.
Continue on program development and staff development goals	DONE AND CONTINUING This year, our staff has had intensive training with Singapore Math, staff development workshops on our Integrated International Units of Study, and a shared workshop with District Staff on our Language Arts Curriculum, Lucy Calkins Units of Study.
Continue to increase parent-community engagement and support	DONE We have successfully established a high functioning PTC (Parent Teacher Community) organization to coordinate parent involvement throughout the school. We hosted our 3 <sup>rd</sup> annual One World Gala Community Fundraiser, increasing community engagement and support and raising \$41,620 for our school.
Strengthen the PTC's capacity and organization	DONE See above
Strengthen local and international partnerships	DONE AND CONTINUING Continued partnerships include: Latino Community Association and Bethlehem Inn. New partnerships include: Guadalajara Department of Education, Jalisco, Sister Schools in Tlaquepaque, Mexico, Rotary Club of Greater Bend, OSU-Cascades
Strengthen partnership and collaborative efforts with the Bend-La Pine School District	CONTINUING <ul style="list-style-type: none"> <li>Shared Language Arts Workshop Fall, 2016</li> <li>Close SPED collaboration with Josh Marks (Asst. Director of SPED), Colleen Funderburg (Asst. Director of SPED, and Sean Reinhart (Executive Director of SPED)</li> <li>Shared Professional Development opportunities</li> </ul>
Increase academic achievement of BIS students	DONE AND CONTINUING BIS Data shows high gains and achievement in all subject areas. We are especially proud of the growth our minority and ELL students have made. Please refer to Academic Achievement section



Increase social-emotional progress of BIS students	DONE AND CONTINUING BIS Data shows continued increasing student engagement levels. Please refer to Academic Achievement section
Increase diversity and global competence of BIS students	DONE AND CONTINUING BIS students report feeling more connected globally and have increased their knowledge of the world. BIS students work towards eliminating racism and all forms of discrimination. BIS 6 <sup>th</sup> grade students published an article in the Source Weekly this year about this topic, and won "Letter of the Week."
Develop the BIS School Garden and school-wide Global Sustainability Plan	IN PROGRESS A committee of parents is being formed to develop the plan and coordinate implementation. Federal grant funds will be used.

### BIS Accomplishments 2016-17 School Year

- Expanded from 135 to 166 students
- Remodeled/expanded BIS campus to include a 3<sup>rd</sup> building, providing more classroom space and work spaces for students and teachers
- Strengthened Spanish program by adding Spanish as a formal course for grades 4-8 (offered twice a week)
- Raised \$40,000+ at the One World Gala Community Fundraiser (according to District officials, this is the highest fundraising event of any elementary school despite having one of the lowest overall student populations!)
- Developed and strengthened the BIS Music Program with the addition of a class set of African drums and ukuleles (purchased with grant funds).
- Successful Whole School Unit of Study on Innovations and Inventions which included a visit and hands-on experiments with local scientists, Architects in Schools Program for grades 3-5, and all students K-8 completing the Engineering and Design Standards through an Invention project. Culmination was the BIS Invention Convention – a schoolwide evening event with 98% parent/student participation!
- Smashing success at the One World Expo/Concert! Students learned and performed a song from their country/culture of study. 99% family participation for the event! The concert was livestreamed so our Sister School in Mexico could watch, as well as friends and supporters from around the world.

### Goals for 2017-18 School Year

GOALS	STATUS
Expand to 195 students, K-8	On target. 175 students went through the lottery April, 2017.
Strengthen Spanish Program	Spanish Program Committee formed developing long range goals and K-8 scope and sequence.
Finish the BIS School Site Improvement Plan - 5-10 year Strategic Plan	Committee is being formed now and initial research is being conducted.

BIS Program Development	Continued strengthening and development of the BIS Academic Program through Integrated International Units of Study through collaborative team planning, professional development, and practice
BIS Global Sustainability Plan	BIS Green Team formed. Goals of constructing a School Garden, Greenhouse, composting station and writing a grant for solar panels for the school.
Continued academic and social progress for all BIS students	Plans to use assessment and data collection to guide instruction and lead to increased achievement
Strengthen partnership and collaboration with Bend-La Pine School District	Invite District Staff to key BIS events, renegotiate charter contract

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

**Executive Limitation 12 - Legally Required Policies**  
**May 9, 2017**

**Background/Discussion**

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

**Executive Summary**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 12 – Legally Required Policies for the time period from June 2016 to present.

The work of updating the district's policies and regulations has been, and will continue to be, an ongoing effort as new legislation and administrative rules are adopted, new policy guidance is issued by OSBA, district practices change, and situations arise which prompt review and potential revisions. Staff will continue to rely on OSBA updates and support from legal counsel in this ongoing effort.

The Board's new policy governance model has prompted the Superintendent and staff to establish policy review and reporting systems to ensure compliance with Executive Limitation 12. While OSBA model policies are excellent resources for the district's policy work, they are not adapted for use with Bend-La Pine Schools governance model. Therefore, staff has identified other districts using a similar policy governance model for guidance on systems and best practices.

**Monitoring Report**

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

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

Evidence of Compliance:

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

- Summary of content to enable quick review of administrative policies and regulations that may be impacted by legislative changes in district practices;
- District review and approval dates to quickly identify administrative policies and regulations that require review and revision;

- OSBA Policy Update recommendations to ensure administrative policies or regulations that are impacted by new legislation and ODE regulations are promptly identified and reviewed;
- Date tracking to monitor updates and approval of Cabinet and information shared with the Board.

The completion of the Board's transition to the policy governance model provided the district with an opportunity to undertake a comprehensive review of administrative policies and regulations. The comprehensive review also identified outdated administrative policies and regulations that should be deleted. The following steps have been accomplished:

- Summer – Fall 2016: small group review of administrative policies and regulations by section led by department level supervisors.
- Fall 2016 – current: administrative and legal review to process and refine the suggested edits of each small group along with efforts to incorporate legal updates and requirements.
- In total, 129 administrative policies and regulations have been reviewed.

#### Section review:

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

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

During the Summer and Fall of 2017, review will continue as described above.

#### Deleted Administrative Policies and Regulations:

- The federal regulations for the Healthy, Hunger-Free Kids Act of 2010 were released July 2016. The recommended changes have been drafted in collaboration with, and approved by, the Oregon Department of Education as meeting the federal law. Because of this; the district deleted the following because they are now part of the annual agreement with ODE:
  - EFAE-AR: Child Nutrition – Hearings Process and Appeals
  - EFAJ-AP: Child Nutrition – Meals Served Visiting Students
  - EFAL-AP: Child Nutrition – Second Meals

#### Areas of Improvement:

The district will continue to refine the edit and review process for policies and regulations.

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

Evidence of Compliance:

Through Board leadership meetings, the Superintendent and his team keep Board members apprised of any information that would require a change to administrative policy or regulation.

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

Once an administrative policy or regulation is approved through Cabinet, notification via email will be sent to Board members summarizing the amendments along with an updated copy of the policy or regulation. A list of all administrative policies, regulations and review of work will be presented to the Board through policy monitoring with the spreadsheet as an addendum.

*Administrative Regulation LBE-AR: Public Charter Schools*

*Implementation date: April 2017*

A comprehensive rewrite of LBE-AR, which is the district's charter school application, was finalized in spring 2017. LBE-AR aligns with state law and the board and district's desire to receive high caliber charter applications. Application elements and expectations are clearly defined, and templates have been created for applicants to use. An update to the application deadline and scheduled rotation for K-5 and 6-12 grade level applications was also included as part of the rewrite.

Areas of Improvement:

None

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

Evidence of Compliance

At this time the following new policies and regulations listed are being drafted:

*Administrative Regulation GBA-AR: Veterans' Preference*

ORS 408.225-230(5) requires that a district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration. It is recommended that a district use a scored system and a veteran will submit official documentation verifying their disabled veteran status. The district's Human Resources Department has implemented a Veterans' Preference process for all hiring within the district, has trained those who facilitate hiring processes, and has established a scoring system aligned with Oregon's Veterans' Preference Law.

*Administrative Policy GBMA-AP: Whistleblower*

With the passing of HB 4067, the Whistleblowing section in statute has new provisions for whistleblowers. Due to the new provisions for whistleblowers, OSBA created a separate administrative policy and suggested revised policy language in policies and regulations regarding staff complaints.

*Administrative Policy EFA-AP: Local Wellness Program*

Districts are required to draft and adopt an updated Local Wellness Program policy by June 30, 2017 and implement the program during the 2017-18 school year. The new rules for the Healthy Hungry Free Kids Act of 2010 were released by the USDA and are effective as of June 30. EFA-AP is required for districts who participate in the Child Nutrition Programs with ODE. OSBA, in consultation with ODE, OEA Choice Trust, and OASCD has put together the Student Wellness Handbook and drafted materials to assist districts in policy and implementation.

Areas of Improvement:

Timeliness of drafting new policies is an area for improvement. It will continue to be a goal of the district to draft required policies and regulations in a timely fashion and update existing policies and regulations as laws are updated.

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

Evidence of Compliance:

Presentation of annual monitoring report and other updates given to Board members throughout the year as described in numbered sections 1-3 as included above.

Areas of Improvement:

None

**Addendum:**

Please see attached spreadsheet for a complete list of Executive Limitations, Governance Policies, Administrative Policies and Regulations.

Executive Limitation, Poilcy Governance, AP & AR Title	Approval Date	OSBA Update	Legislation & Change	Dept. / Staff Reviewing	BLP review complete	Termination Date (if applicable) & reason	Cabinet review/approval	Board Leadership Update
EF-AR: Managemetn of Nutrition Services	1/26/2007			Cashman	August-16			
EFA-AR: Sale of Food on District Property	4/14/2008			Cashman	August-16			
EFA: Local Wellness Program	5/26/2009	Apr-17	Healthy Hungry Kids provisions change requires new local wellness plan	Cashman				
EFAA-AR: Child Nutirion Programs	1/23/2012			Cashman	August-16			
EFAA: District Nutrition and Food Service	8/25/2011			Cashman	August-16			
EFAB-AR: Food Products from Home and Kitchen Facility Usage	1/26/2007			Cashman	August-16			
EFAE-AR: Child Nutrition - Hearings	10/10/2011			Cashman	August-16	delete per OSBA update 1/2017		
EFAJ-AR: Child Nutrition - Meals Served Visiting Children	1/26/2007			Cashman	August-16	delete per OSBA update 1/2017		
EFAL-AR: Second Meals	1/26/2007			Cashman	August-16	delete per OSBA update 1/2017		
EFC-AR: Student Accessible Vending	9/30/2013			Cashman	August-16			
DJC-AR: Purchasing Authority and Limits	6/17/2016		The only change is in referring to the executive limitations	Henry / Logan	September-16		6/17/16	6/17/16
GBEDA-AR: Drug & Alcohol Testing - Transportation Personnel	3/12/2012		random testing increased from 10% to 25%	HR / Debbie & Jon	September-16		8/1/16	9/16/16
EBAD-AR: Indoor Air Quality (IAQ)	10/13/2008			Tiller	September-16			
EBB-AR: Integrated Pest Management Plan	6/14/2012			Tiller	September-16			
EBB: Intergrated Pest Management	6/12/2012			Tiller	September-16			
EBBE-AR: Electrical Equipment Lock-out/Tag-out	9/2/2003			Tiller	September-16			
EC-AR: Building & Grounds - Management & Security	8/31/2012			Tiller	September-16			
ECAA-AR: Posting Property for Security	1/25/2007			Tiller	September-16			
ECAC-AR: Access to Buildings	1/25/2007			Tiller	September-16			
ECD-AR: Vehicles on District Property	1/26/2007			Tiller	September-16			
ECE-AR: Cleaning Standards of District Facility for Health and Safety	1/26/2007			Tiller	September-16			
EDB-AR: Maintenance and Control of Materials	1/26/2007			Tiller	September-16			
EDBA-AR: Maintenance and Control of Activities Equipment	1/26/2007			Tiller	September-16			
FA-AR: Facilities Development Goals	11/10/2009			Tiller	September-16			
FB-AR: Facilities Planning	11/10/2009			Tiller	September-16			
FC-AR: Capital Construction Program	5/21/2012			Tiller	September-16			
FEA-AR: Capital Improvement - Educational Programs	11/16/2009			Tiller	September-16			
FFB-AR: Names on Building Plaques	6/4/2012			Tiller	September-16			
FG-AR: Inspection and Acceptance of New Facilities	6/4/2012			Tiller	September-16			
FJ-AR: Temporary District Facilities	6/4/2012			Tiller	September-16			
FK-AR: Facilities Renovation	5/29/2012			Tiller	September-16			
FKA-AR: Guidelines for Volunteer Facility Improvement Projects	11/29/2010			Tiller	September-16			
FKA-AR: Requirements for Volunteer Painting	11/29/2010			Tiller	September-16			
FL-AR: Retirement of Facilities	5/29/2012			Tiller	September-16			
KG-AR: Community Use of District Facilities	10/6/2008			Tiller	September-16			
KGA-AR: Facility Use Procedure	5/20/2013			Tiller	September-16			
KGA-AR: Fee Schedule	7/1/2010			Tiller	September-16			
KGAB-AR: Facilities, Eqpt and Vehicles - Employee Use for Student Activities	1/1/2007			Tiller	September-16			
KGF-AR: Authorized Use of District Equipmen and Materials	7/1/2002			Tiller	September-16			
KGF: Authorized Use of District Equipment and Materials				Tiller	September-16			
EB: Safety Program	1/14/2013			Repman	November-16			
EBA-AR: Emergencies	6/18/2012			Repman	November-16			
EBC-EBCA-AR: Communications Regarding Serious Incident	1/25/2007			Repman	November-16			
EBCD-AR: Emergency Closures	1/14/2013			Repman	November-16			
JFCG: Tobacco Free Enviornment	12/9/2008			Repman	November-16			
JFCL-AR: Laser Pens	1/30/2007			Repman	November-16			
JFCM: Threats of Violence	9/9/2014			Repman	November-16			
JHHA-AR: Crisis and Violence Prevention and Response	6/4/2012			Repman	November-16			
KGB-AR: Public Conduct on District Property	1/1/2007			Repman	November-16			
KN-AR: Relations with Law Enforcement Agencies	10/26/2010			Repman	November-16			
KG-AR: Building Security During Non-Custodial Hours	1/1/2007			Repman	November-16			
IGBC: Title I - Parent Involment	6/10/2008			Timms	November-16			
JEBA-AR: Guidelines for Entrance and Early Entrance into Kindergarten and 1st Grade	6/8/2015			Timms	November-16			
JEBA: Entrance Requirements for Kindergarten & First Grade	8/25/2011			Timms	November-16			
IGBHA-AR: Alternative Educational Programs	5/27/2010			Boen	November-16			

IGBHA: Alternative Educational Programs	1/8/2007			Boen	November-16			
IGBHAA-AR: Evaluation of Alternative Education Programs	7/15/2010			Boen	November-16			
JBA-GBN: Harassment / Intimidation / Bullying / Cyberbullying	12/11/2012			Boen	November-16			
JBA/GBN-AR: Harassment / Indimidation / Bullying / Cyberbullying	11/5/2012			Boen	November-16			
JBAA-GBNA: Sexual Harassment	1/25/2011			Boen	November-16			
JFCE-AR: Secret Societies / Gang Activity	1/30/2007			Boen	November-16			
JFG-AR: Student Searches and Questioning	4/28/2014			Boen	November-16			
JG: Student Conduct and Discipline	9/23/2014			Boen	November-16			
IGBAE-AR: Participation in Regular Education Programs	1/29/2007			Mathisen	December-16			
IFCA/CFA-AR: School Site Councils	1/29/2007			Mathisen	December-16			
IFCC-AR: Guest Speakers & Outside Presenters	2/19/2008			Mathisen	December-16			
IGAC-AR: Treatment of Religion in Schools	1/4/2010			Mathisen	December-16			
IGAJ-AR: Traffic Safety (Driver Education)	3/29/2010			Mathisen	December-16			
IGAJ: Traffic Safety	12/12/2008			Mathisen	December-16			
IGD-AR: Co-Curricular / Extracurricular Activities	1/13/2003			Mathisen	December-16			
IGDA-AR: Student Organizations	1/30/2007			Mathisen	December-16			
IGDAA-AR: Non-Curriculum Related Student Meetings at Secondary Schools	12/29/1999			Mathisen	December-16			
IGDB-AR: Student Publications	2/2/2009			Mathisen	December-16			
IGDJA-AR: Access of Athletic / Activity Programs	8/18/2003			Mathisen	December-16			
IGDJB-AR: Uniforms for School Sanctioned Teams / Performing Groups	1/29/2007			Mathisen	December-16			
IGDK-AR: Non-Disrict Sponsored Study, Tours, Trips, Competitions; Reference Guide; Disclaimer Form	4/28/2008			Mathisen	December-16			
IICAA-AR: District -Sponsored Student Activity and Athletic Travel	4/28/2008			Mathisen	December-16			
IKA-AR: Grades and Credit	5/5/2014			Mathisen	December-16			
IKAA-AR: E Credit for Athletic Participation	3/12/2012			Mathisen	December-16			
IKAD-AR: Grade Reduction or Credit Denial / Student Attendance	4/23/2012			Mathisen	December-16			
IKE-AR: Appendix A				Mathisen	December-16			
IKE-AR: Appendix B				Mathisen	December-16			
IKF-AR: Graduation Requirements	5/5/2014	1/14/16		Mathisen	December-16			
IKF-AR: Reference Table	9/29/2011	1/14/16		Mathisen	December-16			
IKF: Graduation Requirements	5/27/2014	1/14/16		Mathisen	December-16			
IL-AR: Assessment Program	1/30/2007			Mathisen	December-16			
JFCA-AR: Student Code of Dress	1/13/2009			Mathisen	December-16			
JFCA: Student Code of Dress	2/24/2009			Mathisen	December-16			
JFCAA-AR: Student Uniforms for School Activities	1/30/2007			Mathisen	December-16			
JFD-AR: Students of Legal Age	5/19/2003			Mathisen	December-16			
JFD-AR: Students of Legal Age (form)				Mathisen	December-16			
JFGA-AR: Voluntary Drug Testing Programs	1/10/2005			Mathisen	December-16			
JFH-AR: Student Complaints	1/30/2007			Mathisen	December-16			
JHFA-AR: Supervision of Students	12/12/2011			Mathisen	December-16			
JHFC-AR: Personal Student Transportation	10/11/2000			Mathisen	December-16			
JHFDA: Suspension of Driving Privileges	4/27/2010			Mathisen	December-16			
JHFF-AR: Maintaining Appropriate Staff / Student Boundaries	9/9/2013			Mathisen	December-16			
JHFF: Reporting Requirements Regarding Sexual Conduct with Students	7/9/2013			Mathisen	December-16			
IA-AR: Instructional Goals	10/6/2008			Nordquist	December-16			
IB-AR: Freedom of Expression	1/29/2007			Nordquist	December-16			
IBDJA-AR: Home Schooling	1/29/2007			Nordquist	December-16			
IF-AR: Curriculum Development	1/29/2007			Nordquist	December-16			
IGBAI-AR: Private Schools	4/18/2012			Nordquist	December-16			
IGBB: Talented and Gifted Program	1/11/2011			Nordquist	December-16			
IGBBC: Programs and Services (TAG)	1/11/2011			Nordquist	December-16			
IGBBD: Parent Notification and Participation	1/14/1997			Nordquist	December-16			
IGBBE: Complaints Regarding Talented and Gifted Program	1/14/1997			Nordquist	December-16			
IGBHAB-AR: Magnet School Guiding Principles and Application Process	11/2/2015			Nordquist	December-16			
IGBHD-AR: Program and Instructional Activity Exemptions	6/5/2006	10/27/03		Nordquist	December-16			
IGEC-AR: Nutrition Services Education	1/30/2007			Nordquist	December-16			
IHB-AR: Class Size	1/29/2007			Nordquist	December-16			
IIA-AR: Instructional Materials Selection	5/14/2012			Nordquist	December-16			
IIA-AR(1): Parental Permission Form for Teacher-Selected Supplemental Materials				Nordquist	December-16			
IIA-AR(2): Request for Variance from Board Adopted Core Supplemental Book List				Nordquist	December-16			
IIA-AR(3): Teacher Selected Supplemental Instructional Materials Approval Form				Nordquist	December-16			



IIA: Instructional Resources / Materials	4/27/2010			Nordquist	December-16			
IIABA-AR: Selectionof Projects for Prof. Technology / Science Classrooms				Nordquist	December-16			
IIABB-AR: Instructional Use of Feature Film / Video				Nordquist	December-16			
IKE-AR: Retention / Double Promotion	2/6/2012			Nordquist	December-16			
IKE: Retention / Double Promotion	3/29/2011			Nordquist	December-16			
ILBA-AR: Assessment Exclusion	1/30/2007			Nordquist	December-16			
IMB: Student Achievement	1/1/2003			Nordquist	December-16			
INB-AR: Studying Controversial Issues	1/30/2007			Nordquist	December-16			
INDB-AR: Flag Displays and Salutes	12/29/1999			Nordquist	December-16			
JB: Equal Educational Opportunity	8/26/2008			Nordquist	December-16			
JHFE-AR: Reporting of Suspected Child Abuse	1/14/2013			Nordquist	December-16			
JHFE: Reporting of Suspected Child Abuse	5/28/2013			Nordquist	December-16			
LBE-AR: Public Charter Schools	4/1/2017	n/a	dates of submission and school level updated / application requirements	Nordquist	April-17		4/1/17	5/1/17
LBE: Public Charter Schools	9/26/2016	n/a		Nordquist	December-16		9/26/16	10/6/16
JFCJ: Weapons in Schools	9/9/2014			Repman	December-17			
BD GOV C: Board-Superintendent Relationship				Wilson				
BD GOV C.1: Delegation to the Superintendent				Wilson				
BD GOV C.2: Monitoring Superintendent Performance				Wilson				
BG: Board-Staff Communications	8/26/2008			Wilson				
CB: Superintendent	4/30/2009			Wilson				
CBC: Evaluation of the Superintendnet	2/22/2011			Wilson				
CC: Administrative Organization	1/4/1997			Wilson				
CC: Administrative Organization Chart				Wilson				
ING-AR: Animals in the Classroom or on School Property	4/2/2012			Wilson				
ING-AR: Animals in the Classroom or on School Propert (form only)				Wilson				
JC-AR: Attendance Area & In-District Transfers	1/16/2015			Wilson				
JECAC-AR: Parental Custody	8/13/2014			Wilson				
JECB: Admission of Non-Resident Students	3/11/2014			Wilson				
JECBC-AR: Student Transfers - High School Athletics	3/1/1999			Wilson				
BBFB: Board Member Ethics and Nepotism				Wilson				
BCD: Board-Superintendent Relationship				Wilson				
BD GOV A.8: Communication and Support to the Board				Wilson				
BD GOV B: Governance Commitment				Wilson				
BD GOV B.3: Annual Board Planning Cycle				Wilson				
Executive Limitation 1: Global Executive Restraint	9/8/2015			Wilson				
Executive Limitation 2: Emergency Superintendent Succession	9/22/2015			Wilson				
Executive Limitation 3: Treatment of Students, Parents/Guardians & Public	11/10/2015			Wilson				
Executive Limitation 4: Treatment of Staff	12/8/2015			Wilson				
Executive Limitation 5: Staff Compensation & Development	9/8/2015			Wilson				
Executive Limitation 6: Staff Evaluation	9/8/2015			Wilson				
Executive Limitation 7: Facilities	11/10/2015			Wilson				
Executive Limitation 8: Academic Programs	12/8/2015			Wilson				
Executive Limitation 9: Technology	1/26/2016			Wilson				
Executive Limitation 10: Financial Planning & Administration	1/26/2016			Wilson				
Executive Limitation 11: Asset Protection	1/26/2016			Wilson				
Executive Limitation 12: Legally Required Policies	1/26/2016			Wilson				
Governance Process 1: Governance Commitment	2/23/2016			Wilson				
Governance Process 2: Board Job Description	2/23/2016			Wilson				
Governance Process 3: Board Code of Conduct	4/28/2016			Wilson				
Governance Process 4: Board Member Conflict of Interest	4/28/2016			Wilson				
Governance Process 5: Board Member Roles	4/28/2016			Wilson				
Governance Process 6: Board Operations	4/28/2016			Wilson				
Board Ends / Goals	9/1/2015			Wilson				
IGDEA-AR: Excellence Fund - Rotary Club of Greater Bend				Wilson				
EGAAA-AR: Guidelines for Use of Copyrighted Materials	1/26/2007			Hansen				
EGAC-AR: Telephone Procedures	1/26/2007			Hansen				
EGACA-AR: Cellular Telephones	4/2/2012			Hansen				
EHA-AR: Appropritate Uses of Technology	4/17/2010			Hansen				
EHA: Appropriate Uses of Technology Equipment, Infrastructure and Services	6/6/2016		ORS 581-021-0505 / RFID opt-in effective 2016-17 SY	Hansen			6/2/16	6/9/16

EHAA-AR: Administrator Responsibilities Related to Technology	4/7/2008			Hansen				
EHAB-AR: Technology Responsibilities for Special Programs	4/7/2008			Hansen				
EHAC-AR: Electronic Storage and Publishin on Web and Other Communication Media	5/19/2009			Hansen				
EHAD-AR: District Web Services Guidelines	5/19/2009			Hansen				
EHAE-AR: Use of Online Services and Collaborative Tools	2/22/2010			Hansen				
JNA-AR: Retention of Student Ed Records, Grade Reports, Diploma	10/25/2004			Hansen / Rehwalt				
JO-AR: Education Records Management	2/13/2012			Hansen / Rehwalt				
JO: Education Records	10/26/2010			Hansen / Rehwalt				
JOA: Directory Information	10/12/2010			Hansen / Rehwalt				
JOB: Personally Identifialbe Information	12/14/2010			Hansen / Rehwalt				
JRC-AR: Student Record Subpoena (Subpoena Duces Tecum)	10/11/2010			Hansen / Rehwalt				
JRC-AR: Student Record Subpoena (Subpoena Duces Tecum) Notice Form				Hansen / Rehwalt				
DAA-AR: Organization of Business Support Services	9/4/2008			Henry / Logan				
DB-AR: District Budget	8/28/2009			Henry / Logan				
DD-AR: Grant Proposals and Expenditures	10/6/2008			Henry / Logan				
DF-AR: Revenue From Non-Tax Sources	5/12/2008			Henry / Logan				
DFA: Investments and Portfolio Guidelines	8/29/2008			Henry / Logan				
DFD-AR: Facility Rental and Usage	2/1/2010			Henry / Logan				
DFE-AR: Gate Receipts and Admission	10/29/2007			Henry / Logan				
DGA-DGB-AR: Authorized Signatures	9/4/2008			Henry / Logan				
DH-AR: Bonded Employees and Officers	2/21/2008			Henry / Logan				
DI-AR: Fiscal Accounting and Reporting	7/28/2008			Henry / Logan				
DIBA-AR: Insurance Reserve Fund	7/28/2008			Henry / Logan				
DJ-AR: Public Contracting Rules and Guidelines	6/17/2016		The only change is in paragraph A (1) referring to the executive limitations	Henry / Logan			6/17/16	6/17/16
DJA-AR: Criteria for Independent Contractor	2/21/2008			Henry / Logan				
DJA-AR: Contracted Services Agreement Attachment				Henry / Logan				
DJB-AR: Petty Cash Funds	5/12/2008			Henry / Logan				
DJD-AR: Criteria for Fixed Assets	9/22/2008			Henry / Logan				
DLB-AR: Voluntary Payroll Deductions	12/7/2009			Henry / Logan				
DLBA-AR: Advance Salary Payments	9/22/2008			Henry / Logan				
DLCA-AR: Travel Procedure	7/28/2008			Henry / Logan				
DM-AR: Student Body Fund Accounting	9/22/2008			Henry / Logan				
DN-AR: Disposal of Real Property	10/21/2014			Henry / Logan				
DNA-AR: Disposition of District Owned Property	7/29/2008			Henry / Logan				
EDDA-AR: Sustainability	4/20/2009			Henry / Logan				
EI-AR: Risk and Insurance Management Program	5/21/2012			Henry / Logan				
EIA-AR: Insuarncce Programs	5/21/2012			Henry / Logan				
IGDE-AR: Student Participation Fees for Extracurricular Activities	6/9/2009			Henry / Logan				
IGDF-AR: Student Fund-Raising Acitivities	1/30/2007			Henry / Logan				
IGDG-AR: Student Body Funds	1/29/2007			Henry / Logan				
IGDGA-AR: Student Body Fund Accounting Handbook	7/1/2008			Henry / Logan				
JN-AR: Student Fees, Fines and Charges	1/9/2012			Henry / Logan				
AC-AR: Discrimination Complaint / Grievance Procedure	12/17/2012			Human Resources				
AC: Non-Discrimination	2/22/2011			Human Resources				
CCB-AR: Administrative Hiring	6/7/2004			Human Resources				
CCCAA-AR: Reassignment of Building Administrators	1/23/2007			Human Resources				
CCG-AR: Evaluation of Management Team	7/17/2003			Human Resources				
CCG1-AR: Administrator Goal Setting Plan				Human Resources				
CCG2-AR: Performance Assessment Annual Bldg - Administrator Evaluation (long)				Human Resources				
CCG3-AR: Performance Assessment Annual Supervisor Evaluation Form (long)				Human Resources				
CCG5-AR: Performance Assessment Annual Bldg Evaluation Form (long)				Human Resources				
CCG5-AR: Performance Assessment Annual Bldg Evaluation Form (short)				Human Resources				
CCG6-AR: Performance Assessment Annual Supervisor Evaluation Form (short)				Human Resources				
CCG7-AR: Performance Assessment Annual District Administrator Eval Form (long)				Human Resources				
CCG7-AR: Performance Assessment Annual District Administrator Eval Form (short)				Human Resources				
CCG: Administrative Evaluation	5/6/2002			Human Resources				
GAA-AR: Personnel Definitions	12/22/2014			Human Resources				
GAB-AR: Job Descriptions	3/28/2011			Human Resources				
GBA: Equal Employment Opportunity	4/26/2011			Human Resources				
GBC-AR: Staff Ethics	8/9/2010			Human Resources				

GBC: Staff Ethics	9/14/2010			Human Resources				
GBCB-AR: Employee Dress and Grooming	3/28/2011			Human Resources				
GBCC-AR: Fitness for Duty	1/29/2007			Human Resources				
GBCD-AR: Staff Responsibilities	3/12/2001			Human Resources				
GBCDA-AR: Licensed Staff Confidentiality and Testimony	10/11/2010			Human Resources				
GBCDB-AR: School Counselor Obligations - Confidentiality and Testimony	2/28/2012			Human Resources				
GBDA: Mother Friendly Workplace	4/22/2008			Human Resources				
GBDB-AR: Request for Access to Staff for Sales Purposes	10/1/2002			Human Resources				
GBE-AR: Staff Health and Safety	6/17/2011			Human Resources				
GBEB/JHCC: Communicable Diseases	12/10/2013			Human Resources				
GBEC: Drug-Free Workplace	9/13/2011			Human Resources				
GBECD-AR: Pre-Employment Medical Exam / Drug Testing	10/6/2008			Human Resources				
GBEDA: Drug & Alcohol Testing - Transportation Personnel	3/13/2012			Human Resources				
GBG-AR: Staff Participateion in Political Activities	10/1/2008			Human Resources				
GBJ-AR: Weapons in the Schools	5/1/2007			Human Resources				
GBK-AR: Tobacco-Free School District	9/19/2005			Human Resources				
GBK/JFCG/KGC: Tobacco Free Enviornment	12/15/2011			Human Resources				
GBL-AR: Peronnel Records	1/29/2007			Human Resources				
GBLA-AR: Disclosure of Information	2/2/2011			Human Resources				
GBO-AR: Employee Use of District Property	1/29/2007			Human Resources				
GC-AR: Conditions of Employment	1/29/2007			Human Resources				
GCA-AR: License Requirments - Staff	1/29/2007			Human Resources				
GCBC-AR: Health Benefits - Continuation Coverage	1/29/2007			Human Resources				
GCBD-AR: Leaves and Absences	1/29/2007			Human Resources				
GCBDA/GDBDA: Family Medical Leave	4/28/2009			Human Resources				
GCBDB-AR: Early Return to Work	1/29/2007			Human Resources				
GCBDD/GDBDD-AP: Sick Time	5/9/2016		SB 454 / sick time law effective 1/1/2016	Human Resources			5/2/16	5/25/16 email
GCBDD-AR: Employee Work Attendance	1/29/2007			Human Resources				
GCBF: Early Retirement Incentive Program	4/14/2009			Human Resources				
GCC/GCD-AR: Recruitment	3/28/2011			Human Resources				
GCCA-AR: Announcement of Job Vacancies	3/28/2011			Human Resources				
GCCB-AR: Application for Employment	1/29/2007			Human Resources				
GCCC-AR: Screening Applicants	1/29/2007			Human Resources				
GCCD-AR: Interviewing Candidates	1/29/2007			Human Resources				
GCCE-AR: Assignment	1/29/2007			Human Resources				
GCD/GCN: Evaluation of Staff	6/11/2013			Human Resources				
GCDA/GDDA-AR: Criminal Records Check / Fingerprinting	10/1/2013			Human Resources				
GCDA/GDDA: Criminal Records Check / Fingerprinting	10/22/2013			Human Resources				
GCEA-AR: Substitute Teacher Guidelines	8/26/2010			Human Resources				
GCI/GDI-AR: Notice of Employment	1/29/2007			Human Resources				
GCIA/GDIA-AR: Assignments and Transfers	1/29/2007			Human Resources				
GCI/GDJ-AR: Work Schedules	1/29/2007			Human Resources				
GCJA-AR: Authorization of Extended Time	1/29/2007			Human Resources				
GCJB/IGBAN-AR: Grants	1/29/2007			Human Resources				
GCL-AR: Staff Development	3/28/2011			Human Resources				
GCL/GDL: Staff Development	2/22/2011			Human Resources				
GCLA-AR: Training for Another License	12/29/1999			Human Resources				
GCLB-AR: Indistrict Credit Procedures	5/14/2012			Human Resources				
GCN/GDN: Evaluation of Staff				Human Resources				
GCPA-AR: Reduction in Force and Recall	1/29/2007			Human Resources				
GCPB/GDPB-AR: Resignation of Staff	1/29/2007			Human Resources				
GCPC/GDPC-AR: Retirement of Staff	1/29/2007			Human Resources				
GCPCA-AR: Hiring of Retired Employees	4/21/2014			Human Resources				
GCQA/GDQA-AR: Non-School Employment	1/29/2007			Human Resources				
GDQBA-AR: Copyrights and Patents - District's Proprietary Rights	1/29/2007			Human Resources				
GCQC-AR: Exchange Teaching	1/29/2007			Human Resources				
GCQE-AR: Student and Intern Teachers	1/29/2007			Human Resources				
GDA-AR: Educational Assistants	8/8/2011			Human Resources				
GDEA-AR: Substitute Employees	12/2/2013			Human Resources				
KCA-AR: School Volunteers / Criminal History Records Check	4/30/2013			Human Resources				

KCA: Volunteers in Schools	7/10/2012			Human Resources				
KJ-AR: Hiring Staff with Private Funds	1/1/2007			Human Resources				
KL-AR: Public Complaints	12/17/2012			Human Resources				
KL-AR: Public Complaints Form				Human Resources				
KL: Public Complaints	5/10/2005			Human Resources				
KLD-AR: Public Complaints and Form (Spanish)				Human Resources				
KLD: Public Complaints about District Personnel	5/10/2005			Human Resources				
EBAC-AR: Safety Meetings	9/24/2012			Repman				
JFCEB-AR: Personal Communication Devices	10/22/2010			Repman				
KAB-AR: Parental Rights (Survey of Students)	1/9/2012			Repman				
KAB: Parental Rights (Survey of Students)	11/8/2011			Repman				
KBA-AR: Public Records and Public Records Request Form	7/15/2009			Repman				
KBC-AR: Media Relations	1/1/2007			Repman				
KI-AR: Advertising in District Facilities	6/4/2012			Repman				
KI: Public Solicitation in District Facilities	7/9/2009			Repman				
KJA-AR: Materials Distribution	1/9/2012			Repman				
KJA: Materials Distribution	5/25/2010			Repman				
KJA: Materials Distribution Chart				Repman				
KK-AR: Visitors to District Facilities	5/6/2015			Repman				
KK: Visitors to District Facilities	1/8/2007			Repman				
ECAB-AR: Vandalism/Malicious Mischief/Theft	1/14/2013			Repman				
KH-AR: Public Gifts to the District	9/17/2001			Repman				
EBBA-AR: First Aid	4/30/2013			Special Programs				
EBBAB-AR: Bloodborne Pathogens Employee Handbook	11/1/2012			Special Programs				
EBBC-AR: Life-Sustaining Emergency Care	2/11/2009			Special Programs				
EBBD-AR: Handling and Disposing of Contaminated Fluids	1/25/2007			Special Programs				
JHCB-AR: Immunization of Students	4/17/2014			Special Programs				
JHCD-AR: Administering Non-Injectable Medicines to Students	1/30/2007			Special Programs				
JHCD: Administering Medicines to Students	3/13/2001			Special Programs				
IGBA-AR: Students with Disabilities	3/4/2003			Special Programs				
IGBA: Students with Disabilities	4/8/2008			Special Programs				
IGBAB-AR: Records of Students with Disabilities	4/18/2012			Special Programs				
IGBAB: Records of Students with Disabilities	1/14/1997			Special Programs				
IGBAF-AR: Individual Education Programs	1/29/2007			Special Programs				
IGBAF: Special Education IEP	4/8/2008			Special Programs				
IGBAG-AR: Procedural Safeguards	1/29/2007			Special Programs				
IGBAH-AR: Evaluation Procedures	4/18/2012			Special Programs				
IGBAH: Special Education - Evaluation Procedures	4/8/2008			Special Programs				
IGBAJ: Special Education - Free Appropriate Public Education	5/12/2009			Special Programs				
IGBAL-AR: Related Services	4/18/2012			Special Programs				
IGBG-AR: Home Tutoring / Instructional Program	2/11/2013			Special Programs				
JFE-AR: individualized Plan for Pregnant / Parenting Students				Special Programs				
JFE: Pregnant and Parenting Students	1/14/1997			Special Programs				
JGAB-AR: Use of Restraint and Seclusion	11/26/2012			Special Programs				
JGAB: Use of Restraint and Seclusion	1/8/2013			Special Programs				
JGDA-JGEA: Discipline of Disabled Students	1/14/1997			Special Programs				
JGDA/JGEA-AR: Special Education - Discipline	3/4/2003			Special Programs				
JHC-AR: Student Health Services and Requirements	1/30/2007			Special Programs				
EE: Student Transportation Services	4/2/2002			Crabtree				
EEA-AR: Reimbursement in Lieu of Transportation	1/26/2007			Crabtree				
EEAB-AR: School Bus Scheduling and Routing	1/26/2007			Crabtree				
EEAC-AR: School Bus Safety Program	4/2/2012			Crabtree				
EEACB-AR: School Bus Maintenance	11/6/2008			Crabtree				
EEACC-AR: Conduct on School Buses	10/17/2011			Crabtree				
EEACC: Student Conduct on School Buses	1/14/2013			Crabtree				
EEACCA-AR: Video Surveillance	1/28/2013			Crabtree				
EEACD-AR: School Activity Vehicles	9/26/2011			Crabtree				
EEADA-AR: Use of District School Buses for Other Than School Activities	1/26/2007			Crabtree				
EEADB-AR: Student Transportation in Private Vehicles	1/26/2007			Crabtree				
EEADBA-AR: Student Transportation for Non-Curricular Activities/Athletic Events	1/26/2007			Crabtree				
EEAE-AR: Proof of Liability Insurance for Volunteers Transporting Students	10/12/2011			Crabtree				

EEBAA-AR: District Vehicles / Seat Belts	4/2/2012			Crabtree				
EEBB-AR: Use of Private Vehicles on School District Business	9/26/2011			Crabtree				
BA: Board Member Criminal History Records Check	11/18/2014					replaced by GP 3 (4/28/16)		
BBFA: Board Member Ethics and Conflicts of Interest						replaced by GP 4 (4/28/16)		
BD GOV A: Execuitve Limitations						replaced by EL 1 (9/8/15)		
BD GOV A.1: Treatment of Students and Families						replaced by EL 3 (11/10/15)		
BD GOV A.1.A: Treatment of Public						replaced by EL 3 (11/10/15)		
BD GOV A.1.B: Fundraising Projects and Donations						replaced by EL 3 (11/10/15)		
BD GOV A.2: Treatement of Staff						replaced by EL 4 (12/8/15)		
BD GOV A.3: Financial Planning and Budgeting						replaced by EL 10 (1/26/16)		
BD GOV A.4: Financial Conditions and Acitivities						replaced by EL 10 & EL 11 (1/26/16)		
BD GOV A.5: Emergency Superintendent Succession						replaced by EL 2 (9/22/15)		
BD GOV A.6: Asset Protection						replaced by EL 11 (1/26/16)		
BD GOV A.6.1: Asset Protection - Naming Facilities						replaced by EL 7 (110/10/15)		
BD GOV A.7: Compensation and Benefits						replaced by EL 5 (9/8/15)		
BD GOV B.1: Governing Style						replaced by GP 1 (2/23/16)		
BD GOV B.2: Board Job Description						replaced by GP 2 (2/23/16)		
BD GOV B.4: Board Chair's Role						replaced by GP 5 (4/28/16)		
BD GOV B.5: Board Member's Code of Conduct						replaced by GP 3 (4/28/16)		
BD GOV B.6: New Board Member Orientation						replaced by GP 5 (4/28/16)		
BD GOV B.7: Board Committee Principles						replaced by GP 5 (4/28/16)		
CFA-IFCA-AR: Site Councils - Decision Making Framework	1/26/2007			Nordquist				
CFA-IFCA: Decision Making Framework / School Site Councils	1/14/1997			Nordquist				
CJ-AR: Administrative Intern Program	1/26/2007			Human Resources				
ECAA-1: Vehicles Only Signage	1/25/2007			Wilson				
ECAA-2: Removal Notice	1/25/2007			Wilson				
ECAA-3: Towed Notice	1/25/2007			Wilson				
JEC: Admission of Students	10/23/2012			Wilson				
JEA-AR: Compulsory Attendance	9/25/2016	n/a	change in BLP practices	Mathisen		n/a	9/25/16	10/6/16
JEA: Student Attendance	9/25/2016	n/a	update to shorten policy and practices now in AR	Mathisen		n/a	9/25/16	10/6/16
JEAA-AR: Student Membership & Attendance Accounting	1/30/2007			Logan/Henry				
JBAA-GBNA-AR: Sexula Harassment Complaints	11/8/2010			Boen				
JFG-AR: Student Searches and Questioning DHS / Law Enforcement Interview Checklist				Boen				
IGBHE-AR: Expanded Options Program	1/20/2015			Mathisen				
IKA-AR(1)				Mathisen				
IGAEA-AR: HIV, AIDS and HBV - Health Education	1/29/2007			Mathisen				
IGAEB: Drug, Alcohol and Tobacco Prevention	10/11/2011	1/14/16		Nordquist				
IGAEC: Steroids & Performance Enhancing Substances	4/28/2009	11/20/08		Nordquist				
IGAI: Human Sexuality, AIDS/HIV, Sexulally Transmitted Diseases, Health Education	1/12/2010			Nordquist				
IGBBA: Talented and Gifted Identification	1/11/2011			Nordquist				
IIAB-AR: Reconsideration of Instructional Materials				Nordquist				
IIABB-AR: Video Approval List				Nordquist				
IIABB-AR: Video Approval List Form				Nordquist				
IIABB-AR: Video Parent Letter Elem				Nordquist				
IIABB-AR: Video Parent Letter HS				Nordquist				
IIABB-AR: Video Parent Letter MS				Nordquist				
JECBD-AR: Homeless Students	5/20/2009			Nordquist				
JECBD: Homeless Students	2/24/2009			Nordquist				
IGBI: Bilingual Education	1/12/2010			Offenhauser				
IGAL: Kindergarten Tuition	8/12/2008			Wilson				

## **Bend-La Pine School Board Annual Self-Evaluation**

### **2016-17 Draft #2**

information from Draft 1 follows the Draft 2 list of evaluation criteria (for your reference)

*Proposal: Each board member will score each item (16 in this draft) for him/herself AND for the board as a whole (2 unique scores for each item). We could use a 4 point scale ??(same that we use for Shay) where 1=does not meet; 2=somewhat meets; 3=meets; 4=exceeds.*

1. Advocate on behalf of the school district, students, and our constituency.
2. Interact with students, staff, parents, and citizens to gather feedback that may help guide decisions facing the board.
3. Demonstrate loyalty to stakeholders over staff, other organizations, and personal interests.
4. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another.
5. Focus on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. (Does not assume responsibility for resolving operational problems or complaints or give personal direction to any part of the operational organization.)
6. Through a process involving the entire board, ensure the superintendent's performance through monitoring Ends and Executive Limitations policies.
7. Conduct the public's business in open meetings.
8. Contribute to thoughtful discussions and decisions by being well informed, open minded and deliberative.
9. Respect for decisions of the full board. Individual members express their opinions, including any dissention, during discussion of a topic.
10. In interactions with public, press, or other entities, accurately represent board positions or decisions. Individual opinions are clearly stated as such.
11. Members do not publicly express individual judgments of staff performance.
12. Protect the confidentiality appropriate to matters that may compromise the integrity or legal standing of the board and district (including matters appropriately conducted in executive session).
13. Participate in ongoing professional development.
14. Compliance with ethics and conflict of interest policies.
15. Outreach and relationship building: Completion or progress on commitment to connect with administrator or public agencies as designated in the Board Work Plan.
16. Participate in education advocacy (Oregon legislature) per the Board Work Plan.

### **GP-1: Governance Commitment & Style**

1. Respect for decisions of the full board. **combine with #18 & #19**
2. Exercise honesty in all written and interpersonal interaction. **consider this included in #3 below**
3. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another.

4. Focus on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. (Does not assume responsibility for resolving operational problems or complaints or give personal direction to any part of the operational organization.)

5. Participate in ongoing professional development.

#### **GP-2: Board Job Description**

6. Advocate on behalf of the School District, students, and our constituency.

7. Interact with students, staff, parents, and citizens to gather feedback that may help guide decisions facing the board.

8. Ensure the Superintendent's performance through monitoring Ends and Executive Limitations policies. **combine w/13**

9. Ensure that the Ends are the focus of organizational performance. **assumed by #8**

#### **GP-3: Board Code of Conduct**

10. Demonstrate loyalty to stakeholders over staff, other organizations, and personal interests.

11. In interactions with public, press, or other entities, accurately represent board positions or decisions. Individual opinions should be clearly stated as such.

12. Members will not publicly express individual judgments of staff performance.

13. Formal evaluation of superintendent performance is a process of the total board. **add to #8**

14. Conduct the public's business in open meetings.

15. Contribute to thoughtful discussions and decisions by being well informed, open minded and deliberative.

16. Protect the confidentiality appropriate to matters that may compromise the integrity or legal standing of the board and district. **combine with #17**

17. Board discussions appropriately conducted in executive session are kept confidential. **combine w/#16**

18. Respect the decision of the final vote of the board. Individual members express their opinions, including any dissention, during discussion of a topic. **combine w/1&19**

19. Expression dissenting opinions after a vote should be done with respect for the majority decision and the desire of the board to move on to other matters. **combine w/1&18**

~~20. Current on criminal history background checks.~~ **eliminate from self eval (but not from policy)**

#### **GP 4: Board Ethics & Conflicts of Interest** combine under one umbrella

21. Publicly state any potential or an actual conflicts of interest and describe 'the nature of the conflict' for the record. (If it is a potential conflict of interest he or she can discuss, debate, and vote after announcing the potential conflict. If it is an actual conflict of interest, the board member must not discuss, debate, or vote on the issue except if the rare circumstance described in GP 4.)
22. During each calendar year, board members or members of their household did not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have a legislative or administrative interest.
23. Refrain from appointing, employing or promoting a relative or member of the household to a paid position with the school district (except in compliance with conflict of interest policies).

#### **2016-17 Board Work Plan**

24. Outreach and relationship building: Completion or progress on commitment to connect with administrators or public agencies as designated in the work plan.
25. Participation in education advocacy (Oregon legislature)

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Items below are for reference and not suggested for the full board evaluation.

#### **GP 5: Board Member Roles**

Primarily applicable to Chair. Suggestion: Chair solicits input from each board member relative to his/her duties as outlined in GP 5.

#### **GP 6: Governance Process**

Compliance with general rules of governance process, e.g. meeting calendar, how we vote, election of officers, budget committee.