

**Bend-La Pine Schools  
Bend, OR 97703  
December 12, 2017**

Regular Meeting 5:15 p.m.  
Executive Session Immediately Following

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on December 12, 2017 at 5:15 p.m. in room 314 followed by an executive session under ORS 192.660(2)(e) at the Education Center, 520 NW Wall Street, Bend, OR 97703.

**Agenda**

Call to Order	Chair High
Pledge of Allegiance	Peggy Kinkade
Review of Agenda	Chair High
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.</i>	Chair High
Superintendent's Spotlight : Equal Opportunity Schools	Superintendent Mikalson

**Consent Agenda**

Approval of Minutes – November 14, 2017 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair High
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jon Lindsay & Debbie Watkins

**Action Items**

Appoint Budget Committee Members	Chair High
Approval of ODE Institution Requests	Superintendent Mikalson Roger White Michael Franklin

**Reports**

Alternative Learning Options Evaluation Report	Superintendent Mikalson Kathy McCollum, HDES
Board Ends Report	Superintendent Mikalson

**Board Comments  
Adjourn**

Accessible Meeting / Alternate Format Notification

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

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

The Board of Directors for Bend-La Pine Schools met in a regular session on November 14, 2017 at the Education Center, 520 NW Wall Street, Bend, OR.

**Board members present**

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

**Call to Order**

The meeting was called to order at 5:34 p.m. by Chair High. The Pledge of Allegiance followed.

**Public Input**

Jeff Munson from Commute Options shared about their programs and their current efforts in safe routes to school. He shared about the safety measures Commute Options helps to support and the bike helmet program and trailer that is available to low income schools to transport bikes. Chair High thanked Munson and Commute Options for supporting students in Central Oregon.

Scott Brees, community member, shared about his work with youth robotics programs in Central Oregon. He noted the difference between competition and curriculum based robotics and said he has primarily helped support competition programs at various schools.

**Superintendent Spotlight**

Shay introduced the Summit High School Robotics Team, Chaos Theory. Students shared about their team and noted there are now 40 students participating just at Summit High School. Their website: <https://summitrobotics.com> has more information about competitions, their robots and videos of the team in action. Chaos Theory brought one of their competition robots and shared a demonstration.

**Consent Agenda**

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

**Action Items**

*OSBA Election for Board of Directors, Position 3*

Chair High reviewed the election summary in the board packet and noted Patti Norris was the only candidate and also nominated by the Board at the October 10, 2017 meeting.

**Peggy Kinkade nominated Patti Norris for the OSBA Board of Directors, Position 3. Stuart Young seconded the nomination. Chair High called for a vote. Unanimous approval.**

*OSBA Election for Legislative Policy Committee, Position 3*

Chair High reviewed the election summary in the board packet and noted Cheri Helt was the only candidate and also nominated by the Board at the October 10, 2017 meeting.

**Peggy Kinkade nominated Cheri Helt for the OSBA Legislative Policy Committee, Position 3. Stuart Young seconded the nomination. Chair High called for a vote. Unanimous approval.**

#### *OSBA Reorganization Resolution*

Chair High reviewed the Proposed OSBA Reorganization summary in the board packet and Peggy Kinkade noted the only significant difference comes with charter schools and that if passed, they will only be able to access OSBA through their sponsoring district. Kinkade said Jim Green, with OSBA, answered many of her questions at the recent regional meeting and she supports the resolution. Cheri Helt added the change proposed would allow OSBA to maintain their tax-exempt status. Helt also supports the resolution.

**Peggy Kinkade moved to approve the Proposed OSBA Resolution. Ron Gallinat seconded the motion. Unanimous approval.**

Voting closes December 15, 2017. Andrea Wilson will cast the Board's vote through OSBA's website.

#### **Reports**

##### *EL 6 – Staff Evaluation*

Superintendent Mikalson reviewed the monitoring report in the board packet and noted highlights from the 2016-17 year, along with the requested information from the prior year's report.

- #1: Mikalson said relevance of evaluations for non-school based administrators has been a part of recent work and will continue. A complete summary of evaluation changes is available through the hyperlink in the monitoring report. Mikalson noted the efforts being made to make evaluations more relevant and aligned to the district's vision is something he is proud of.

Cheri Helt asked if any changes have been made to the teacher evaluation, specifically around mini-observations. Mikalson said yes, and noted the link has an extensive history of evaluation requirements and changes.

- #2 a-e: Mikalson reviewed the increased staffing needs at the high school level and that there was a small amount of administrative FTE added to each of the large, comprehensive high schools this school year to address evaluation demands. He also commented on the PASS system work and it's continued success.

Helt asked about evaluation scoring and the use of weighted scores. Mikalson said the rubric used does apply a weight to scores and the goal setting process outlined in SB 290 is utilized in the evaluation system. Discussion ensued about evaluations and observation schedules and how to balance an administrators workload so that they can provide meaningful feedback and support to teachers.

- #2 f: Mikalson noted student surveys continue and are aligned with the Board Ends. He reviewed how survey results have been used as part of teacher goal setting and the school design process.

The EL 6 report is the final executive limitation report for Mikalson's evaluation calendar, which runs from January 1 – December 31. Mikalson will share his Board Ends data report at the December 12 board meeting. Chair High asked that all board members complete the executive limitation evaluations, provided at their seats, and return to him by the first part of January.

### *Enrollment Report*

Brad Henry reviewed the enrollment report in the board packet. The report reflects enrollment on October 2, 2017 and has been reported to the state. The district is 21 students over initial projections and overall, has increased by 341 students for a total of 18,375. Superintendent Mikalson thanked Henry and commented on how impressed he continues to be with how close projections are year after year; this helps tremendously with making accurate staffing plans.

### *Financial Report*

Roy Burling reviewed the financial update in the board packet. He noted this is the initial update for the 2017-18 school year and a summary of the investments of the 2017 Bond proceeds are included in the report. The 2016-17 audit is complete and a full report should be available within the next weeks. Burling offered to answer any questions. Chair High asked if the ending fund balance is higher than initial projections. Burling answered yes, and noted that it is slightly larger than anticipated due to favorable interest rate trends.

## **Discussion**

### *New Elementary School Location*

Mike Tiller shared a history of the district's Sites and Facilities work that demonstrated a need for a new elementary school in the north east / north west area of Bend. He said the district searched for a location that could accommodate the capacity needs for both areas and because of the limited land available within the city limits, the search expanded to outside the city limits. Tiller said he reached out to Vicki Brownrigg, long-time Bend resident and owner of land within the newly expanded UGB, near O.B. Riley and Cooley Roads. The district now has an agreement in principle with the Brownrigg family for 10 acres to build a new elementary school. Tiller introduced Vicki and daughter Kendall and said they have been a true pleasure to work with and added he is grateful for the partnership and the opportunity to work together on a project that will serve students and families for many, many years.

Mike Gorman, principal architect from BLRB, introduced the proposed site location and design plan for the new elementary school. The new school will be very similar to Silver Rail Elementary with some interior and exterior design modifications. Superintendent Mikalson shared his appreciation for the work BLRB is doing and said the new school principal will be identified in the next weeks; from there the work of naming, boundaries and staffing will continue. The new school is scheduled to open Fall of 2019.

Mikalson and Board members thanked and expressed their appreciation to The Brownrigg Family for their support and partnership.

### *Budget Process*

John Rexford reviewed the report included in the board packet summarizing the work of the Budget Process Improvement Committee: Chair High, Carrie Douglass, Tasha McFarland, Rick Olegario, Tom Bahrman, Brad Henry, Roy Burling and Superintendent Mikalson. Rexford reviewed the process he led as the committee worked through the charge given by the Board. He noted the committee's desire to make the budget a more understandable and useable document with specific connections drawn to the district's strategic priorities, and a way to continue to emphasize a return on investment(s).

Carrie Douglass noted the committee was thoughtful in its suggested "deep dive" recommendations as to not create extra work for district staff that is not beneficial. Chair High commented this work will take a couple years to implement and fine tune and the upcoming budget cycle most likely will not include all suggestions. Cheri Helt asked what the Board might expect to see in the next budget. Mikalson said his team will work to deconstruct and align dollars to the strategic plan. He will continue to work with Board leadership to determine what the first

deep dive will be. Helt suggested Measure 98 would be interesting because they are truly new funds and the return on investment could possibly be more measureable.

#### *Edit Governance Process 5 : Board Member Roles*

Peggy Kinkade handed out a revised version of GP 5 to Board members and reviewed proposed changes, noting these changes reflect conversations and desires of the collective Board. Board members discussed and agreed to Kinkade's proposed changes. **Carrie Douglass moved to approve Governance Process 5 : Board Member Roles as presented. Cheri Helt seconded the motion. Unanimous approval.**

#### **Board Comments**

Julie Craig enjoyed the OSBA Convention and the sessions she attended, especially the ACES presentation.

Cheri Helt recently attended the Northwest Regional OSBA meeting where Matt Utterback spoke about his equity work. She enjoyed listening to Utterback, and noted he will be speaking at the OSBA Convention next year. Helt said she met with CASA and the Boys and Girls Club about supporting foster kids and thanked the Summit Robotics Team for their amazing efforts. She would like to take a look at how the district budget could help support these types of programs.

Stuart Young also enjoyed the OSBA convention and said it was a good reminder of how well the district is doing. He is pleased about the progress, where the district is at, and where it is heading. He added his appreciation for the numerous community partners the district has and feels very fortunate for these relationships.

Andy High notified the Board that Julie Craig and Peggy Kinkade will serve as the chair and vice chair for the PlanB oversight committee of the 2017 Bond. He said he is excited about the long-term planning for Bend High School and looks forward to the process. He asked Board members to share any feedback with him about the last community linkage meeting, as he is currently in the planning phases with Mikalson for the January 23<sup>rd</sup> community linkage meeting. High thanked the administrative team at Mt. View High School and in the district office for their work over past weeks. He also thanked community partners like Bend Police, and appreciates their commitment to help keep our schools and community safe.

Meeting adjourned at 7:37 p.m.

Respectfully submitted,

Andrea Wilson  
11.14.2017



## HUMAN RESOURCES

*Education Center*

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

DATE: December 8, 2017

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on December 12, 2017. All Hires are subject to successful drug testing, background check, and Oregon licensure.

### CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
McElyea, Alice	Primary Teacher	Westside Village	Temporary Part Time .05 FTE	12/12/2017
Speck, Mark	Athletic Director	Mountain View HS	Temporary Full Time	12/12/2017

### CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Conant, Joyce	PE Teacher	Sky View MS	08/28/1990 – 11/30/2017
Hood, Dave	Athletic Director / PE Teacher	Mountain View HS	09/01/1979 – 11/30/2017
Olsen, Ilene	Primary Teacher	WE Miller Elementary	12/11/1992 – 12/31/2017
Saliccioli, David	Intermediate Teacher	High Desert MS	08/26/2013 – 2/3/2018

### CERTIFIED RETIRE/REHIRES

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Conant, Joyce	PE Teacher	Sky View MS	12/01/2017 - 06/30/2018
Hood, Dave	Athletic Director / PE Teacher	Mountain View HS	12/01/2017 – 06/30/2018
Olsen, Ilene	Primary Teacher	WE Miller Elementary	1/01/2017 – 06/30/2018

### ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Franzosa, Gina	Construction Project Manager	Maintenance	Temporary Full Time	12/12/2017



**HUMAN RESOURCES**

*Education Center*

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

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax (541) 355-1109*

December 7, 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 December 12, 2017

### *Classified Hiring*

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Barclay, Kevin	#107026 Bus Driver	Transportation	Reg 4 hrs / day	11/28/17
Blatchford, Doug	#107018 Bus Driver	Transportation	Temp 6 hrs / day	11/28/17
Blotter, Jacob	#107021 Relief Bus Driver	Transportation	Reg 6 hrs/ day	12/5/17
Chavez-Stedman, Madeline	#106988 EA – Student Instruction	La Pine Elementary	Temp 3.5 hrs / day	11/6/17
Cook, Tanner	#107019 Campus Safety and Security Officer	Mountain View	Temp 7.75 hrs / day	11/29/17
Ervin, Catrina	#106823 Nutrition Server I	Ponderosa	Reg 3 hrs / day	11/14/17
Hamilton, Jeffrey	#107012 Custodial Crew I	Education Center	Reg 8 hrs / day	11/28/17
Jacobus, Suelynn	#107028 Bus Driver	Transportation	Reg 4 hrs / day	12/1/17
Kirbs, Lisa	#106823 Nutrition Server I	RE Jewell Elementary	Reg 1.2 hrs / day	11/9/17
Larsen, Carrie	#107023 Attendance Secretary II	Pacific Crest	Reg 8 hrs / day	12/5/17
Lee, Eric	#106982 IT Architect	Information and Technology	Reg 8 hrs / day	11/28/17
Nielsen, Dale	#107007 Bus Monitor	Transportation	Reg 6 hrs / day	11/14/17
Roberts, Olivia	#106992 EA – Student Instruction	Juniper	Temp 3.75 hrs / day	11/15/17
Ryder, Eugenia	#107022 EA – Student Instruction	Bear Creek	Temp 3.75 hrs / day	12/5/17





## HUMAN RESOURCES

*Education Center*

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

Snively, James	#107021 Bus Driver	Transportation	Reg 6 hrs / day	11/28/17
William, Ara	#106988 EA – Student Instruction	La Pine Elementary	Temp 3.75 hrs / day	11/16/17

### **Classified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Bandy, Tina	Behind the Wheel Trainer	Transportation	11/12/91 – 12/15/17
Brostek, Carrie	Nutrition Server 1	RE Jewell	1/28/16 – 12/22/17
Mercer, Kimberly	Office Manager	Transportation	10/7/13 – 11/17/17
Rimel, Jerri	EA – Inclusion / Bus Monitor	Special Programs / La Pine Transportation	9/1/15 – 12/22/17

### **Classified Early Retirement – Rehire for the 2017-18 School Year**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Rehire Date</b>
Barrett, Deborah	EA – Student Instruction	Rehire through 6/14/17	12/1/17
Crowley, Brenda	EA – Child Development	Rehire through 6/14/18	12/1/17
Davis, Claudia	IT Technician	Rehire through 6/29/18	12/1/17
Hickmann, Linda	Office Manager	Rehire through 6/28/18	12/1/17
Johnson, Marlene	Office Manager	Rehire through 6/28/18	12/1/17

## **Executive Summary**

### **2017 Bend-La Pine Schools Budget Committee**

The Bend-La Pine Schools Budget Committee is comprised of the seven elected members of the School Board and seven members of the community. The Budget Committee works with district staff to review and approve the school district's budget each year.

The following Budget Committee members terms expired on June 30, 2017:

- Tom Bahrman
- Heidi Slaybaugh
- Ron Smith

Bahrman and Slaybaugh have expressed their desire to continue to serve on the Budget Committee. Smith has decided to not continue and the vacant seat has been advertised to the community, with applications due December 15, 2017. Budget Committee members term is three years.

Recommended Action : Reappoint Tom Bahrman and Heidi Slaybaugh to the Budget Committee.

## Oregon Department of Education

Accountability Reporting

255 Capitol Street NE

Salem, Oregon 97310

[ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us)

Fax: 503.378.5156

### FOR ODE USE ONLY

Received date: \_\_\_\_\_

Staff Name: \_\_\_\_\_

Inst. ID assigned: \_\_\_\_\_

Effective date: \_\_\_\_\_

# Institution Request Form

Form 581-1380-A

**Instructions for submitting institutional changes with the Oregon Department of Education:** This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. **See Appendix C for supplemental material to be submitted with this form.** All Institution Request Forms must be signed and dated to be processed. New (non-EGMS) institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For further information about the process, please review the Procedures document at <http://oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. For questions and submission, please email [ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us) or call the Institutions Specialist at 503-947-5831.

Registered Private Schools, Registered Private Alternative Programs, and Approved Private Special Education Providers in the state of Oregon must provide information to the Oregon Department of Education prior to receiving an Institution ID. Information about these schools changes frequently. For the latest applications and listings, visit the appropriate web pages at <http://www.oregon.gov/ode> (Search for Private Schools, Private Alternative Programs, Special Education Service, or Charter Schools).

### ODE Direct Links:

Alternative Education - <http://oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/default.aspx>

Private Schools - <http://oregon.gov/ode/learning-options/schooltypes/private/Pages/default.aspx>

Charter Schools - <http://oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx>

E-Grant Management System (EGMS) – <http://oregon.gov/ode/schools-and-districts/grants/Pages/default.aspx>

Oregon Youth Development Council – <http://www.oregonyouthdevelopmentcouncil.org/>

### Institution Classification:

Select your [Virtual School Status](#) (only required for public schools):

☐ Full Virtual

☐ Focus Virtual

☐ Supplemental Virtual

☒ Not Virtual

### Sector: (Select only one)

☒ Public

☐ Private

☐ Private Non-Profit

### Primary Function: (Select only one)

☒ School ☐ Program

☐ University ☐ Community College

☐ College ☐ Organization/Other

☐ Child Nutrition Program Site

**Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).**

**Instructional Type:** (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

☒ Regular ☐ Alternative

☐ Charter ☐ Career/Technical

☐ Special Ed.

**Program Type:** (Only complete if the function type is "Program". Not applicable for schools.)

☐ ACEP ☐ CTE ☐ JDEP ☐ LTCT

☐ PNF ☐ YCEP ☐ YDD ☐ Jail

☐ Head Start ☐ Even Start ☐ EI/ECSE

☐ Tribal ☐ Hospital ☐ Special Ed.

☐ Private Alternative ☐ Juvenile Detention Center

☐ Regional Program (Special Ed.)

**Type of Request (check one):**

*Note: If the change affects more than one institution, please complete a separate form for each institution.*

- ☒ New Institution (Non-EGMS)(Effective 7/1 of the approved school year)  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)
- ☐ New Electronic Grants Management System (EGMS-only) Institution  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [K](#), [N](#), [O](#)
- ☐ Merging of Two Institutions into one institution  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)
- ☐ Splitting of One Institution into two institutions  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)
- ☐ Institution Close (Effective 6/30 of the approved school year)  
Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)
- ☐ Other Information Changes
- ☐ Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))
- ☐ Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix B](#) (if major grade change)
- ☐ Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))
- ☐ Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix B](#))
- ☐ Directory/Staff Changes  
Complete sections: [All information above](#), [A](#), [N](#), [O](#), [Appendix A](#)
- ☐ Child Nutrition Program  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G\\*](#), [H](#), [K\\*\\*](#), [L](#), [N](#), [O](#)
- ☐ New YDD Data Manager (YDD – Only) Institution  
Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

\* Optional

\*\* Complete if the child nutrition program site has a grant through EGMS as well

**A: Institution Identifiers:** (If merging/splitting, put the name of the single institution that will be merged into/split from.)

Institution ID# (Leave blank for new institution requests and mergers):

Name (Doing business as): Realms High School

Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

**B: Merging/Splitting Institution Identifiers:**

Institution A ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name:

Institution B ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name:

**C: Demographic Information:** (For address changes, give the new information.)

Street address (include City, State, and Zip+4):

(For institution merges, give the address where the merged institution will be located)

20730 Brinson Blvd. Bend, OR 97701

Mailing address (include City, State, and Zip+4):

County:

520 NW Wall Street Bend, OR 97703

Deschutes County

Primary web address: [www.bend.k12.or.us](http://www.bend.k12.or.us) Primary email address: [roger.white@bend.k12.or.us](mailto:roger.white@bend.k12.or.us)

Primary Phone: 541-355-1000 Primary Fax: 541-355-1009

**D: Institution Merge/Split Addresses:** Use the same institution (A & B) as in Section B.

Institution A Name:

Institution A Address:

Institution A Phone: Web: Email:

Institution B Name:

Institution B Address:

Institution B Phone: Web: Email:

**E. Federal Identification Numbers:** See [Appendix D](#) for further information.

U.S. Employer ID# (Federal Tax ID#): 93-6000393

Data Universal Numbering System (DUNS#):

**F. Institution Administrator Information:**

☐ District Superintendent      ☒ School Principal      ☐ Head Administrator or Director

Name: Roger White

Phone: 541-355-1000

Email: roger.white@bend.k12.or.us

**G. Effective Date:** (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date: 09/2018 and/or Close Date:      and/or Split/Merge Date:

**H. Grade Range Offered:** If splitting/merging, this is the single institution that the two are splitting from/merging into.

Low:      High:      ☐ PreK   ☐ Elementary   ☐ Jr. High   ☐ Middle   ☒ High   ☐ District

**I. Splitting/Merging/Change Grade Range Offered:** These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B.

Inst. A: Low:      High:      ☐ Elementary   ☐ Jr. High   ☐ Middle   ☐ High   ☐ District

Inst. B: Low:      High:      ☐ Elementary   ☐ Jr. High   ☐ Middle   ☐ High   ☐ District

**J. Administrative/Fiscal Parent:****Administration Parent:**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

**Institution Name:** Bend-La Pine Admin SD 1      **ID#:** 1976

**Fiscal Parent:**

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

**Institution Name:** Bend-La Pine Admin SD 1      **ID#:** 1976

**K. Electronic Grants Management System (EGMS) and YDD Administration:**

**Head Administrator Name:** Shay Mikalson, Superintendent

**Email:** shay.mikalson@bend.k12.or.us

**Telephone:** 541-355-1001

**Fiscal Agent Name:** Brad Henry, Chief Operations and Financial Officer

**Email:** brad.henry@bend.k12.or.us

**Telephone:** 541-355-1001

**Project Director Name:**

**Email:**

**Telephone:**

*Please submit your W-9 form, the EGMS Access Request Form, and a copy of your Indirect Rate letter along with this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).*

**L. Child Nutrition Programs:**

☒ Sponsor    ☒ Site (May check both if applicable)

**Sponsor Name: Bend-La Pine Schools  
School**

**Site Name: Realms High**

**CNP Sponsor Agreement Number\*: 0902001**

**CNP Site Number\*:**

**Programs:** (Check all that apply)

☒ SNP

☒ CACFP

☒ SFSP

\*These numbers can be found in [CNPweb](#).

**M. YDD Programs:**

**Administration:**

☐ DM Jurisdictional Lead

☒ School District

**Governance Type:**

☐ City Government

☐ County Agency

☐ Service Provider

☐ Tribal Agency

☐ Committee

☒ School District

☐ State Agency

**N. Submitted By:**

**Name: Shay Mikalson Title: Superintendent**

**Email: shay.mikalson@bend.k12.or.us**

**Signature: \_\_\_\_\_ Date:**

**O. Additional Information:** Optional space to provide further information about the institution request. If you are requesting a New EGMS Only request, please list the grant that you have received and/or the staff member at ODE with whom you are working.

**Email or Fax this Institution Request Form and other supporting documentation (see for necessary supporting documentation) required for the request to:**

Institutions Specialist  
(503) 378-5156 – FAX  
(503) 947-5831 - Voice

[ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us)

or

For technical problems, contact the ODE Helpdesk  
(503) 947-5715

[ODE.helpdesk@state.or.us](mailto:ODE.helpdesk@state.or.us)

## Appendix A: Directory Update Worksheet

Directions: Identify the school year at the top of the page. Always fill in the name of the institution and the institution ID number for the institution being updated. **Fill in only what needs to be updated.** Submit one Staff Name per title. If more than one name is listed, only the first name will be entered. Only the titles and numbers listed will be updated. If you add a title that is not on the list, it will not be included. Copy and paste the School Section to make multiple submissions as needed. Email the completed form back to ODE at [ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us). For staff that need to be removed, please submit these names in the body of your email or the cover sheet of your fax. Please view the staff currently associated with your institution at <http://www.ode.state.or.us/instID/> prior to submitting.

<b>School District/ESD:</b>			
School District Name (Current Name)	Bend-La Pine Schools, Administrative School District No. 1		
School District ID	1976		
*Phone (area code + number)	541-355-1000		
*Fax (area code + number)	541-355-1009		
*Main email	roger.white@bend.k12.or.us		
*Internet address	www.bend.k12.or.us		
<b>Institutions Database Code &amp; Titles</b>	<b>Staff Name</b>	<b>Phone Number</b>	<b>Email</b>
*100 Superintendent	Shay Mikalson	541-355-1001	shay.mikalson@bend.k12.or.us
*150 Service Ctr. Admin. – ESDs only			
*200 Deputy Superintendent	Jay Mathisen	541-355-1108	jay.mathisen@bend.k12.or.us
*300 Assistant Superintendent	Lora Nordquist	541-355-1027	lora.nordquist@bend.k12.or.us
*350 Deputy Clerk	Brad Henry	541-355-1122	brad.henry@bend.k12.or.us
*400 Administrative Assistant	Andrea Wilson	541-355-1001	andrea.wilson@bend.k12.or.us
*500 Business Manager	Roy Burling	541-355-1121	roy.burling@bend.k12.or.us
*600 Human Resources/Personnel	Debbie Watkins and Jon Lindsay	541-355-1100	debbie.watkins@bend.k12.or.us jon.lindsay@bend.k12.or.us
*700 Communications	Julianne Repman	541-355-1010	julianne.repman@bend.k12.or.us
*750 Curriculum	Lora Nordquist	541-355-1027	lora.nordquist@bend.k12.or.us
*800 Instruction	Lora Nordquist	541-355-1027	lora.nordquist@bend.k12.or.us
*900 Special Education	Sean Reinhart	541-355-1060	sean.reinhart@bend.k12.or.us
*1000 Career and Technical Education	Sal Cassaro	541-355-2202	sal.cassaro@bend.k12.or.us
*1100 Assessment	Dave VanLoo	541-355-1029	dave.vanloo@bend.k12.or.us
*1200 Special Services			
*1300 Technology	Ben Hansen	541-355-1236	ben.hansen@bend.k12.or.us
*1400 Media/Library			
*1500 Activities	Sal Cassaro	541-355-2202	sal.cassaro@bend.k12.or.us
*1600 Child Nutrition	Terry Cashman	541-355-1150	terry.cashman@bend.k12.or.us
*1700 Transportation	Kim Crabtree	541-355-5700	kim.crabtree@bend.k12.or.us
*1800 Safety	Julianne Repman	541-355-1010	julianne.repman@bend.k12.or.us
*1900 Facilities	Mike Tiller	541-355-4700	mike.tiller@bend.k12.or.us
<b>School:</b>			
School Name (Current Name)	Realms High School		
School ID			
*Phone	541-355-1000		
*Fax	541-355-1009		
*Main email	roger.white@bend.k12.or.us		
<b>Inst. Code &amp; Title – choose one</b>	<b>Staff Name</b>	<b>Phone Number</b>	<b>Email</b>
*100 Principal	Roger White		roger.white@bend.k12.or.us
*100 Interim Principal			
*100 Head Teacher			
*100 Director			



## **Appendix B: Information Worksheet**

All questions relevant to the institution request should be addressed.

### **Physical Location:**

Is the entity physically located within the existing school district boundary? If no, explain the circumstances.  
yes

Is the entity located within the same physical facility occupied by other schools or programs within the district boundary? If yes, explain the situation. yes - shared location for Realms High School and Skyline High School

### **Enrollment Process:**

Can any student within the district enroll in the entity by personal choice when grade levels offered at the entity match a student's grade level? yes

Is there a separate student intake procedure/process than for a regular school? Explain. yes - attendance area transfer request and / or application and lottery if necessary

Who determines which students attend the entity? Explain. principal

Do students, who are enrolled in the entity, remain members of the school that referred them? no

Will the institution enroll students from outside of the responsible district? (Open Enrollment? Interdistrict Transfer?) yes, based upon available capacity

Do all students enroll on a part-time basis? no

### **Curriculum:**

Will the curriculum be comprehensive (Does it offer all courses necessary to allow students at all grade levels to complete all state and district requirements for graduation as per Oregon state statute and administrative regulation: Division 22)? If yes, provide the school year course catalog and master schedule. yes

Does the entity offer supplemental course work offered to students who attend classes at a non-district entity or another school/program within the district's physical boundary? Explain the situation.

Are all courses offered and taught by district staff at the entity's physical location? Explain the situation.

Which entity issues grades to students? Realms High School

Will the entity offer online courses from an entity with which there is a contract or agreement with the district to supplement the district's curriculum offerings or provide the entire curriculum? If yes, explain in detail the arrangement. yes - through Bend-La Pine Online

If online courses are offered, which vendor/s will be used?

### **Diploma:**

Will the entity issue a regular diploma indicating students have successfully completed all state and district graduation requirements offered by the entity? yes

### **Student Population:**

Is the student population changing to or from other school district or non-school district schools or programs? Explain. no

**Staffing:**

Will the entity have a full time principal/administrator or share administrator duties between multiple locations and/or teaching entities? What is the arrangement? full time principal

Is the principal/administrator certified for this responsibility with the Teachers Standards Practice Commission (TSPC)? yes

Is the entity's staff currently teaching at the entity? Explain the situation. no - school will open Fall 2018

Is the entity's staff changing teaching assignments from previous assignments? If so, to what extent. Explain.

Are all teaching staff licensed by TSPC to teach the curriculum they are assigned to teach? yes

Who evaluates teaching staff? Realms High School principal

Whose staff meetings do teaching staff attend? Realms High School

## Oregon Department of Education

Accountability Reporting

255 Capitol Street NE

Salem, Oregon 97310

[ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us)

Fax: 503.378.5156

### FOR ODE USE ONLY

Received date: \_\_\_\_\_

Staff Name: \_\_\_\_\_

Inst. ID assigned: \_\_\_\_\_

Effective date: \_\_\_\_\_

# Institution Request Form

Form 581-1380-A

**Instructions for submitting institutional changes with the Oregon Department of Education:** This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. **See Appendix C for supplemental material to be submitted with this form.** All Institution Request Forms must be signed and dated to be processed. New (non-EGMS) institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For further information about the process, please review the Procedures document at <http://oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx>. For questions and submission, please email [ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us) or call the Institutions Specialist at 503-947-5831.

Registered Private Schools, Registered Private Alternative Programs, and Approved Private Special Education Providers in the state of Oregon must provide information to the Oregon Department of Education prior to receiving an Institution ID. Information about these schools changes frequently. For the latest applications and listings, visit the appropriate web pages at <http://www.oregon.gov/ode> (Search for Private Schools, Private Alternative Programs, Special Education Service, or Charter Schools).

### ODE Direct Links:

Alternative Education - <http://oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/default.aspx>

Private Schools - <http://oregon.gov/ode/learning-options/schooltypes/private/Pages/default.aspx>

Charter Schools - <http://oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx>

E-Grant Management System (EGMS) – <http://oregon.gov/ode/schools-and-districts/grants/Pages/default.aspx>

Oregon Youth Development Council – <http://www.oregonyouthdevelopmentcouncil.org/>

### Institution Classification:

Select your [Virtual School Status](#) (only required for public schools):

☐ Full Virtual

☐ Focus Virtual

☐ Supplemental Virtual

☒ Not Virtual

### Sector: (Select only one)

☒ Public

☐ Private

☐ Private Non-Profit

### Primary Function: (Select only one)

☒ School ☐ Program

☐ University ☐ Community College

☐ College ☐ Organization/Other

☐ Child Nutrition Program Site

**Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).**

**Instructional Type:** (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

☒ Regular ☐ Alternative

☐ Charter ☐ Career/Technical

☐ Special Ed.

**Program Type:** (Only complete if the function type is "Program". Not applicable for schools.)

☐ ACEP ☐ CTE ☐ JDEP ☐ LTCT

☐ PNF ☐ YCEP ☐ YDD ☐ Jail

☐ Head Start ☐ Even Start ☐ EI/ECSE

☐ Tribal ☐ Hospital ☐ Special Ed.

☐ Private Alternative ☐ Juvenile Detention Center

☐ Regional Program (Special Ed.)

**Type of Request (check one):**

*Note: If the change affects more than one institution, please complete a separate form for each institution.*

- ☒ New Institution (Non-EGMS)(Effective 7/1 of the approved school year)  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)
- ☐ New Electronic Grants Management System (EGMS-only) Institution  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [K](#), [N](#), [O](#)
- ☐ Merging of Two Institutions into one institution  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)
- ☐ Splitting of One Institution into two institutions  
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#) & [Appendix B](#)
- ☐ Institution Close (Effective 6/30 of the approved school year)  
Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)
- ☐ Other Information Changes
- ☐ Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))
  - ☐ Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix B](#) (if major grade change)
  - ☐ Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))
  - ☐ Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix B](#))
- ☐ Directory/Staff Changes  
Complete sections: [All information above](#), [A](#), [N](#), [O](#), [Appendix A](#)
- ☐ Child Nutrition Program  
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G\\*](#), [H](#), [K\\*\\*](#), [L](#), [N](#), [O](#)
- ☐ New YDD Data Manager (YDD – Only) Institution  
Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

\* Optional

\*\* Complete if the child nutrition program site has a grant through EGMS as well

**A: Institution Identifiers:** (If merging/splitting, put the name of the single institution that will be merged into/split from.)

Institution ID# (Leave blank for new institution requests and mergers):

Name (Doing business as): Skyline High School

Legal Name (Name that is on contract, charter, IRS documentation—if different from above):

**B: Merging/Splitting Institution Identifiers:**

Institution A ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name:

Institution B ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name:

**C: Demographic Information:** (For address changes, give the new information.)

Street address (include City, State, and Zip+4):

(For institution merges, give the address where the merged institution will be located)

20730 Brinson Blvd. Bend, OR 97701

Mailing address (include City, State, and Zip+4):

County:

520 NW Wall Street Bend, OR 97703

Deschutes County

Primary web address: [www.bend.k12.or.us](http://www.bend.k12.or.us) Primary email address: [mike.franklin@bend.k12.or.us](mailto:mike.franklin@bend.k12.or.us)

Primary Phone: 541-355-1000 Primary Fax: 541-355-1009

**D: Institution Merge/Split Addresses:** Use the same institution (A & B) as in Section B.

Institution A Name:

Institution A Address:

Institution A Phone: Web: Email:

Institution B Name:

Institution B Address:

Institution B Phone: Web: Email:

**E. Federal Identification Numbers:** See [Appendix D](#) for further information.

U.S. Employer ID# (Federal Tax ID#): 93-6000393

Data Universal Numbering System (DUNS#):

**F. Institution Administrator Information:**

☐ District Superintendent      ☒ School Principal      ☐ Head Administrator or Director

Name: Michael Franklin

Phone: 541-355-1000

Email: mike.franklin@bend.k12.or.us

**G. Effective Date:** (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date: 09/2018 and/or Close Date: and/or Split/Merge Date:

**H. Grade Range Offered:** If splitting/merging, this is the single institution that the two are splitting from/merging into.

Low: High: ☐ PreK ☐ Elementary ☐ Jr. High ☐ Middle ☒ High ☐ District

**I. Splitting/Merging/Change Grade Range Offered:** These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B.

Inst. A: Low: High: ☐ Elementary ☐ Jr. High ☐ Middle ☐ High ☐ District

Inst. B: Low: High: ☐ Elementary ☐ Jr. High ☐ Middle ☐ High ☐ District

**J. Administrative/Fiscal Parent:****Administration Parent:**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

**Institution Name:** Bend-La Pine Admin SD 1      **ID#:** 1976

**Fiscal Parent:**

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

**Institution Name:** Bend-La Pine Admin SD 1      **ID#:** 1976

**K. Electronic Grants Management System (EGMS) and YDD Administration:**

**Head Administrator Name:** Shay Mikalson, Superintendent

**Email:** shay.mikalson@bend.k12.or.us

**Telephone:** 541-355-1001

**Fiscal Agent Name:** Brad Henry, Chief Operations and Financial Officer

**Email:** brad.henry@bend.k12.or.us

**Telephone:** 541-355-1001

**Project Director Name:**

**Email:**

**Telephone:**

*Please submit your W-9 form, the EGMS Access Request Form, and a copy of your Indirect Rate letter along with this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).*

**L. Child Nutrition Programs:**

☒ Sponsor    ☒ Site (May check both if applicable)

**Sponsor Name: Bend-La Pine Schools School**

**Site Name: Skyline High**

**CNP Sponsor Agreement Number\*: 0902001**

**CNP Site Number\*:**

**Programs:** (Check all that apply)

☒ SNP

☒ CACFP

☒ SFSP

\*These numbers can be found in [CNPweb](#).

**M. YDD Programs:**

**Administration:**

☐ DM Jurisdictional Lead

☒ School District

**Governance Type:**

☐ City Government

☐ County Agency

☐ Service Provider

☐ Tribal Agency

☐ Committee

☒ School District

☐ State Agency

**N. Submitted By:**

**Name: Shay Mikalson Title: Superintendent**

**Email: shay.mikalson@bend.k12.or.us**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**O. Additional Information:** Optional space to provide further information about the institution request. If you are requesting a New EGMS Only request, please list the grant that you have received and/or the staff member at ODE with whom you are working.

**Email or Fax this Institution Request Form and other supporting documentation (see for necessary supporting documentation) required for the request to:**

Institutions Specialist  
(503) 378-5156 – FAX  
(503) 947-5831 - Voice

[ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us)

or

For technical problems, contact the ODE Helpdesk  
(503) 947-5715

[ODE.helpdesk@state.or.us](mailto:ODE.helpdesk@state.or.us)

## Appendix A: Directory Update Worksheet

Directions: Identify the school year at the top of the page. Always fill in the name of the institution and the institution ID number for the institution being updated. **Fill in only what needs to be updated.** Submit one Staff Name per title. If more than one name is listed, only the first name will be entered. Only the titles and numbers listed will be updated. If you add a title that is not on the list, it will not be included. Copy and paste the School Section to make multiple submissions as needed. Email the completed form back to ODE at [ode.institutions-request@ode.state.or.us](mailto:ode.institutions-request@ode.state.or.us). For staff that need to be removed, please submit these names in the body of your email or the cover sheet of your fax. Please view the staff currently associated with your institution at <http://www.ode.state.or.us/instID/> prior to submitting.

<b>School District/ESD:</b>			
School District Name (Current Name)	Bend-La Pine Schools, Administrative School District No. 1		
School District ID	1976		
*Phone (area code + number)	541-355-1000		
*Fax (area code + number)	541-355-1009		
*Main email	mike.franklin@bend.k12.or.us		
*Internet address	www.bend.k12.or.us		
<b>Institutions Database Code &amp; Titles</b>	<b>Staff Name</b>	<b>Phone Number</b>	<b>Email</b>
*100 Superintendent	Shay Mikalson	541-355-1001	shay.mikalson@bend.k12.or.us
*150 Service Ctr. Admin. – ESDs only			
*200 Deputy Superintendent	Jay Mathisen	541-355-1108	jay.mathisen@bend.k12.or.us
*300 Assistant Superintendent	Lora Nordquist	541-355-1027	lora.nordquist@bend.k12.or.us
*350 Deputy Clerk	Brad Henry	541-355-1122	brad.henry@bend.k12.or.us
*400 Administrative Assistant	Andrea Wilson	541-355-1001	andrea.wilson@bend.k12.or.us
*500 Business Manager	Roy Burling	541-355-1121	roy.burling@bend.k12.or.us
*600 Human Resources/Personnel	Debbie Watkins and Jon Lindsay	541-355-1100	debbie.watkins@bend.k12.or.us jon.lindsay@bend.k12.or.us
*700 Communications	Julianne Repman	541-355-1010	julianne.repman@bend.k12.or.us
*750 Curriculum	Lora Nordquist	541-355-1027	lora.nordquist@bend.k12.or.us
*800 Instruction	Lora Nordquist	541-355-1027	lora.nordquist@bend.k12.or.us
*900 Special Education	Sean Reinhart	541-355-1060	sean.reinhart@bend.k12.or.us
*1000 Career and Technical Education	Sal Cassaro	541-355-2202	sal.cassaro@bend.k12.or.us
*1100 Assessment	Dave VanLoo	541-355-1029	dave.vanloo@bend.k12.or.us
*1200 Special Services			
*1300 Technology	Ben Hansen	541-355-1236	ben.hansen@bend.k12.or.us
*1400 Media/Library			
*1500 Activities	Sal Cassaro	541-355-2202	sal.cassaro@bend.k12.or.us
*1600 Child Nutrition	Terry Cashman	541-355-1150	terry.cashman@bend.k12.or.us
*1700 Transportation	Kim Crabtree	541-355-5700	kim.crabtree@bend.k12.or.us
*1800 Safety	Julianne Repman	541-355-1010	julianne.repman@bend.k12.or.us
*1900 Facilities	Mike Tiller	541-355-4700	mike.tiller@bend.k12.or.us
<b>School:</b>			
School Name (Current Name)	Skyline High School		
School ID			
*Phone	541-355-1000		
*Fax	541-355-1009		
*Main email	mike.franklin@bend.k12.or.us		
<b>Inst. Code &amp; Title – choose one</b>	<b>Staff Name</b>	<b>Phone Number</b>	<b>Email</b>
*100 Principal	Michael Franklin		mike.franklin@bend.k12.or.us
*100 Interim Principal			
*100 Head Teacher			
*100 Director			



## **Appendix B: Information Worksheet**

All questions relevant to the institution request should be addressed.

### **Physical Location:**

Is the entity physically located within the existing school district boundary? If no, explain the circumstances.  
yes

Is the entity located within the same physical facility occupied by other schools or programs within the district boundary? If yes, explain the situation. yes - shared location for Realms High School and Skyline High School

### **Enrollment Process:**

Can any student within the district enroll in the entity by personal choice when grade levels offered at the entity match a student's grade level? yes

Is there a separate student intake procedure/process than for a regular school? Explain. yes - attendance area transfer request and / or application and lottery if necessary

Who determines which students attend the entity? Explain. principal

Do students, who are enrolled in the entity, remain members of the school that referred them? no

Will the institution enroll students from outside of the responsible district? (Open Enrollment? Interdistrict Transfer?) yes, based upon available capacity

Do all students enroll on a part-time basis? no

### **Curriculum:**

Will the curriculum be comprehensive (Does it offer all courses necessary to allow students at all grade levels to complete all state and district requirements for graduation as per Oregon state statute and administrative regulation: Division 22)? If yes, provide the school year course catalog and master schedule. yes

Does the entity offer supplemental course work offered to students who attend classes at a non-district entity or another school/program within the district's physical boundary? Explain the situation.

Are all courses offered and taught by district staff at the entity's physical location? Explain the situation.

Which entity issues grades to students? Skyline High School

Will the entity offer online courses from an entity with which there is a contract or agreement with the district to supplement the district's curriculum offerings or provide the entire curriculum? If yes, explain in detail the arrangement. yes - through Bend-La Pine Online

If online courses are offered, which vendor/s will be used?

### **Diploma:**

Will the entity issue a regular diploma indicating students have successfully completed all state and district graduation requirements offered by the entity? yes

### **Student Population:**

Is the student population changing to or from other school district or non-school district schools or programs? Explain. no

**Staffing:**

Will the entity have a full time principal/administrator or share administrator duties between multiple locations and/or teaching entities? What is the arrangement? full time principal

Is the principal/administrator certified for this responsibility with the Teachers Standards Practice Commission (TSPC)? yes

Is the entity's staff currently teaching at the entity? Explain the situation. no - school will open Fall 2018

Is the entity's staff changing teaching assignments from previous assignments? If so, to what extent. Explain.

Are all teaching staff licensed by TSPC to teach the curriculum they are assigned to teach? yes

Who evaluates teaching staff? Skyline High School principal

Whose staff meetings do teaching staff attend? Skyline High School

# **Contract & Charter School Evaluations**

**2017-2018**

## **Bend-La Pine Schools**

**December 12, 2017**

**Prepared By: Kathy McCollum**

# 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 BLPD Business Office, stating that for the fiscal year 2016-2017 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) Bend International School (BIS)
- 2) COIC Bend and La Pine Centers
- 3) COIC Juvenile Detention Program
- 4) Desert Sky Montessori School
- 5) J Bar J Transitional Program and the Academy at Sisters
- 6) Oregon Youth Challenge Program (OYCP)

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.

# REPORT CONTENTS

## **Report Contents**

### **Executive Summary**

- ◆ Contract Alternative Education Programs

### **Attachment A**

- ◆ IGBHAA-AR Evaluation of Alternative Education Programs

### **Attachment B**

- ◆ 2016 – 2017 Qualifier Matrix

### **Attachment C**

- ◆ Data/Graphs

### **Attachment D**

- ◆ Oregon Assessment of Knowledge and Skills Report

### **Attachment E**

- ◆ Fiscal Compliance

### **Evaluations**

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

# **ATTACHMENT A**

## **Evaluation of Alternative Educational Programs**



**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Evaluation of Alternative Learning Options

Section: Instruction

Code: IGBHAA-AR

---

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

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

**1. Staff**

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

**2. Curriculum**

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

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

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

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

**3. Discrimination**

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

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

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

**5. Site Evaluation**

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

## **6. Tuition and Fees**

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

## **7. Contract**

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

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

## **8. Expenditures**

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

## **9. Achievement of Standards**

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

## **10. Attendance**

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

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

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

### **Legal References:**

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

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

# **ATTACHMENT B**

## **2016-2017 Qualifier Matrix**

## Bend-La Pine Schools 2017-18 Contract/Charter School Qualifiers

Internal Assessments	Bend International School - BIS	COIC Classroom	COIC Juvenile Department	J Bar J	The Academy	Oregon Youth Challenge - OYCP
Measure of Academic Progress System (MAPS)	2 times a year grades K-8	N/A	175 Let's Go Learn			
Reading Fluency Scores	MAP K-8	N/A	N/A			
Scored Portfolio & Self Evaluation	Portfolios highlighting projects and work	15 Students Work Crew Eval.	N/A	See note #1	See note #1	
Scored Work Samples	Portfolios available on request	Yes	N/A	See note #1	See note #1	
STAR Test for Math and Reading	Diebels 3 times a year	N/A	N/A			
Student Evaluations	Teacher Evaluations 2 per year	Report cards	N/A			
Test of Adult Basic Education (TABE)	N/A	Yes	N/A			See note #1
Weschler Individual Achievement Test (WIAT)	TAG Test Naglieri Assessment	N/A	N/A	See note #2	See note #2	

External Assessments	Bend International School-BIS	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP
Oregon State Assessments	SBA Administered 5/17	Yes	1	See note #3	See note #3	See note #1

Demographics	Bend International School-BIS	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP
# Courses (year round School)		190	200(Odysseyware and on paper)	20	20	40
# Credits Achieved(Sept-April)		342.3	40.5 (July 1-June 30)	205.25	104.75	2,278.5
# Credits achieved in Summer School		N/A	July 1 – April 7 Year-round program	52.5	45	
# Credits Attempted (year round)		430.8	40.5 (July 1-June 30)	237.25	104.75	2,278.5
# Credits Recovered		342.3	40.5 (July 1-June 30)	52.5	45	2,278.5
# Students in Service Learning		24	1	71	29	285
# Field Work Projects (Hrs./days); # of students involved		Performed by Work/Education students	N/A			
# Service projects (hrs./days); # students involved	Project-Based Learning 4 times a week/3 culminating service projects per year.	24 Students 33 Projects 116 Work days 3,030 Hours	1 Student 4 Days 32 Hours	71 Students 1,420 Hours	34 Students 615 Hours	285 Cadets 239 Projects 25,363 Hours
# Students achieving 8 or more credits per class		8	N/A			266
# Students achieving less than 8 or more credits per class		329	N/A			0
# Program Graduates		N/A	N/A			266

## Bend-La Pine Schools 2017-2018 Contract/Charter School Qualifiers

Internal Assessments	Bend International School-BIS	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	Oregon Youth Challenge -OYCP
# Students achieving a diploma	N/A	45	N/A	6	7	18
# Students achieving a GED	N/A	94	N/A	2	0	9
# Students graduating with a BLS Diploma	N/A	45	N/A	6	7	See note (3)
# Students attending COIC Summer School	N/A	N/A	N/A (year-round program)			
# Students enrolled	166	137 Full time as of 4/14/17	227 (July 1-June 30)	45 as of 6/2015 143 Total for Year	17 as of 6/2015 34 Total for Year	312
# Students deficient at time of enrollment	N/A	337	204	73	21	312
# Students current on credits at discharge	N/A	12 Does not include graduates or GED	23 (estimated 10%)	21%	100%	
# Students exited / dropped	N/A	145	Exit and length of stay determined by the courts.	85 (3 students transitioned to MVHS as of 6/15)	4 (8 students transitioned to BHS as of 6/15)	46
# Students on active IEP	10	28	57 discrete students Note 3	34%	21%	71
# Students referred to COIC	N/A	337	227 total enrollments 136 discrete students (July 1 – June 30)			
# Students returning to school and/or employment	N/A	N/A	N/A	100%	100%	263
# Students referred back to district	N/A	11	N/A			
# Students returning to BLS	N/A	11	N/A	3 transitioned to MVHS	8 transferred to BHS	5
# Students served	166	337	227 (July 1-June 30)	143	34	312
# Students who are current & on-track for HS graduation	N/A	55	23	35% 16/45 as of 6/15	100% 17/17 as of 6/15	239
Average length of stay	N/A	64.5 (55 median)	7.8 (School Days)	6.5 Mo. Ranch 1.8 Mo – J-5	15 months	22 Weeks
Basic skill remediation	N/A	180 (more than 50%)	All students			
Recidivism rate	N/A	N/A	41.2	See note (4)		
Track alumni GPA and class ranking in 9/1- year of HS	N/A	N/A	N/A			
Youth Retention Rate	N/A	N/A	N/A			

## Bend-La Pine Schools

### 2016-17 Contract/Charter School Qualifiers

#### Notes: Bend International School

Measure of Academic Progress	Formative assessment that measures growth; data that drives instruction and can
Reading Fluency Scores	Fall and Spring
Scored Portfolio & Self	Digital Portfolios for grades 6-8/ Asia's Society GPS / Self-Evaluation 3 times a
Scored Work Samples	At least one writing sample scored per unit
Diebels	Used to progress monitor and identify students needing intervention supports
Teacher Evaluations	Informal Observations, Goal Setting/Conferencing, Summative Evaluation
TAG Test	Administered to all 2 <sup>nd</sup> graders in Feb. + teacher referral for students new to
Service projects (hrs./days);	* K-8 Global Community Service Based Learning Program- 166 students

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

##### 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

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

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%

## 2016-17 Smarter Balanced

### Participation

ELA: 60%

Math: 63%

### Participation

ELA: 83%

Math: 83%

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

<u>Reading</u>	<u>Writing</u>	<u>Math</u>	<u>Science</u>
50%	33%	20%	40%

### Academy at Sisters (% passed)

<u>Reading</u>	<u>Writing</u>	<u>Math</u>	<u>Science</u>
80%	80%	40%	60%

### 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%.

## 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
2016-2	9	9.8	7	8.8	7.6	8.8	7.6	9.2	.8	1.8	1.2	1.6
2017-1	8.8	10.1	7.6	9	7.6	9.4	7.8	9.6	1.3	1.4	1.8	1.8

### 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 22.1%. 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 7.1% extra credits.
- # of Program Graduates – reflects an increase of 1.2%. Graduates vary from year to year, and the 2016-17 total of 266 continues our trend of increased retention. This is also reflected in a stable rate of Students Dropped compared to Students Served of 15%, a decrease of 2% from last year. The ten year average annual graduation total is 257.
- # 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

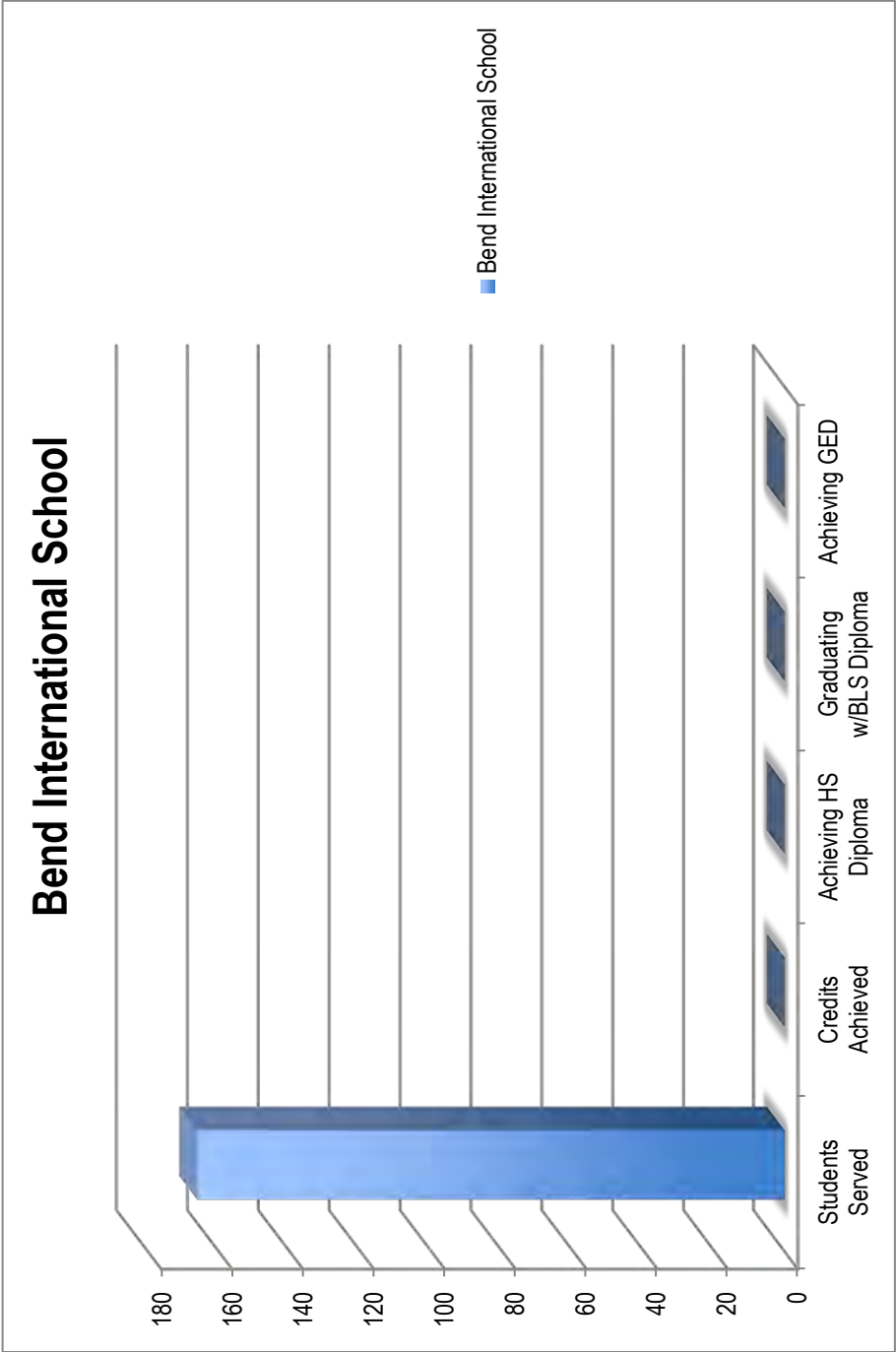
OYCP is in session year round. All the data reported is from January 1 through December 31 2016.



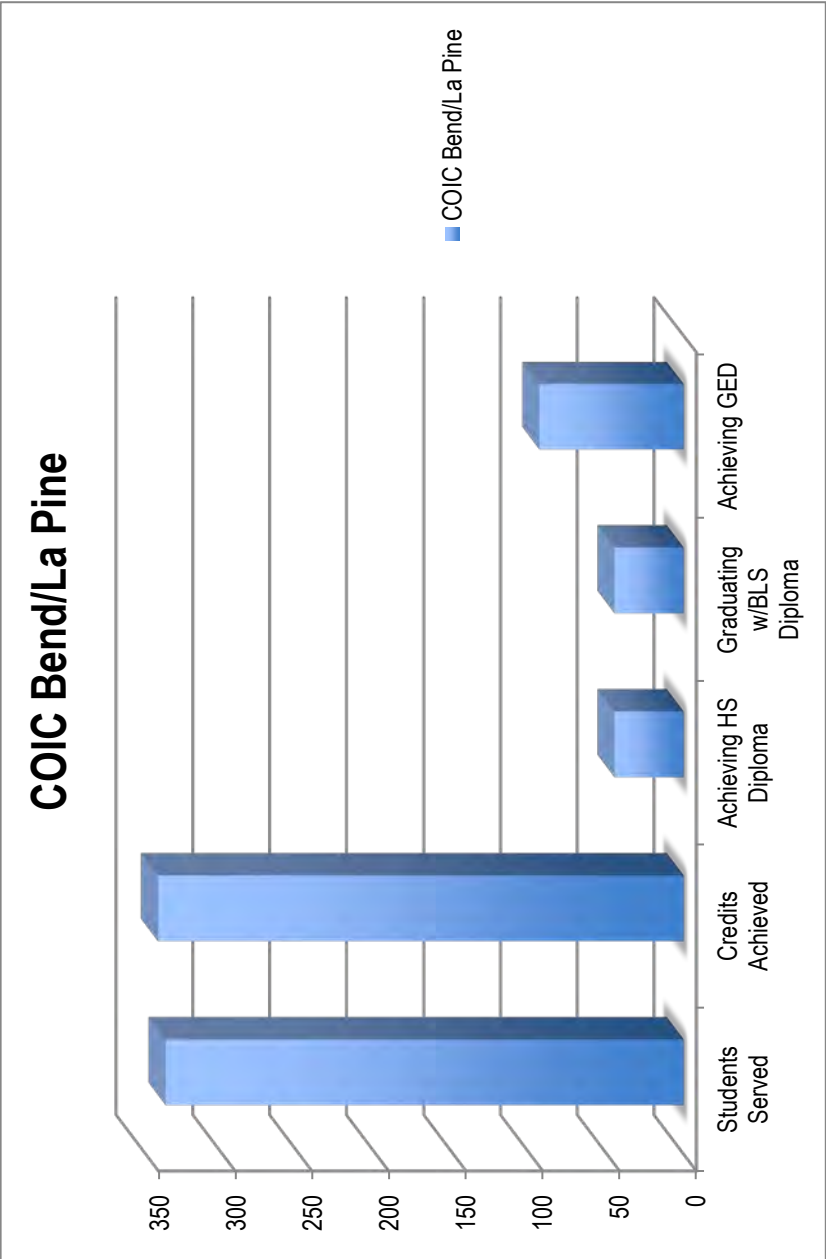
# **ATTACHMENT C**

## **Data and Graphs**

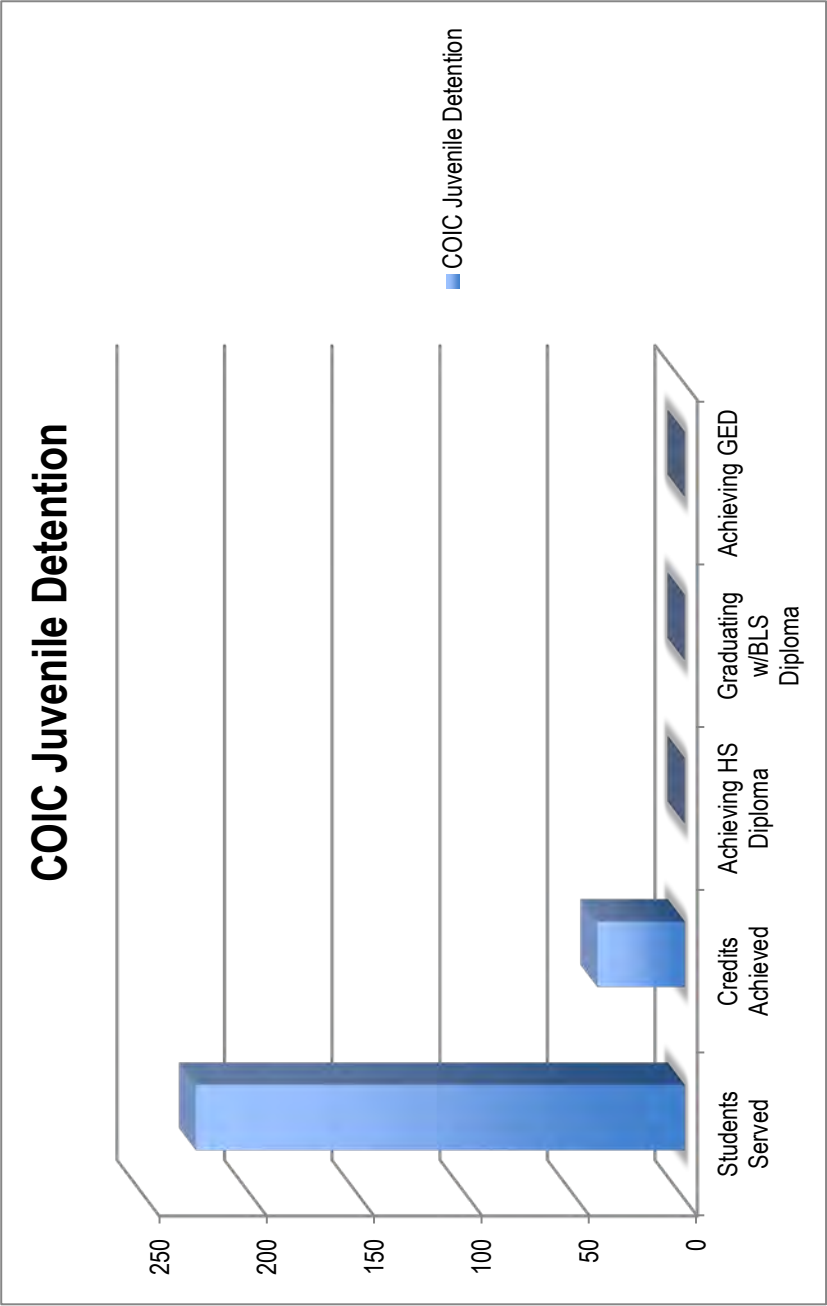
Bend International School	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	166	N/A	N/A	N/A	N/A



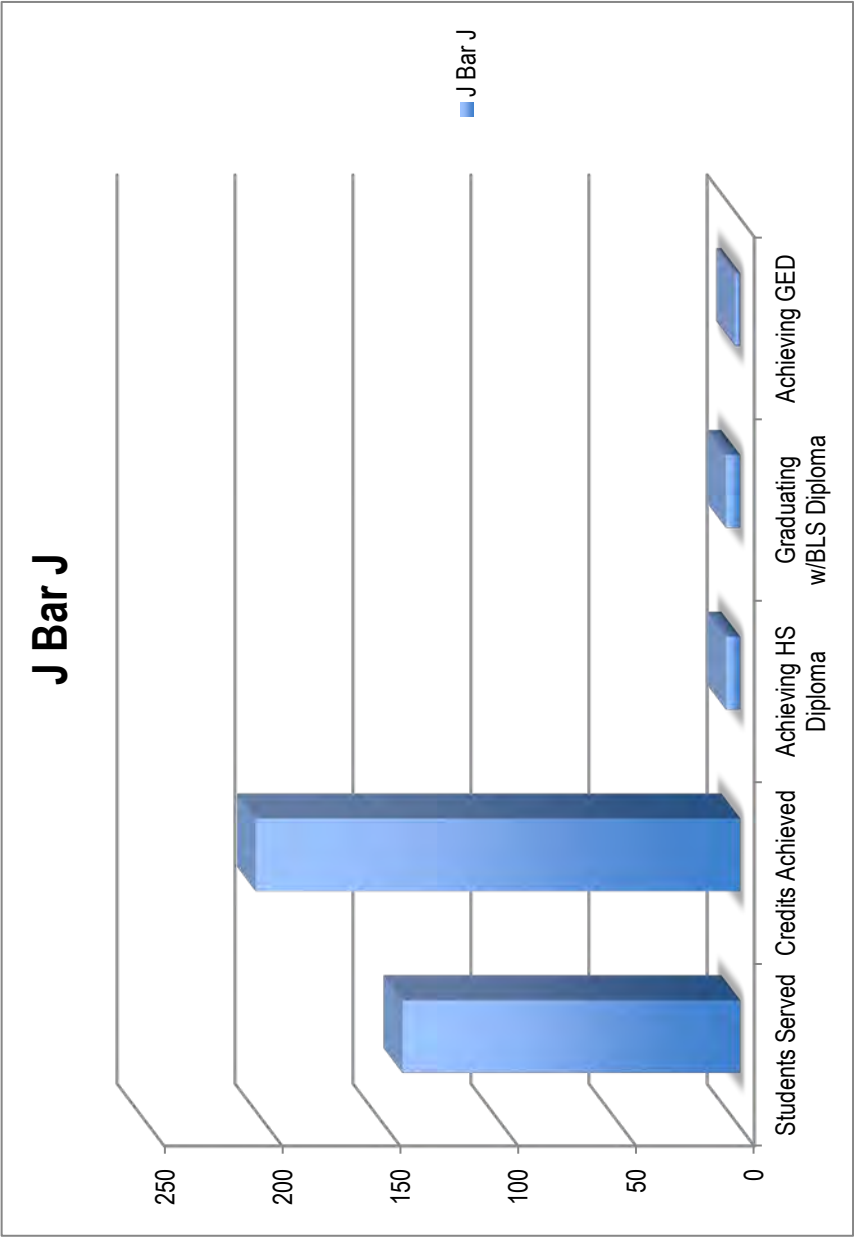
COIC Bend/La Pine	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	337	342	45	45	94



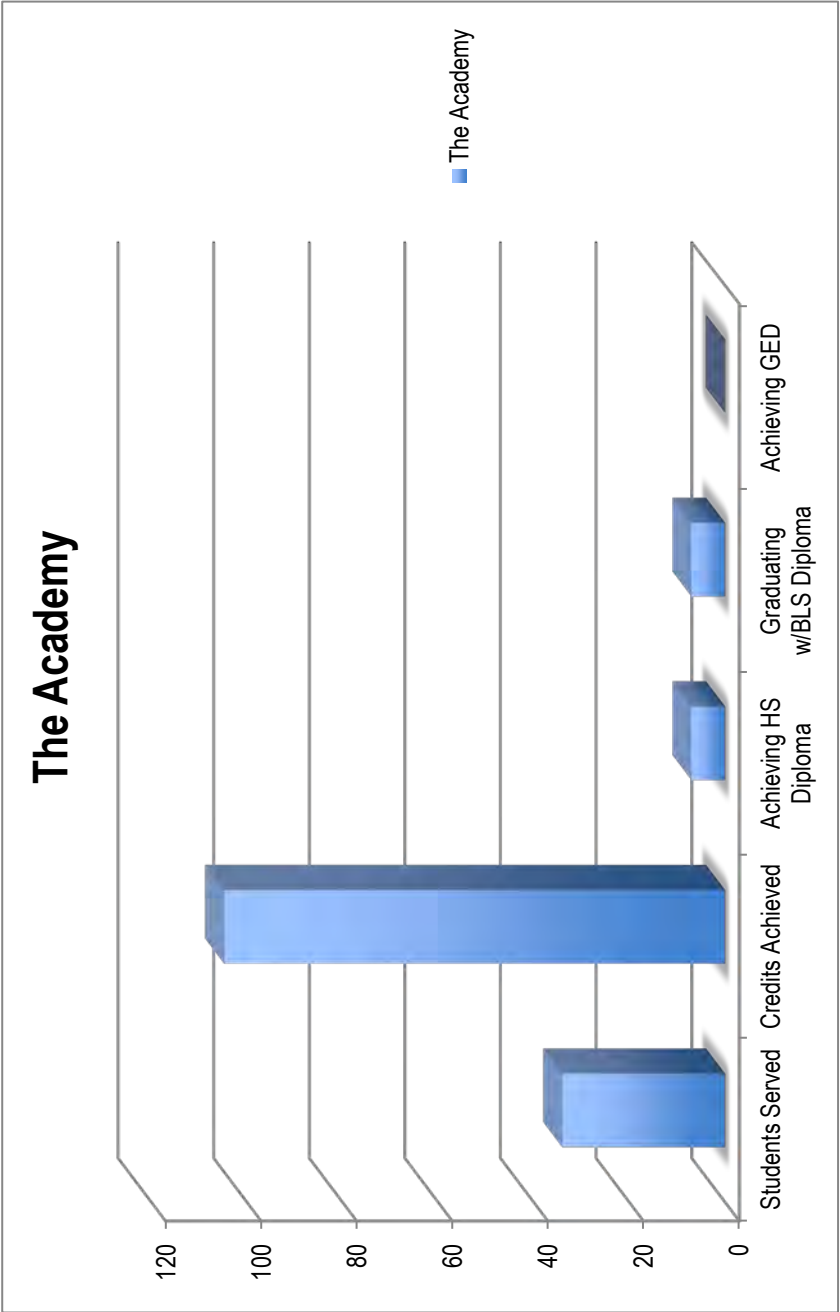
COIC Juvenile Detention	Students Served				Credits Achieved		Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	227		40.5			N/A	N/A	N/A	N/A



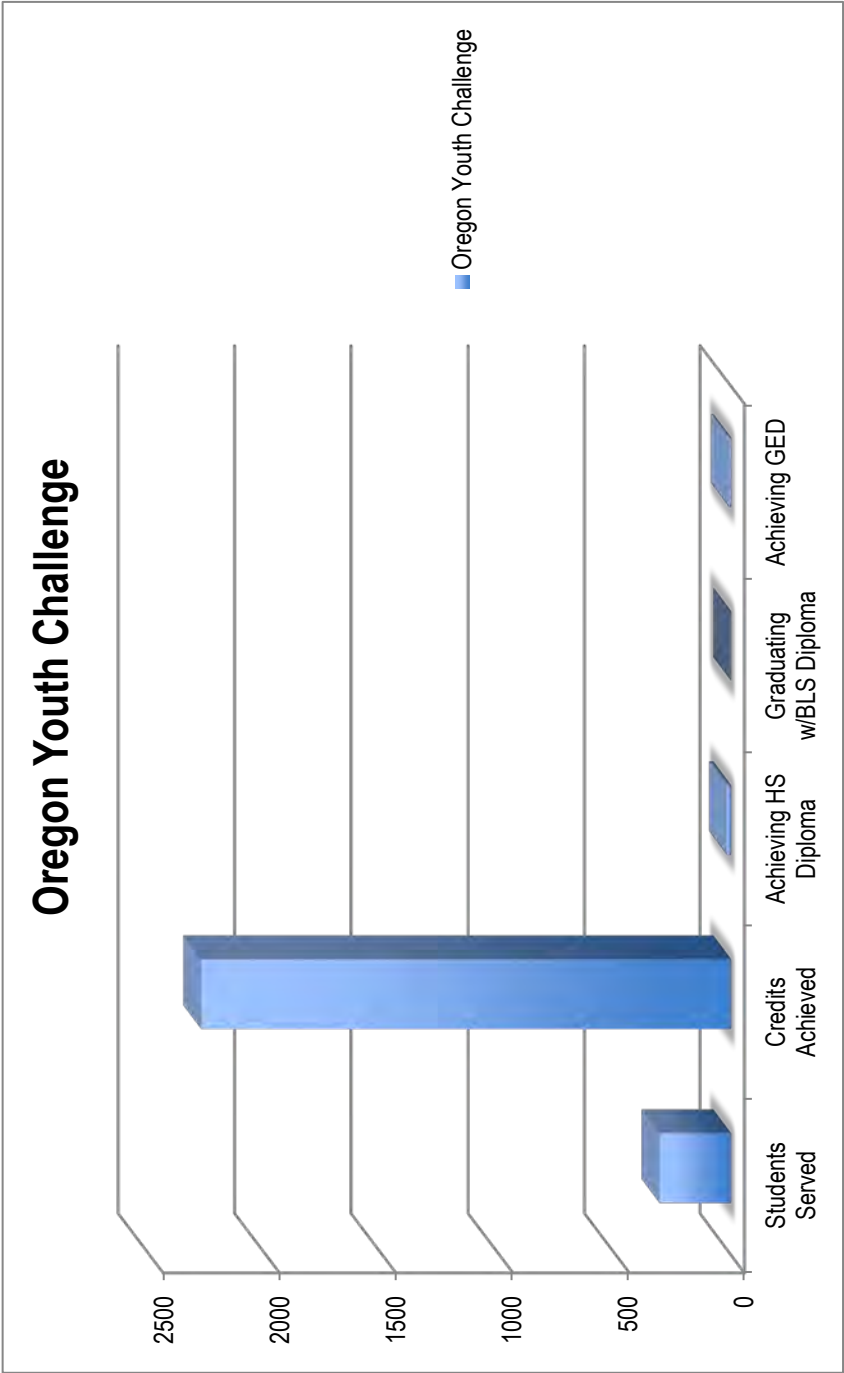
J Bar J	Students Served		Credits Achieved		Achieving HS Diploma		Graduating w/BLS Diploma		Achieving GED	
	143		205.25		6		6		2	



The Academy	Students Served				Credits Achieved			Achieving HS Diploma		Graduating w/BLS Diploma		Achieving GED	
	34				104.75			7		7		0	



Oregon Youth Challenge	Students Served				Credits Achieved		Achieving HS Diploma		Graduating w/BLS Diploma	Achieving GED
	312				2,279		18		N/A	9



# **ATTACHMENT D**

## **Oregon Assessment of Knowledge and Skills Report**



# ALTERNATIVE EDUCATION 2016-17 Smarter Balanced Test Results

	ELA Participation			ELA Performance Level				Reading Performance Level				Writing Performance Level				MATH Participation		Math Performance Level							
	Yes		No	1	2	3	4	Total Students	1	2	3	4	Total Students	1	2	3	4	Total Students	Yes	No	1	2	3	4	Total Students
	Bend International School																								
Grade 3	18	4	4	3	5	6	18	4	2	6	6	18	5	3	6	4	18	19	3	4	6	6	3	3	19
Grade 4	9	2	1	3	2	3	9	3	1	1	4	9	2	2	4	1	9	10	1	2	2	3	3	3	10
Grade 5	11	3	0	3	5	3	11	0	2	5	4	11	1	4	4	2	11	11	3	0	3	5	3	1	9
Grade 6	13	3	2	4	5	1	12	4	2	3	3	12	3	4	3	2	12	10	6	2	3	3	1	9	
Grade 7	15	5	0	2	8	3	13	0	0	9	4	13	1	3	6	3	13	15	5	0	3	7	3	13	
Grade 8	16	1	2	2	10	2	16	2	2	7	5	16	1	4	7	4	16	14	3	3	4	4	3	14	
TOTAL	82	18	9	17	35	18	79	13	9	31	26	79	13	20	30	16	79	79	21	11	21	28	16	76	
Percent Participation	82%		Percent Meeting/Exceeding		67.1%		Percent Meeting/Exceeding		72.2%		Percent Meeting/Exceeding		58.2%		Percent Meeting/Exceeding		79%		Percent Meeting/Exceeding		57.9%				

COIC - La Pine																					
Grade 11	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0
Percent Participation	Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				
																	0%				

COIC - Bend																							
Grade 11		2	37	1	0	0	0	1	1	0	0	0	1	1	0	0	0	1	0	39	0	0	
TOTAL		2	37	1	0	0	0	1	1	0	0	0	1	1	0	0	1	1	0	39	0	0	
Percent Participation		5%		Percent Meeting/Exceeding				0.0%		Percent Meeting/Exceeding				0.0%		Percent Meeting/Exceeding				0%		Percent Meeting/Exceeding	

J Bar J Learning Ctr-Acad at Sisters																						
Grade 8	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	
Grade 11	4	0	0	0	0	2	2	0	0	0	2	2	0	0	1	1	2	4	0	0	2	
TOTAL	5	1	0	0	0	2	2	0	0	0	2	2	0	0	1	1	2	5	1	0	2	
Percent Participation	83%		Percent Meeting/Exceeding		100%		Percent Meeting/Exceeding		100%		Percent Meeting/Exceeding		100%		Percent Meeting/Exceeding		83%		Percent Meeting/Exceeding		100.0%	

J Bar J Learning Ctr-Boys Ranch																										
Grade 8	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Grade 11	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0					
TOTAL	6	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	3	0	0					
Percent Participation	60%		Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				Percent Meeting/Exceeding				63%				Percent Meeting/Exceeding			

OYCP																								
Grade 11	72	0	10	27	29	2	68	12	27	23	6	68	8	27	29	4	68	72	0	46	16	6	0	68
TOTAL	72	0	10	27	29	2		12	27	23	6		8	27	29	4		72	0	46	16	6	0	68
Percent Participation	100%		Percent Meeting/Exceeding		46%		Percent Meeting/Exceeding		43%		Percent Meeting/Exceeding		49%		Percent Meeting/Exceeding		100%		Percent Meeting/Exceeding		8.8%			

# **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

# **BEND INTERNATIONAL SCHOOL (BIS)**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

---

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**

<b>GOALS</b>	<b>STATUS</b>
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

## FROM THE PRINCIPAL

Dear Parents and Community Members,

To support the learning and development of every child in a manner that is consistent with our district's vision for a broader definition of student success, schools are engaging in design work that emphasizes academic excellence, qualities of thriving learners, and indicators of future readiness.

Please contact me if you have any questions or concerns. We look forward to working with you this school year.

Thank you,

Director | Meera Dayal Rupp

## SCHOOL PROFILE

ENROLLMENT 2016-17	165
K-3	87
4-5	25
6-8	53

MEDIAN CLASS SIZE	School	Oregon
Self-Contained	23.5	24.0
Departmentalized	17.0	25.0

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	35%
Students with Disabilities	8%
Ever English Learner	7%
Different Languages Spoken	3
Regular Attenders	91.3%
Mobile Students	8.3%

## STUDENTS

American Indian/Alaska Native, 0%
Asian, 2%
Black/African American, 1%
Hispanic/Latino, 19%
Multi-Racial, 5%
Native Hawaiian/Pacific Islander, 0%
White, 72%

## IMMUNIZATION RATES

Percent of students with all required vaccines: 71  
Percent of students without all required vaccines: 29

*(The percent without required vaccines includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.healthoregon.org/immdata> for more information.)*

*When data are unavailable or to protect student confidentiality:*

*\* refers to groups of less than 6 students.*

*<5 indicates that a percentage is less than 5%.*

*>95 indicates that a percentage is greater than 95%.*

*\*\*\* refers to a school that offers lunch at no charge to all students.*

The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group on the 2016-17 Report Card (RC) Rating Details reports. These reports are accessible at <http://www.oregon.gov/ode/schools-and-districts/reportcards>. For more information about ESSA and the redesign of the school and district report cards, please visit <http://www.oregon.gov/ode/rules-and-policies/ESSA>.

## PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

### SCHOOL PERFORMANCE

Performance of students enrolled in the school for a full academic year

Did at least 95% of the students at this school take required assessments? ☐ Yes ☒ No, Interpret Results with Caution  
*Participation rate criteria are in place to ensure schools test all eligible students.*

2014-15 was the first operational year of the new English language arts and mathematics assessments.

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

See report cards from previous years to view historical OAKS performance data.

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
<b>English Language Arts</b> (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4		*	73.8	67.1	52.3	57.6
Level 2		*	16.9	21.5	22.6	21.6
Level 1		*	9.2	11.4	25.1	20.8
<b>Mathematics</b> (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4		*	55.6	57.9	42.8	49.4
Level 2		*	30.2	27.6	27.1	28.5
Level 1		*	14.3	14.5	30.1	22.1
<b>Science (OAKS)</b> (Administered statewide in Grades: 5, 8, 11)						
Exceeded		*	23.5	12.0	13.3	18.8
Met		*	52.9	68.0	51.2	55.4
Did not meet		*	23.5	20.0	35.5	25.8

Visit [www.oregon.gov/ode/reports-and-data](http://www.oregon.gov/ode/reports-and-data) for additional assessment results.

\*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

## OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

### STUDENT GROUP OUTCOMES

	School Performance (%)	Oregon Performance (%)	Like-School Average (%)		School Performance (%)	Oregon Performance (%)	Like-School Average (%)		School Performance (%)	Oregon Performance (%)	Like-School Average (%)
<b>Economically Disadvantaged</b>				<b>American Indian/Alaska Native</b>				<b>Native Hawaiian/Pacific Islander</b>			
Eng. Lang. Arts	66.7	39.7	40.7	Eng. Lang. Arts	*	33.0	42.9	Eng. Lang. Arts	*	36.3	54.5
Mathematics	60.7	30.1	34.6	Mathematics	*	26.3	42.9	Mathematics	*	26.9	59.1
Science	84.6	53.2	61.4	Science	*	48.9	*	Science	*	42.9	83.3
<b>Ever English Learners</b>				<b>Asian</b>				<b>White</b>			
Eng. Lang. Arts	44.4	30.8	30.5	Eng. Lang. Arts	*	71.9	63.6	Eng. Lang. Arts	70.4	58.7	61.9
Mathematics	14.3	23.7	26.3	Mathematics	*	67.8	65.3	Mathematics	65.4	48.9	53.2
Science	*	37.1	50.6	Science	*	71.9	90.9	Science	94.1	73.0	79.6
<b>Students with Disabilities</b>				<b>Black/African American</b>				<b>Female</b>			
Eng. Lang. Arts	*	21.1	27.3	Eng. Lang. Arts	*	31.1	27.4	Eng. Lang. Arts	69.0	57.7	61.8
Mathematics	*	17.6	25.3	Mathematics	*	19.8	23.1	Mathematics	57.5	42.4	48.6
Science	*	34.9	48.4	Science	*	37.8	36.4	Science	75.0	62.8	71.8
<b>Migrant</b>				<b>Hispanic/Latino</b>				<b>Male</b>			
Eng. Lang. Arts	*	26.6	16.7	Eng. Lang. Arts	66.7	34.6	40.0	Eng. Lang. Arts	64.9	47.2	53.7
Mathematics	*	19.9	12.5	Mathematics	47.1	25.3	30.4	Mathematics	58.3	43.1	50.2
Science	*	32.4	16.7	Science	33.3	43.4	48.4	Science	88.9	66.1	76.4
<b>Talented and Gifted</b>				<b>Multi-Racial</b>				*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.			
Eng. Lang. Arts	>95	95.1	>95	Eng. Lang. Arts	*	56.9	61.8				
Mathematics	66.7	94.5	94.8	Mathematics	*	46.4	54.1				
Science	*	97.6	>95	Science	*	69.9	80.4				

## CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

### SCHOOL READINESS

- BIS SEL Survey results indicate that student engagement and interest in school rose almost 70% last year.
- 98% of students rate our school as very safe.
- BIS meets the national standards for PE, and encourages active and healthy lifestyles for all students.
- BIS is a proud participant of the NFRL Lunch Program.

### ACADEMIC SUPPORT

- BIS embraces the “inclusion” model for our Special Education Program.
- ESL program is integrated with core content areas and themes.
- BIS provides multiple opportunities for K-8 learning and peer-tutoring throughout the year.

### ACADEMIC ENRICHMENT

- BIS uses Spanish Immersion as a method for teaching Spanish language.
- Latino students maintain and strengthen their first language and culture.
- International standards and curriculum are used to challenge students to gain 21st century skills.
- Project-based learning is a course BIS students enjoy as it involves hands-on real world learning.
- BIS' Elective Program provides all students' with choices regarding their education.

### EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

- BIS participates in the Bend Parks and Rec District sport teams including soccer, tennis, and more.
- BIS offers academic supports and homework clubs before and after school.
- BIS has multiple enrichment opportunities including: Running Club, Chess Club, Ukelele class, and arts programs.
- BIS also offers theatre and art through our Whole School Electives Program.

*Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.*

**COIC**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

---

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

---

**1. Staff**

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

Meets: X

Does Not Meet: \_\_\_\_\_

**2. Curriculum**

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

Meets: X

Does Not Meet: \_\_\_\_\_

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

Meets: X

Does Not Meet: \_\_\_\_\_

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

Meets: X

Does Not Meet: \_\_\_\_\_

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

Meets: X

Does Not Meet: \_\_\_\_\_



**3. Discrimination**

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

**4. Registration (Private Alternative Programs Only)**

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

**5. Site Evaluation**

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

**6. Tuition and Fees**

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

**7. Contract**

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

**8. Expenditures**

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

Meets:   X  

Does Not Meet: \_\_\_\_\_

**9. Achievement of Standards**

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

Meets:   X  

Does Not Meet:                     

**10. Attendance**

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

Meets:   X  

Does Not Meet:                     

---

**School/Program**

Meets Criteria:   X  

Does Not Meet Criteria:                     

**Findings**

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

**Recommendation**

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2017-18 school year with COIC.

## BEND CENTER

### 2016 – 2017 School Year

#### 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.  
*Maintained.*
3. Maintain the number of credits recovered to assist district graduation rates.  
*Exceeded.*

Table 1

<i>Comparison of program outcomes for the school years 2015 - 2016 and 2016 - 2017</i>		
	2015 - 2016	2016-2017
# Students Referred for GED	185	193
# Tests passed	378	386
GED Certificates	82	81
Students Referred for hs credits	100	92
Credits recovered	253	292.3
Graduates for district	20	44

#### 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. 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. Fewer students were referred.*
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

<i>Comparison of GED program outcomes for the school years 2015-2016 and 2016-2017</i>		
	2015-2016	2016-2017
# Students Referred for GED	40	37
# Tests passed	74	55
GED Certificates	15	13
Students Referred for hs credits	20	15
Credits Earned	97	47.5
Students Graduated	0	1

## 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	1.633	.203	-3.571	153	.000	-3.605	1.010	-5.600	-1.610
			-3.593	104.194	.001	-3.605	1.003	-5.594	-1.615
rOAKS	2.519	.114	-3.823	158	.000	-4.987	1.305	-7.564	-2.410
			-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

<i>Comparison of Remediation Rates at Oregon Community Colleges</i>				
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 as 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!

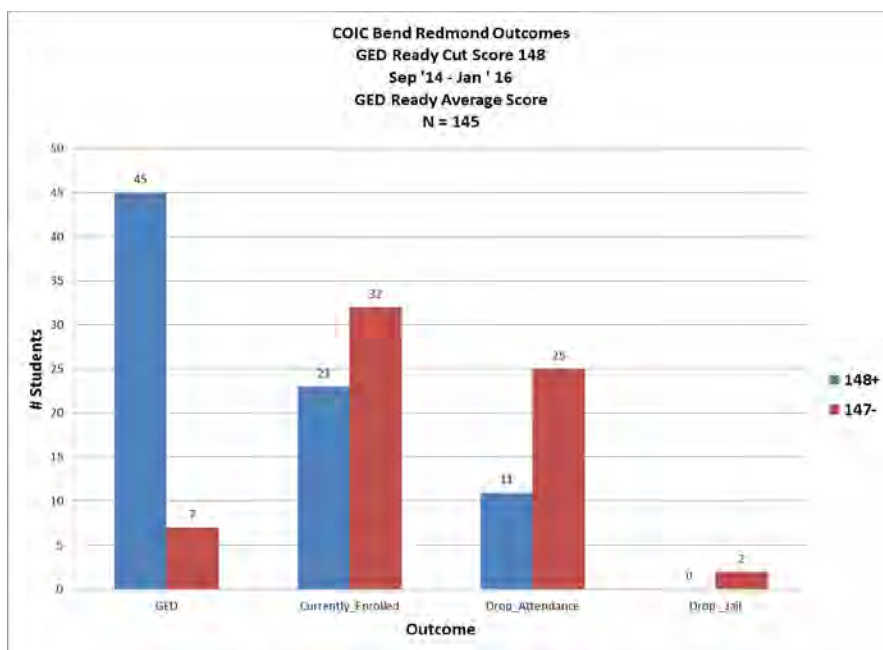
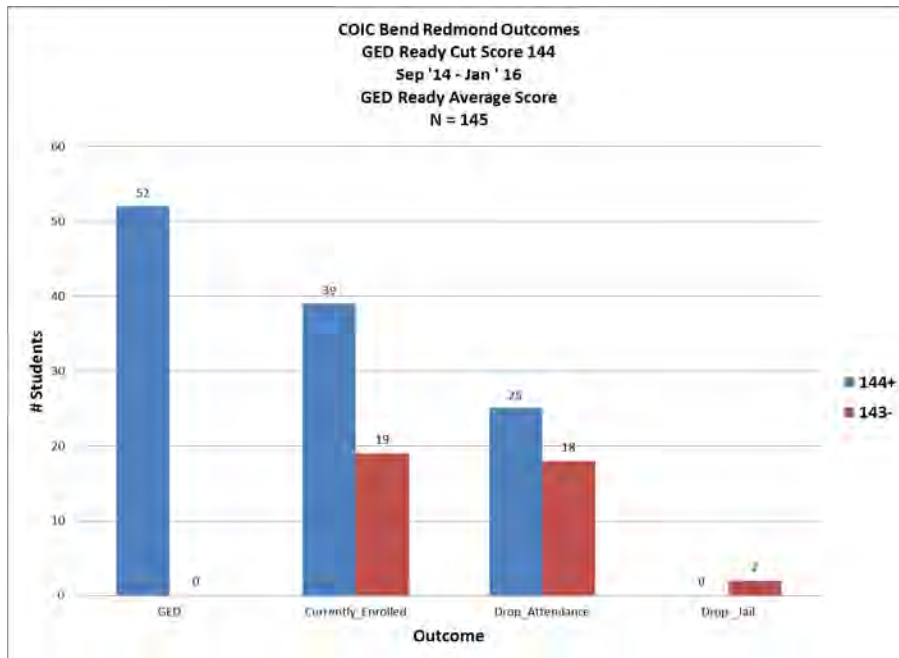
Table 2

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

Outcome	Cut Score 144			Cut Score 148		
	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>

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)

# DESERT SKY MONTESSORI



### **Desert Sky Montessori School's Inaugural year 2017/18**

Desert Sky Montessori official signed the Charter Agreement with the Bend La Pine District on April 4<sup>th</sup>, 2017. The Charter was approved for Kindergarten through to grade 8. Once the lease at 150 NE Bend River Mall Drive was signed it was decided that Kindergarten through to grade 3 would be offered for year one. Then DSM will add a grade every year until we reach grade 8. On September 6<sup>th</sup>, 2017 Desert Sky Montessori School in Bend, Oregon officially opened its doors.

### ***Enrollments***

As of November 20<sup>th</sup>, 2017, Desert Sky Montessori has 102 children enrolled.

The breakdown is as follows:

Kindergarten: 42 children

Grade 1: 23 children

Grade 2: 19 children

Grade 3: 18 children.

We have 8 possible places left to offer in the school for 2017/18 school year.

Out of the 102 children enrolled 13 children are from out of district and 89 children are from the Bend La Pine district.

5 children transferred from homeschooling.

16 children transferred from a private school, in and out of district.

28 children transferred from other Bend La Pine district schools.

11 children transferred from public school from other districts.

### ***Staff***

Desert Sky Montessori has 12 staff. The staff consists of the head of school, the business director, 4 head teachers, 4 assistants, 1 after school clubs' leader and 1 after school clubs' assistant.

The following shows the licensing requirements for DSM:

DSM has 4 teachers plus one administrator, so we need 3 TSPC licenses.



Jodie Borgia, Heather Dommershausen, Joan Best have a TSPC teaching license. Heather Phillips and Emily Friedman have TSPC Charter registration. All staff have criminal background checks. All 4 head teachers have a Montessori certification.

### ***Curriculum and Testing***

The Desert Sky Montessori curriculum encompasses and aligns both Montessori curriculum and Oregon Standards. This comprehensive correlation ensures full coverage of all the material in both curricula.

While the Oregon Standards are organized into learning standards within content strands, much of the Montessori Curriculum is based on the Five Great Lessons, which present the emergence of the universe and the progression of human civilization. The Desert Sky Montessori curriculum will fully cover all the Oregon Standards content strands, while adhering to the Montessori principle of presenting information in a whole-to-part progression. For example, the first Great Lesson introduces the beginning of the universe, the emergence of matter, and the formation of the Earth. Students take in this lesson and explore details. Within this structure, the physical, earth, and space sciences sections of the Oregon Science curriculum are covered but students also comprehend the information within the larger context.

The Montessori Method uses its Five Great Lessons as an introduction to all topics; they provide a “Big Picture” to demonstrate how the sciences, art, history, language, geography, are interrelated. From here, students are introduced to increasing levels of detail and complexity within these broad areas.

Desert Sky Montessori School students will participate in state testing. The kindergarten children were tested in late September. In October and November all the DSM children have been tested using easyCBM. Both the language and math tests were given. The teachers are now using these results to implement any needed interventions.

Jodie Borgia

Head of School

Desert Sky Montessori.



**J BAR J**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

---

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

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves... together!*

**Salam A. Noor, Ph.D.**

Deputy Superintendent of Public Instruction

June 29, 2017

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

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

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for J Bar J Learning Centers - Boys Ranch Campus at 62895 Hamby Rd, Bend, OR, to be registered as a private alternative education program for 2017-2018 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 contractual, per student basis during the 2017-2018 school year.

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

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

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

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

Sincerely,

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

# ACADEMY AT SISTERS



# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2016-2017

---

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

---

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.

### Curriculum

#### Educational Model/ Requirements (Diploma, GED, credits):

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

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

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

Based workbooks. Cadets receive daily and weekly feedback regarding their progress and achievement status in the classroom.

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

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

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

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

## **Enhancement of The Performance of The District and Meeting New Diploma/ Graduation Requirements:**

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

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

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

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

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

Class 52, 2016-2 First Day

Ethnicity	Data	Gender Hispanic/Latino					
		Female		Male		Grand Total	
		0	1	0	1		
American Indian/Alaskan	Count	2	2	1	1	3	
	Percent	0%	1%	0%	1%	2%	
MultiRacial	Count	2	2	6	1	9	
	Percent	1%	0%	4%	1%	6%	
White	Count	7	22	29	54	134	
	Percent	4%	14%	19%	35%	86%	
Black	Count	1	1	4	1	6	
	Percent	1%	0%	3%	1%	4%	
Asian	Count			1	1	2	
	Percent	0%	0%	1%	1%	1%	
Pacific Islander	Count	2	2			2	
	Percent	1%	0%	0%	0%	1%	
Total Count		12	24	36	58	156	
Total Percent		8%	15%	23%	37%	100%	

Data	Total
Sum of IEP	38
Sum of ADD	11
Sum of ADHD	26
Sum of SpecialEdStudent	13
Sum of FamilyPublicAssistance	76
Sum of FoodStamps	46
Sum of TimesSuspended	100
Sum of UsedIllegalDrugs	40
Sum of Adopted	0
Sum of FosterChild	1
Sum of TimesArrested	28
Sum of WardOfState	0
Sum of ParentsSeperated	12
Sum of ParentsDivorced	43
Sum of ResTreatProgram	5
Sum of AttemptedSuicide	3

Avg GPA = 1.28

98

63%

24%  
7% Special Needs = 46 (29%)

100 times for 53 (34%) students

28 times for 16 (10%) students

Count of Ages at Start	16	17	18	19
	46	93	17	0
Count of Ages at Graduation	29%	60%	11%	0%
	28	91	31	6
	18%	58%	20%	4%

# of Counties Represented = 20

# of Schools Represented = 56

Students East of Cascades: 15 (10%)

Students West of Cascades: 141 (90%)

Born in Oregon: 24 Female, 87 Male, Total 111 (71%)

Baker	0 e
Benton	2
Clackamas	13
Clatsop	1
Columbia	2
Coos	1
Crook	0 e
Curry	0
Deschutes	8 e
Douglas	1
Gilliam	0 e
Grant	0 e
Harney	1 e
Hood River	0 e
Jackson	4
Jefferson	0 e
Josephine	2
Klamath	1 e
Lake	0 e
Lane	1
Lincoln	0
Linn	1
Malheur	0 e
Marion	15
Morrow	1 e
Multnomah	37
Polk	2
Sherman	0 e
Tillamook	0
Umatilla	4 e
Union	0 e
Wallowa	0 e
Wasco	0 e
Washington	56
Wheeler	0 e
Yamhill	2
Other	0
Sum	155
Counties Represented	20

Class 52, 2016-2 Graduation

Ethnicity	Data	Gender		Hispanic/Latino		Male Total	Grand Total
		Female	Male	Female	Male		
		0	1	0	1		
American Indian/Alaskan	Count	2	2	1	1	3	
	Percent	0%	1%	1%	0%	1%	2%
MultiRacial	Count	2	2	4	1	5	7
	Percent	1%	0%	1%	3%	4%	5%
White	Count	7	22	29	42	88	117
	Percent	5%	16%	21%	31%	65%	86%
Black	Count	1	1	3	1	4	5
	Percent	1%	0%	1%	2%	3%	4%
Asian	Count	0	0	1	1	2	2
	Percent	0%	0%	0%	1%	1%	1%
Pacific Islander	Count	2	2	0	0	0	2
	Percent	1%	0%	1%	0%	0%	1%
Total Count		12	24	36	50	100	136
Total Percent		9%	18%	26%	37%	74%	100%

Data	Total		Avg GPA = 1.28	87
Sum of IEP	31	23%		64%
Sum of ADD	9	7%	Special Needs = 43 (31%)	
Sum of ADHD	22	16%		
Sum of SpecialEdStudent	11	8%		
Sum of FamilyPublicAssistance	69	51%		
Sum of FoodStamps	41	30%		
Sum of TimesSuspended	81	times for 45 (33%) students		
Sum of UsedIllegalDrugs	37	27%		
Sum of Adopted	0	0%		
Sum of FosterChild	1	1%		
Sum of TimesArrested	25	times for 14 (10%) students		
Sum of WardOfState	0	0%		
Sum of ParentsSeperated	11	8%		
Sum of ParentsDivorced	36	26%		
Sum of ResTreatProgram	5	4%		
Sum of AttemptedSuicide	3	2%		

Count of Ages at Start	16	17	18	19
	40	81	15	0
	29%	60%	11%	0%
Count of Ages at Graduation	25	80	27	4
	18%	59%	20%	3%

# of Counties Represented = 19

# of Schools Represented = 49

Students East of Cascades: 11 (8%)

Students West of Cascades: 125 (92%)

Born in Oregon: 24 Female, 73 Male, Total 97 (71%)



Baker	0 e
Benton	2
Clackamas	13
Clatsop	1
Columbia	2
Coos	1
Crook	0 e
Curry	0
Deschutes	7 e
Douglas	1
Gilliam	0 e
Grant	0 e
Harney	0 e
Hood River	0 e
Jackson	4
Jefferson	0 e
Josephine	1
Klamath	1 e
Lake	0 e
Lane	1
Lincoln	0
Linn	1
Malheur	0 e
Marion	15
Morrow	1 e
Multnomah	33
Polk	2
Sherman	0 e
Tillamook	0
Umatilla	2 e
Union	0 e
Wallowa	0 e
Wasco	0 e
Washington	45
Wheeler	0 e
Yamhill	2
Other	0
Sum	135
Counties Represented	19

**Class 53, 2017-1 First Day**

		Gender Hispanic/Latino					
		Female		Female Total	Male		Male Total
Ethnicity	Data	0	1		0	1	Grand Total
American Indian/Alaskan	Count				4	2	6
	Percent	0%	0%	0%	3%	1%	4%
MultiRacial	Count	3		3	4		7
	Percent	2%	0%	2%	3%	0%	4%
White	Count	12	12	24	65	37	102
	Percent	8%	8%	15%	42%	24%	81%
Black	Count		1	1	2		3
	Percent	0%	1%	1%	1%	0%	2%
Asian	Count				1		1
	Percent	0%	0%	0%	1%	0%	1%
(blank)	Count		7	7	4		11
	Percent	0%	4%	4%	0%	3%	7%
Pacific Islander/Samoan	Count				1		1
	Percent	0%	0%	0%	1%	0%	1%
White - Ukraine	Count	1		1			1
	Percent	1%	0%	1%	0%	0%	1%
Total Count		16	20	36	77	43	120
Total Percent		10%	13%	23%	49%	28%	100%

Data	Total	Avg GPA = 1.31		79
Sum of IEP	45	29%		51%
Sum of ADD	31	20%	Special Needs = 60 (38%)	
Sum of ADHD	39	25%		
Sum of SpecialEdStudent	19	12%		
Sum of FamilyPublicAssistance	82	53%		
Sum of FoodStamps	47	30%		
Sum of TimesSuspended	189	times for 67 (43%) students		
Sum of UsedIllegalDrugs	41	26%		
Sum of Adopted	6	4%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	33	times for 18 (12%) students		
Sum of WardOfState	1	1%		
Sum of ParentsSeperated	6	4%		
Sum of ParentsDivorced	48	31%		
Sum of ResTreatProgram	5	3%		
Sum of AttemptedSuicide	6	4%		

	16	17	18	19
Count of Ages at Start	69	69	18	0
	44%	44%	12%	0%
Count of Ages at Graduation	34	83	35	4
	22%	53%	22%	3%

# of Counties Represented = 23

# of Schools Represented = 62

Students East of Cascades: 20 (13%)

Students West of Cascades: 136 (87%)

Born in Oregon: 21 Female, 83 Male, Total 104 (67%)

Baker	0 e
Benton	1
Clackamas	19
Clatsop	1
Columbia	4
Coos	1
Crook	0 e
Curry	0
Deschutes	10 e
Douglas	1
Gilliam	0 e
Grant	1 e
Harney	0 e
Hood River	1 e
Jackson	6
Jefferson	1 e
Josephine	1
Klamath	0 e
Lake	0 e
Lane	6
Lincoln	1
Linn	0
Malheur	2 e
Marion	10
Morrow	0 e
Multnomah	32
Polk	8
Sherman	0 e
Tillamook	0
Umatilla	2 e
Union	2 e
Wallowa	0 e
Wasco	1 e
Washington	42
Wheeler	0 e
Yamhill	1
Other	0
Sum	154
Counties Represented	23

**Class 53, 2017-1 Graduation**

		Gender Hispanic/Latino				Male Total	Grand Total
		Female		Female	Male		
Ethnicity	Data	0	1		0	1	
American Indian/Alaskan	Count				4	2	6
	Percent	0%	0%	0%	3%	2%	5%
MultiRacial	Count	2		2	3	3	5
	Percent	2%	0%	2%	2%	0%	4%
White	Count	11	17	28	56	33	89
	Percent	8%	13%	21%	43%	25%	68%
Black	Count				2	2	2
	Percent	0%	0%	0%	2%	0%	2%
Pacific Islander	Count				1	1	1
	Percent	0%	0%	0%	1%	0%	1%
Total Count		13	17	30	66	35	101
Total Percent		10%	13%	23%	50%	27%	77%

Data	Total	Avg GPA = 1.34				64
Sum of IEP	30	23%				49%
Sum of ADD	26	20%	Special Needs = 63 (48%)			
Sum of ADHD	36	27%				
Sum of SpecialEdStudent	15	11%				
Sum of FamilyPublicAssistance	67	51%				
Sum of FoodStamps	36	27%				
Sum of TimesSuspended	133	times for 53 (40%) students				
Sum of UsedIllegalDrugs	35	27%				
Sum of Adopted	5	4%				
Sum of FosterChild	0	0%				
Sum of TimesArrested	19	times for 14 (11%) students				
Sum of WardOfState	1	1%				
Sum of ParentsSeperated	7	5%				
Sum of ParentsDivorced	40	31%				
Sum of ResTreatProgram	5	4%				
Sum of AttemptedSuicide	5	4%				

	16	17	18	19
Count of Ages at Start	58	60	13	0
	44%	46%	10%	0%
Count of Ages at Graduation	27	73	28	3
	21%	56%	21%	2%

# of Counties Represented = 21  
# of Schools Represented = 56  
Students East of Cascades: 17 (13%)  
Students West of Cascades: 114 (87%)  
Born in Oregon: 16 Female, 69 Male, Total 85 (65%)

Baker	0 e
Benton	1
Clackamas	15
Clatsop	1
Columbia	4
Coos	1
Crook	0 e
Curry	0
Deschutes	9 e
Douglas	1
Gilliam	0 e
Grant	1 e
Harney	0 e
Hood River	0 e
Jackson	4
Jefferson	1 e
Josephine	1
Klamath	0 e
Lake	0 e
Lane	6
Lincoln	0
Linn	0
Malheur	2 e
Marion	10
Morrow	0 e
Multnomah	25
Polk	6
Sherman	0 e
Tillamook	0
Umatilla	2 e
Union	1 e
Wallowa	0 e
Wasco	1 e
Washington	38
Wheeler	0 e
Yamhill	1
Other	0
Sum	131
Counties Represented	21

## 2016– 2017 Goals

- 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 have been able to purchase laptop computers for each of our teachers this year. This has helped teachers and staff work on data entry as it happens. Teachers can record classroom interaction and test scores more efficiently.*

- We will continue to purchase new books, electronic and hard-back to add to our growing library.

*We have added more than 20 new book titles into our electronic library and over 50 new titles in our existing library. This continues to add more reading variety for our students and helps them to become better readers.*

- We will be hiring a new special education teacher to assist our host district and us in reviewing and implementing Individual Education Programs (IEP).

*Our host district has contracted a part time SPED teacher to assist us in follow-up and follow-through with IEPs and special needs. This person is in charge of the yearly meetings and the 3-year re-evaluations of our students that are on IEPs.*

## 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	Service to Community
Academic Excellence	Physical Fitness
Responsible Citizenship	Job Skills
Health and Hygiene	Life Coping Skills
- Through our individual approach, we have been able to assist our 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

- We will be increase the time our SPED teacher has with our students by having her team teach with our lower level Language Arts and Math teacher.
- We will be working on a building expansion in 2018. The goal is to complete construction by December 2018 increasing student population by 24 in 2019 and an additional 60 in 2020.
- We will continue to increase the outside activities we provide our students by 10 %. Currently we are providing approximately four events/special activities per class. We will be adding new activities. These activities will



## **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-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**GOVERNANCE POLICY**

Name: Purpose, Mission &amp; Goals

Section: Governance Policies

Code: Ends/Results

---

**PURPOSE STATEMENT**

“Educating each student to be a thriving citizen”

**MISSION STATEMENT**

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

**CORE VALUES**

- **World Class:** Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.
- **Students First:** Decisions based on what is best for students.
- **Culture of Excellence:** A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.
- **Data Driven:** Decisions based on the best information and practices available.
- **Positive Relationships:** Interactions based on honesty, dignity, respect, and integrity.

**BOARD GOALS**

**GOAL 1:** All students receive an excellent education and are prepared for their future.

**GOAL 2:** All students demonstrate personal integrity and responsible citizenship.

**GOAL 3:** All schools provide safe, nurturing environments conducive to learning.

**GOAL 4:** The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

**WORLD CLASS OUTCOMES**

Consistent with the district Purpose, Mission, Values, and Goals all children of Bend-La Pine Schools will attain the highest level of academic achievement, develop the essential skills and attributes necessary for continued growth in learning, and graduate prepared to contribute as a thriving citizen in our ever-changing global society.

In that effort, the Bend-La Pine Schools accepts the responsibility, through the adoption of the following ends/results, to commit all resources to help give all students regardless of ethnicity, socio-economic status, English language proficiency or disabilities the knowledge, skills, and attributes necessary to succeed, grow, and ultimately graduate from Bend-La Pine Schools prepared to thrive in their future:

### ***Academic Excellence***

1. Bend-La Pine Schools students' academic achievement will show continuous improvement in English Language Arts (Reading & Writing), Mathematics and Science, as measured by the percent of 3<sup>rd</sup> - 8<sup>th</sup> and 12<sup>th</sup> graders annually meeting Oregon Assessment of Knowledge and Skills (OAKS) grade-level standards, or the percent of 3<sup>rd</sup> - 8<sup>th</sup> and 12<sup>th</sup> grade students annually meeting comparable standards on valid and reliable assessments, and the percent of 9<sup>th</sup> grade students on-track to graduate.
2. Bend-La Pine Schools annual progress in eliminating the achievement gap for all students will show continuous improvement in English Language Arts (Reading & Writing), Mathematics and Science, as measured by the percent of state or federally identified student populations in grades 3-8 and 12<sup>th</sup> graders annually meeting Oregon Assessment of Knowledge and Skills (OAKS) grade-level standards, or the percent of 3<sup>rd</sup> - 8<sup>th</sup> and 12<sup>th</sup> grade students annually meeting comparable standards on other valid and reliable assessments, and the percent of 9<sup>th</sup> grade students on-track to graduate.
3. Bend-La Pine Schools shall make continuous advancement toward on-time graduation, as measured by Bend-La Pine Schools' 4-year cohort graduation rate.

### ***Thriving Citizen***

4. Bend-La Pine Schools students' demonstration of the essential skills and attributes of hope and engagement, will show continuous improvement, as measured by the Gallup Student Poll of students in grades 5-12.
5. Bend-La Pine Schools students' participation in extra and co-curricular activities will increase annually, as measured by the percent of secondary students participating in school-based extra- or co-curricular activities that are recorded in the district's student information system.

### ***Future Ready***


6. Bend-La Pine Schools students' successful participation in advanced, career and technical, arts, world-language, and post-secondary courses shall increase annually, as measured by the average number of credits earned per secondary student, per year. This shall include high school credits in middle school, college credits in high school, technical and career ready coursework, Advanced Placement, International Baccalaureate, arts, world-language, and other advanced learning opportunities.
7. Bend-La Pine Schools students' use of the essential 21<sup>st</sup> Century skills of critical thinking, communication, creativity, and collaboration will show an increase, as measured by the BrightBytes Clarity Student Survey of students in grades 3-12.
8. Bend-La Pine Schools shall show continuous advancement in the number of students' entering post-secondary education, as measured by a variety of measures which may include the percent of graduates entering 2- or 4-year colleges within 16 months of graduation; college quarter credit hours earned; or Career Technical Education (CTE) completers.

Updated: 9/26/2017



# Board End #1


BEND-LA PINE SCHOOLS 2016-17



ELEMENTARY STUDENT SCORES ON SBAC ENGLISH LANGUAGE ARTS WERE ALMOST 13% HIGHER THAN THE STATE.

(72.7% TO 71.7% ROLLING AVERAGE)


BEND-LA PINE SCHOOLS 2016-17



ELEMENTARY STUDENT SCORES ON SBAC MATHEMATICS WERE ALMOST 14% HIGHER THAN THE STATE.

(66.5.% TO 65.0% ROLLING AVERAGE)

BEND-LA PINE SCHOOLS 2016-17





MIDDLE SCHOOL  
STUDENT SCORES  
ON SBAC ENGLISH  
LANGUAGE ARTS  
WERE ALMOST 8%  
HIGHER THAN THE  
STATE.

(74.7% TO 72.8% ROLLING  
AVERAGE)

BEND-LA PINE  
SCHOOLS 2016-17



MIDDLE SCHOOL  
STUDENT SCORES  
ON SBAC  
MATHEMATICS WERE  
ALMOST 6% HIGHER  
THAN THE STATE.

(55.1% TO 54.1% ROLLING  
AVERAGE)

BEND-LA PINE  
SCHOOLS 2016-17



BEND-LA PINE SCHOOLS 2016-17

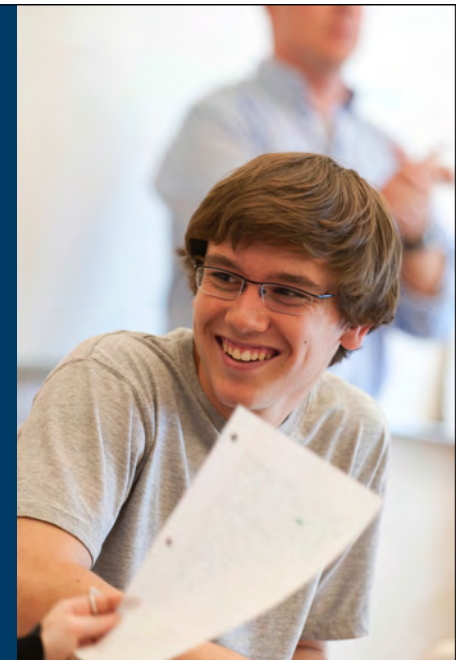
THE PERCENT OF FRESHMEN ON TRACK TO GRADUATE IS NOW  
OUR HIGHEST ON RECORD AT 88.1%.

(83.9% TO 85.5% ROLLING AVERAGE)

HIGH SCHOOL  
STUDENTS ACHIEVED  
HISTORICALLY HIGH  
SCORES ON THE ACT  
IN ALL CONTENT  
AREAS WITH A  
COMPOSITE SCORE  
OF 21.1.

(ACT COMPOSITE SCORE 20.7 TO  
20.8 ROLLING AVERAGE)

BEND-LA PINE  
SCHOOLS 2016-17



## Board End #2

BEND-LA PINE SCHOOLS 2016-17



### THE ACHIEVEMENT GAP CONTINUES TO BE A CHALLENGE.

(ELEMENTARY ELA 27.8% TO 28.1%  
ROLLING AVERAGE)

(ELEMENTARY MATH 27.4% TO 27.8%  
ROLLING AVERAGE)

(MIDDLE SCHOOL ELA 28.7% TO 29.5%  
ROLLING AVERAGE)

(MIDDLE SCHOOL MATH 33.2% TO 32.9%  
ROLLING AVERAGE)

(9TH GRADE ON TRACK 17.7% TO 16.7%  
ROLLING AVERAGE)

(ACT COMPOSITE SCORE 4.0 TO 4.0  
ROLLING AVERAGE)

BEND-LA PINE  
SCHOOLS 2016-17



## Board End #3

BEND-LA PINE SCHOOLS 2016-17



4-YEAR GRADUATION  
COHORT RATE  
INCREASED BY 1%  
TO 2ND ALL TIME  
HISTORIC HIGH OF  
78.5%.

(77.3% TO 77.7% ROLLING  
AVERAGE)

BEND-LA PINE  
SCHOOLS 2016-17





## Board End #4

BEND-LA PINE SCHOOLS 2016-17



OUR STUDENTS' LEVELS OF ENGAGEMENT EXCEED THE NATION, PER THE GALLUP NATIONAL STUDENT POLL.

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

BEND-LA PINE SCHOOLS 2016-17



OUR STUDENTS' LEVELS OF HOPE ARE LOWER THAN THE NATION, PER THE GALLUP NATIONAL STUDENT POLL.

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

BEND-LA PINE SCHOOLS 2016-17

## Board End #5

BEND-LA PINE SCHOOLS 2016-17



STUDENT  
PARTICIPATION IN  
EXTRA AND CO-  
CURRICULAR  
ACTIVITIES  
INCREASED FOR  
THE SECOND YEAR  
IN A ROW TO AN  
ALL TIME HIGH OF  
NEARLY 52%.

(47.4% TO 48.5% ROLLING  
AVERAGE)



## Board End #6

BEND-LA PINE SCHOOLS 2016-17



STUDENT  
PARTICIPATION IN  
ADVANCED  
COURSEWORK  
CONTINUES TO  
INCREASE AS  
MEASURED BY  
#CREDITS/YEAR/  
STUDENT TO 2.21.

(2.18 CREDITS TO 2.19 CREDITS  
ROLLING AVERAGE)

BEND-LA PINE  
SCHOOLS 2016-17

## Board End #7

BEND-LA PINE SCHOOLS 2016-17





STUDENTS USE OF THE 4C'S ON A WEEKLY/MONTHLY BASIS CONTINUES TO INCREASE AS MEASURED BY CLARITY SURVEY.

(COLLECT AND ANALYZE DATA 67%-73% ROLLING AVERAGE)

(CONDUCT EXPERIMENTS AND PERFORM MEASUREMENTS 61%-65% ROLLING AVERAGE)

(CONDUCT RESEARCH 86%-89% ROLLING AVERAGE)

(IDENTIFY AND SOLVE AUTHENTIC PROBLEMS 55%-60% ROLLING AVERAGE)

BEND-LA PINE SCHOOLS 2017

# Board End #8

BEND-LA PINE SCHOOLS 2016-17




BEND-LA PINE SCHOOLS

BEND-LA PINE SCHOOLS GRADUATES ENTERING 2 OR 4 YEAR COLLEGES INCREASED TO 62.4%.

(60.4% TO 61.1% ROLLING AVERAGE)



CLASS OF 2017

COLLEGE ELIGIBLE HIGH SCHOOL CREDITS TAKEN CONTINUES TO INCREASE.

(.81 CREDITS 15-16 TO 1.44 CREDITS 16-17)



CLASS OF 2017

NUMBER OF CTE COMPLETERS INCREASED TO  
AN ALL TIME HIGH OF 6%. (1% TO 3% ROLLING AVERAGE)

