

**Bend-La Pine Schools
Bend, OR 97701
June 9, 2015**

**Executive Session 5:00p
Regular Meeting 6:00p**

The Board of Directors of Bend-La Pine Schools will meet in an executive session under ORS 192.660(2)(a) and (2)(e) at 5:00p followed by a regular meeting on June 9, 2015 at 6:00p in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Note: A supplemental budget for 2014-15 is being considered at this meeting.

Agenda

6:00	Call to Order	Co-Chair Helt
6:01	Pledge of Allegiance	Andy High
6:02	Review of Agenda	Co-Chair Helt
6:05	Public Input This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic at the time you address the Board.	Co-Chair Helt
6:10	Superintendent's Report	Superintendent Wilkinson

Consent Agenda

6:30	a. Approval of Minutes – May 26, 2015 Reference: ORS 192.650 and ORS 332.057	Co-Chair Helt
	b. Approval of Personnel Recommendations Reference: ORS 332.505	Jay Mathisen

Reports

6:35	a. Alternative Learning Options Evaluation Report	Dave Holmberg
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Action

7:05	a. Approval of 2015-16 Alternative Learning Option Contracts	Co-Chair Helt
	b. Resolution 1815: 2015-16 Budget Appropriations	Brad Henry
	c. Resolution 1816: 2015-16 Impose Tax	Brad Henry
	d. Resolution 1817: 2014-15 Supplemental Budget	Brad Henry
	e. Summer Meeting Schedule	Co-Chair Helt
	f. Ratification of Contracts: BEA, BLAST, Confidential, and Assistant Superintendents	Jay Mathisen

Policy Monitoring

7:45	a. BD GOV A.8 – Communication & Support to the Board	Superintendent Wilkinson
	b. BD GOV C.2 – Monitoring Superintendent Performance	Superintendent Wilkinson
		Co-Chair Helt

**Board Comments
Adjourn**

**Bend-La Pine Schools
Bend, OR 97701**

The Board of Directors for Bend-La Pine Schools met in a regular session on May 26, 2015

Board Members Present

Cheri Helt
Nori Juba
Peggy Kinkade
Stuart Young
Julie Craig
Ron Gallinat
Andy High

Call to Order

The meeting was called to order at 6:22p. The Pledge of Allegiance followed.

Public Hearing: 2015-16 Budget

Co-Chair Helt recessed the regular board meeting at 6:23p and called to order the Public Hearing for the 2015-16 Budget. There was no public comment. Co-Chair Helt closed the hearing at 6:24p. Superintendent Wilkinson noted the board will take action on approving the 2015-16 budget at the June 9, 2015 meeting. Co-Chair Helt reconvened the regular meeting at 6:24p.

Public Input

There was no public input.

Superintendent's Report

Superintendent Wilkinson shared numerous successes at the recent state Track & Field Championship meet at Hayward Field over the past weekend. Summit High School girls won their ninth consecutive title, setting a record score. Bend High School girls took third place and Mt. View girls finished fifth. In the boys state track competition, La Pine High placed fourth at the 3A level, and Summit High placed fifth at the 5A level. The Summit High School boys tennis team won the state Tennis Championship and their coach, Josh Cordell, was awarded the National Federation of State High School Associations Coaches 2014 Sectional Coach of the Year and also awarded Coach of the year for 2014-15 from the Northwest Oregon Athletic Coaches Association. The Bend High girls' tennis team finished third at the state competition with doubles team Sierra Winch and Jesse Vezo winning the state title in doubles. Summit and Bend High came in first and second at the state boys Golf Championship. Madison Odiorne from Summit High won her record fourth state golfing title, a feat no one of any gender or classification had done before.

Wilkinson shared Summit High School's band took first place at their state competition and the La Pine High FBLA team was named the 3A Chapter of the Year, with several of their team members qualifying to compete in the national competition. The Summit High ultimate Frisbee team won the USA Ultimate Frisbee state championship for Oregon, and Summit High's Jules Bard Ginsparg was recently named a National Merit Scholar. Congratulations to all!

Consent Agenda

Peggy Kinkade noted corrections to the May 12, 2015 Budget Committee Meeting minutes. Stuart Young's name should take the place of Mike Jensen. On page five, it should note that Trent Gardner voted against the budget and also should note a second vote was taken on how additional dollars would be spent along with whom voted for and against. Brad Henry said the minutes would be updated.

Ron Gallinat moved to approve the Consent Agenda with noted changes. Julie Craig seconded the motion. Unanimous approval (Nori Juba not present to vote).

Reports

Pre K-3 Education

Dana Arntson introduced Kendra Coates, Regional PreK-3rd Coordinator with the High Desert Education Service District, and shared a history of the Pre K-3 Education work Coates has been doing over the past couple of years with districts in the Central Oregon region. Coates explained Oregon's vision for PreK work and the P-20 continuum,

noting the fragmentation and gaps in services amongst systems, which ultimately leads to achievement gaps, thus setting the stage for her work.

Arntson and Coates shared a presentation and overview of the what, why, and how for PreK-3 work in the district and region and what the future holds. Coates explained what a PreK-3 Approach is and the goals set in place for the program: improve child outcomes, focus on development, learning and growth; and prevent and close the access, opportunity and achievement gaps. Research and investment was reviewed and Arntson shared what districts and schools can do by implementing a PreK-3rd Approach. Coates noted Oregon is slower than many other states in the nation developing PreK-3 strategies, but at the same time Oregon is now benefitting from the work that has been happening across the nation and are able to move at a more rapid pace. Coates reviewed the PreK-3rd Context for Oregon and noted the work done from 1993 to present.

Peggy Kinkade asked how children are identified to participate in the 4-year old program. Arntson said Title dollars have been used to implement evaluations and establish district wide programs that will be housed at schools in a targeted assistance model, partnered with Healthy Beginnings. She noted Healthy Beginnings has a great screening process they will supplement with an academic screening. Kinkade asked about transportation services. Arntson said currently transportation for this program is not considered reimbursable, but there is advocacy at the state level to change that, as transportation is the number one prohibitive factor of the program. The program would be a half-day model and locations are being assessed with public transportation access being a large part of deciding location. Arntson said there will be a certified teacher and educational assistant in the classroom. Co-Chair Juba asked how many students per classroom. Arntson said about 32 total students will be split between two classrooms.

Andy High asked how many students are being served by private preschools. Coates said about 50% of 4-year olds are in some sort of formal program, the other half enter kindergarten without any sort of formal exposure to education. High noted the expansion of this program could potentially pull from the private sector. Arntson clarified this program is based on academic need and readiness and Julie Craig added there is great potential to partner with private providers. Arntson agreed and noted many private providers have been a part of this work and are excited about partnering in professional development and sharing of resources.

Co-Chair Helt said she attended a PreK-3 retreat earlier this year and was impressed with the work being done, level of expertise and variety of preschools and various district teachers who were involved. The difference in the level of expectations of private providers versus what the district is looking toward was evident, and the idea of professional development would be a great way to bring this community together. Helt said attending the retreat helped her understand better that this is necessary work to help ensure more and more students are coming into kindergarten ready.

Coates shared what Bend-La Pine Schools has done specifically, since 2011, noting the Preschool Storyline project at Juniper on May 28. The program is a great partnership with Deschutes Public Library and Arntson is hopeful it will continue to grow. Brain Camp will be at Elk Meadow again this summer and will also be at Pine Ridge Elementary and Jump Start to Kindergarten will be held at two sites to help soften the entry into kindergarten along with several other efforts to engage families prior to students entering kindergarten.

Juba noted early learning provides the biggest return on investment and he is on board with the ideas shared. He shared his concern about assessing a 4-year old on academic skills and imposing standards, and is fearful of forcing young children into doing what they are not developmentally ready for. He expressed his concern in the district taking young students into our fold. Nordquist agreed and noted the work around the nation that has reemphasized that preschool should not be treated like first grade. Nordquist noted much of Coates' work has been focused in socio-emotional learning and an emphasis of the regional work is to help understand what is developmentally appropriate for young students. Juba asked about the teachers being hired for these positions. Arntson said teachers will need to hold an Oregon teaching license, and have a passion for early childhood learning, and feels confident the district will be able to hire qualified teachers and educational assistants for these classrooms.

Helt asked how the district and board could work to prevent standardized testing for these students. Arntson said it will take much advocacy and effort at the state level. Coates noted the grant applications they submit are very specific with testing requirements. Craig asked if the teachers could possibly have an alternate degree, like human development, and be qualified to teach. Nordquist said the district must follow the certified contract language and state laws around licensure, but will continue to explore options.

Stuart Young shared his support of the work in teaching and supporting the whole child and Helt shared her thanks and appreciated the information shared and work being done. Bill Reuter, audience member, invited board members to visit the summer learning program at Ponderosa Elementary with approximately 150 students participating each Tuesday. Nordquist noted the program has been expanded to Lava Ridge this summer.

Action

2015-16 Board Elections

Co-Chair Helt asked for comments or nominations for 2015-16 board officer position.

Julie Craig nominated Nori Juba to serve as chairman of the board. Ron Gallinat seconded the nomination. Unanimous approval (Nori Juba abstained from the vote).

Ron Gallinat nominated Peggy Kinkade to serve as vice chairwoman of the board. Andy High seconded the nomination. Unanimous approval (Peggy Kinkade abstained from the vote).

Discussion

Comprehensive Plan

Shay Mikalson presented his vision and handout showing the movement from Student A to Student B, noting the district is here to prepare students for their futures, not our pasts. He highlighted the 4 C's and social and emotional skills are what allow students to achieve and succeed in and beyond school.

Mikalson reviewed parts of the current Comprehensive Plan that reflect the Student A to Student B goal. As new superintendent, a goal he has set will be to continue gain traction in this work and help the board set their own goals and define their desired outcomes. He shared a sample handout that could be used and become a real-time tool for the board and district to look at data from the district's DART (Data Analysis and Reporting Tool) system.

Co-Chair Helt thanked Superintendent Wilkinson for the work he has done during his career to set the stage for these next steps. She is proud of what the district has done and noted there was a great deal of discussion in the superintendent search process about the future and how to carry the good work forward. She asked board members to look at the Comprehensive Plan's first page and think of the visioning retreat the board had in August 2014, the vision articulated during with the decision to hire Mikalson and make sure what is written reflects the intentions of the board.

Co-Juba shared his thoughts, noting he is okay with what is in the plan, but would like to see the words personalized or individualized learning be more predominant as part of recognizing the powerful vision of Student B. Andy High suggested changing out the word 'excellent' in Goal 1. Young commented this is an excellent foundation with a huge amount of information. Taking the transition plan presented by Mikalson into consideration, Young would like to study and review the Comprehensive Plan and suggested making it the board's summer homework. He is not ready to wordsmith and suggested working in teams or in mini sessions to make a plan of the future direction of the board and district.

Helt agreed and said she brought this discussion forward because she wanted to make sure she finished the work she started as Board Chair. She asked board members to give Mikalson permission to continue his visioning work through the summer as the board studies the Comp Plan more in depth. Juba affirmed Student B is what the board is interested in moving toward and suggested using the summer as time to process what goals and measures the board would like to establish. All board members agreed. Helt reiterated the board is not changing direction, but using the solid foundation laid to continue moving toward world class. The board shared suggestions and priorities and agreed to review and work on the Comprehensive Plan over the summer.

Board Governance & Transition

Co-Chair Juba reminded the board of the challenge Mikalson gave to them during his interview about defining what it means to be an effective board. Juba feels the board needs to audit district performance and would like to establish an audit committee of the board to look at performance in areas like finances and instruction. Juba shared about an audit done at one point during his tenure on the board and the benefits of the work done. He proposed the board take a more active role in audit function, which will ultimately help the board do their work. Juba called for nominations for Board Secretary Officer to help oversee the school board budget. Ron Gallinat asked if current board bi-laws need to be updated in order to form the committees suggested. Young supported Juba's recommendation and the concept of reviewing the roles of the board. Superintendent Wilkinson noted there are not any bi-laws, but there are Board Governance Policies to look at regarding committee formation. Juba suggested a Policy Governance Committee also be formed to help review policies and more clearly establish board and superintendent responsibilities to work

together more efficiently. Peggy Kinkade said she is willing to do work with policy review and noted in the current version of BD GOV B it does not seem that the board would be in violation if they move forward with formation of committees. Juba asked if all board members were in favor of moving forward.

Juba said he would like to establish an Audit Committee and appointed Andy High to chair that committee. Juba also would like to establish a Policy Governance Committee and appointed Peggy Kinkade to chair that committee. He called for a vote to elect a Secretary / Treasurer for the board.

Peggy Kinkade moved to elect Andy High as Secretary / Treasurer for the board. Julie Craig seconded the motion. Unanimous approval.

Juba said he would like to begin work immediately, and for the board to be deliberate with each charge for the committees. He asked Ron Gallinat to write up a charge for each of the committee chairs for the work to be done. Mikalson agreed looking at policy governance is important work in creating an effective district and focusing on the big picture. Juba agreed and said many good conversations have started about reorienting board mindset and focusing on big goals and embracing goals that are independent of 'district work.' Juba feels, as a board, they need to come up with some 'break the box' goals and deliver on them. Stuart Young will spearhead a taskforce on alternative funding models. Juba said there are pockets of excellence in the district and would like to see these pockets spread to become district-wide. He said there are also judiciary duties and responsibilities that the audit committee will be a key part of ensuring the nuts and bolts are being taken care of.

Juba feels the framework of the board is good, but the board also needs to be world class in processes and policies. There is a need to redefine roles and processes for the board to work more effectively.

Summer Meeting Schedule: June & July 2015

Co-Chair Juba suggested setting aside time for a two-hour workshop with MacPherson and Jacobson to talk about policy governance. Once the meeting is scheduled a follow up will be sent to board members.

Co-Chair Helt asked when the board would like to have their board retreat. Board members suggested options and it was decided August 4. Details on time and location will follow.

Stuart Young will host a board social and will let the board know of a date and time.

Co-Chair Helt proposed cancelling the June 23rd board meeting. All board members agreed.

Ron Gallinat moved to cancel the June 23, 2015 board meeting. Julie Craig seconded the motion. Unanimous approval (Andy High not present to vote).

Co-Chair Juba would like to clarify the summer board leadership schedule. Mikalson offered to coordinate with board members on dates and times.

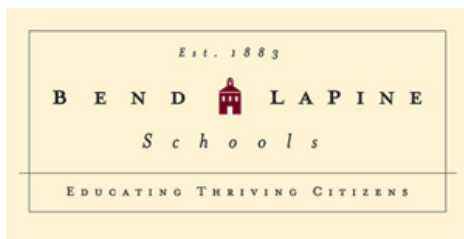
Board Comments

Co-Chair Helt thanked all the teachers and principals who attended the Excellence in Education awards, adding it is fun to meet and celebrate great teachers.

Meeting adjourned at 8:17p

Respectfully submitted,

Andrea Wilson



HUMAN RESOURCES
Education Center
 520 N.W. Wall Street
 Bend, Oregon 97701-2699
 (541) 355-1100
 Fax: (541) 355-1109

June 4, 2015

TO: Ron Wilkinson, Superintendent
 Board of Directors for Bend – La Pine Schools

FROM: Jay Mathisen, Asst Superintendent – Human Resources & Strategic Planning

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 June 9, 2015. All hires are subject to successful drug testing and background check.

Certified Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bohnlein, Jordan	Language Arts .50 105709	Mountain View HS	Temporary I to Temporary II	06/09/2015
Bradley, Jennifer	Primary Teacher .40 105677	Three River ES	Non-Contract Temporary	06/09/2015
Daenzer, Rebecca	Primary Teacher 105592	Pine Ridge ES	Temporary II to Regular	06/09/2015
Douglass, Ryan	Physical Education 105655	Buckingham ES	Regular	06/09/2015
Greenwood, Eric “Alex”	Math Teacher 105699	Marshall HS	Regular	06/09/2015
Hoiness, Erica	Primary Teacher 105592	Lava Ridge ES	Part-time to Full-time Regular	06/09/2015
Kimerling, Samuel	Culinary – FCS 105625	Mountain View HS	Regular	06/09/2015
Lewis, Shalea	School Psychologist 105548	Special Programs	Regular	06/09/2015
Ludecker, Crystal	Resource Teacher @ .80 105620	High Lakes ES Special Programs	Temporary	06/09/2015
Luff-Lopez, Karla	Resource Teacher 105678 & 105679	Marshall HS / Special Programs	Temporary .50 Regular .50	05/26/2015
Moore, Wendy	Reading Specialist 105714 .30	Highland ES	Non-Contract Temporary	06/09/2015
Neemann, Lynn	Phys Educ/Health @ .50 105665	Pacific Crest MS	Regular	06/09/2015
Sanderson, Robin	Primary Teacher 105592	Lava Ridge ES	Part-time to Full-time Regular	06/09/2015
Schepergerdes, Madeline	Language Arts 105696	Sky View MS	Temporary to Regular	06/09/2015
Stenkamp, Amber	105593	Buckingham ES	Temporary 1 to Temporary II	06/09/2015

Certified Retiree/Rehire 2015/16 Only

NAME	POSITION	LOCATION	STATUS	HIRE DATE
<i>Renner, Elizabeth</i>	<i>Music Teacher @ .50 105589</i>	<i>Highland ES</i>	<i>Temporary</i>	<i>05/26/2015</i>

Certified Resignations

NAME	POSITION	LOCATION	HIRE DATE END DATE
Calanchini, Matthew	Industrial Arts – Woods; Engineering; Media Arts	Summit HS	02/08/2002 06/30/2015
Hayden, Alicia	Primary teacher	Ponderosa ES	08/27/2007 06/30/2015
Woodford, Kathleen	Music Teacher .20 FTE of 1.0 FTE	Elk Meadow ES	06/09/2015

Administrative Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Franklin, Michael	Assistant Principal 105703	Mountain View HS	Temporary	06/09/2015



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 383-6464
Fax: (541) 383-6117*

June 4, 2015

TO: Ron Wilkinson, Superintendent
Bend-La Pine School Board of Directors

FROM: Jay Mathisen, Assistant Superintendent of Human Resources & Strategic Planning

RE: Classified Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on June 9, 2015.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Blancher, ReAnne	105706 Nutrition Server 3 – Floor Manager	Bend High	Reg 7.5 hrs / day	6/1/15
Broberg, Marta	105694 Attendance Secretary II	Pacific Crest	Reg 8 hrs / day	5/26/15
Cady, Joshua	105701 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/29/15
Driscoll, Kathleen	105343 Nutrition Server I	La Pine Middle	Reg 3.25 hrs / day	6/1/15
Foster, Elisha	105701 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/29/15
Hart, James III	105701 EA – Inclusion	Special Programs	Reg 7 hrs / day	5/29/15
Millsap, Richelle	105701 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/29/15
Oldham, Mary	105701 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/29/15
Warfield, Shawn	105701 EA – Inclusion	Special Programs	Reg 6.5 hrs / day	5/29/15
Wilson, Killian	105576 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/19/15

Classified Resignations

Name	Position	Location	Resign Date
Cahill, Emily	EA – Inclusion	High Desert	9/21/99 – 7/1/15
Candland, Alex	Nutrition Server I	WE Miller	1/28/14 – 6/11/15
Huber, David	Bus Driver	La Pine Transportation	9/7/06 – 6/3/15
McCulloch, Rory	EA – Transition Co-op	Special Programs	8/27/13 – 6/11/15
Strausbaugh, Timothy	Custodial Foreman	La Pine Elementary	8/2/93 – 6/30/15
Webster, Kerrie	Bus Driver	La Pine Transportation	3/14/94 – 5/27/15

Contract & Charter School Evaluations

2014-2015

Bend-La Pine Schools

May 26, 2015

Prepared By: Dave Holmberg

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- ◆ Data/Graphs

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- ◆ Oregon Assessment of Knowledge and Skills Report

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- ◆ COIC Juvenile Justice Program (DCJJP)
- ◆ J Bar J
- ◆ Academy at Sisters
- ◆ Oregon Youth Challenge Program (OYCP)
- ◆ Rimrock Expeditionary Alternative Learning Middle School (REALMS)

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY
CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS, 2014-2015
By
David A. Holmberg

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 2014-2015 SY are included as **Attachment B** and are titled Contract/Charter School Qualifiers – 2014-2015. Data from the 2014-2015 matrix qualifiers of 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**.

At the June 9, 2009 School Board Meeting, the Bend – La Pine Board of Directors requested a report on how the students in the contract and Charter Schools are achieving on state-wide testing which, until this year, was the Oregon Assessment of Knowledge and Skills tests (OAKS). This year two tests were used.

OAKS - Social Science and Science

Smarter Balance - English Language Arts (ELA) and Math.

The testing window was extended to June 12th. Results are expected to be available after the end of June.

A written statement (**Attachment E**) from the BLP Business Manager, stating that for the fiscal year 2014-2015 all independent ALO providers have submitted financial information and it that appears all providers are in compliance with their contracts regarding expenditures.

Goals that were set for the 2014-2015 school year for the contract and Charter Schools were reviewed during the evaluation cycle and goals for the 2015-2016 school year have been set or are in the process of being set. Included with this Executive Summary are the 2014-2015 evaluation reports for:

- 1) COIC Bend and La Pine Centers
- 2) COIC Juvenile Detention Program
- 3) J Bar J Transitional Program and the Academy at Sisters
- 4) Oregon Youth Challenge Program (OYCP)
- 5) Rimrock Expeditionary Learning Alternative Middle School (REALMS)

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.

All private alternative educations that the Bend – La Pine Schools contract submitted their renewal Application and have received their registration renewal notice (included) for the 2015-16 SY. 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 2015/16 school year for all the Contract Schools evaluated and include the recommendations as noted on the individual contract school evaluations.

I further recommend

- 1) Continue a practice that was recommended in this report last May, and that is to require all contract schools with which Bend-La Pine SD contracts, and Charter Schools they sponsor, to verify in writing that all new employees and volunteers have undergone a Criminal Background Check and are approved. This notice is to be delivered to the HDESD ALO Coordinator prior to the opening of school in September. This verification was completed in September of the current SY.
- 2) Continue a practice that was recommended in this report last May, and that is to require a copy of the renewal application, including all attachments, which contract alternative programs must submit annually to the Oregon Department of Education (by March 31st) be submitted to the HDESD ALO Coordinator. The completed renewal application with attachments, along with the Program Approval notice, are to be forwarded to HDESD ALO Coordinator before the opening of school in September.
- 3) That the Bend –La Pine School District consider the recommendations made by the ALO Evaluator if listed on the individual ALO reports.

ATTACHMENT A

Evaluation of Alternative Educational Programs

In accordance with OAR 581-022-1350, the Bend – La Pine Schools are required to evaluate alternative education programs i.e.; Contract Schools under ORS 336.615 and Charter Schools under ORS 338.095, annually. Documentation is required and must be returned to the Bend – La Pine Schools Instructional Services Department no later than January 15 annually. A copy of the district's written evaluation shall be provided to the program coordinator upon completion.

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

1. Staff

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

1.1.1 Provide a list of individuals subject to criminal records checks and copy of Form 2283 from the Oregon Department of Education (ODE).

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the CIM/CAM?

2.1.1 Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.

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

2.2.1 Attach copy of summary report and sample of information reported to student, parents and the school district.

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

2.3.1 Attach a copy of report used.

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

2.4.1 Attach the procedures.

3. Discrimination

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

3.1.1 Attach student enrollment/withdrawal summary based on above criteria.

4. Registration (Private alternative programs only)

4.1 Is the program registered with the ODE?

4.1.1 Attach a copy of registration application and approval.

5. Site Evaluation

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

5.1.1 Attach copy of appropriate documentation, including first aid and emergency procedures plan, such as staff/student handbooks, in-service agenda, fire marshal's report, safety inspection reports, etc

6. Tuition and Fees

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

6.1.1 Attach a list of any fees required and explanation.

7. Contract

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

7.1.1 Attach as applicable.

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

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

8. Expenditures

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

8.1.1 Attach annual statement of expenditures.

9. Achievement of Standards

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

9.1.1 Attach Standards

10. Attendance

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

10.1.1 Submit evidence of student residency

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

An extension to submit the required documentation for evaluation may be submitted, in writing, 10 working days prior to the January 15th annually. The District may grant an extension upon reasons deemed sufficient.

Legal References:

ORS 337.150

ORS 338.615 - 338.665

ORS 339.133

ORS 339.134

ORS 339.137

ORS 339.141

ORS 339.147

ORS 339.155

ORS 181.539

ORS 326.603

ORS 326.607

ORS 342.232

ORS 549.850

ORS 659-855

OAR 581-022-1350

Reviewed : 9/19/05, 9/25/06, 07/15/10

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

ATTACHMENT B

2014-2015 Qualifier Matrix

Bend-La Pine Schools 2014-15 Contract/Charter School Qualifiers

Internal Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	REALMS
Measure of Academic Progress System (MAPS)	N/A	134				
Reading Fluency Scores	N/A	N/A				
Scored Portfolio & Self Evaluation	15 Students Work Crew	N/A	Note # 1	Note # 1		
Scored Work Samples	Yes	N/A	Note # 1	Note # 1		Portfolios available on request
STAR Test for Math and Reading	N/A	N/A	Note #2	Note # 2		
Student Evaluations	15 Students Work Crew	N/A				
Test of Adult Basic Education (TABE)	Yes Data provided.	N/A			Note #1	
Weschler Individual Achievement Test (WIAT)	N/A	N/A	Note #2	Note #2		

External Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	REALMS
Oregon State Assessments	Yes Data provided.	1	Note #3	Note #3	Note #2	Note # 1

Demographics	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	REALMS
# Courses (year round School)	190	193	24	21	40	
# Credits Achieved(Sept-April)	167.5	26	137.25	49.5	2367	
# Credits achieved in Summer School	N/A No summer	N/A Year-around	33	24		
# Credits Attempted	214 Sept-Mar	26 July-March	142.25	49.5	2367	
# Credits Recovered	167.50 Sept-Mar	26	33	24	2367	
# Students in Service Learning	17	3	46	22	284	144
# Field Work Projects (Hrs./days); # of students involved	15 students; 30 projects; 130 work days; 4,255 Hours	N/A				12 days 6 th grade – 52 students 16 days 7 th grade – 48 students 38 days 8 th grade – 44 students
# Service projects (hrs./days); # students involved	(see above)	96 Hours 12 Days 3 Students	920hours/ 46 students	480 hours/ 22 students	284 cadets in 246 projects for 23638 hours	120 student days for approx. 600 hours
# Students achieving 8 or more credits per class	N/A	N/A			262	
# Students achieving less than 8 or more credits per class	N/A	N/A			0	
# Program Graduates	N/A	N/A	2	1	262	44

Bend-La Pine Schools 2014-2015 Contract/Charter School Qualifiers

Internal Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	REALMS
# Students achieving a diploma	6 As of 3/25/15	N/A	0	5 expected in June	22	
# Students achieving a GED	18 As of 3/25/15	N/A	0	0	11	
# Students graduating with a BLS Diploma	6 Sept-Mar	N/A	0	5 expected in June	Note #3	
# Students attending COIC Summer School	N/A No Summer Prog.	N/A Year-round Prog.				
# Students enrolled (as of 3/24)	141 Sept-Mar	170 July-March	21 as of 3/20; 46 total	13 as of 3/20; 22 total	317	144
# Students deficient at time of enrollment	245	153	23/46 50%	8/22 36%	317	
# Students current on credits at discharge	16 Sept-Mar Does not include GRAD/GED	17	68%	80%		
# Students exited / dropped	47 Non- completers with no confirmed reenrollment as of March 2015.	Exit and length of stay determined by the court.	23	8	55	
# Students on active IEP	34 Sept-Mar	21	48%	0	80	38
# Students referred to COIC	245 Sept-Mar	170 total enrollments 12 discrete students July-March				
# Students returning to school and/or employment	Workforce Investment Performance Standard	N/A	100%	100%	256	
# Students referred back to district	16	N/A				
# Students returning to BLS	16	N/A			5	
# Students served	245 Sept-Mar	170 July-Mar	46	22	317	144
# Students who are current & on-track for HS graduation	21	17	14/21 67%	11/13 85%	222	
Average length of stay	52 days average 44 days median	8 days	4.3 months	11.4 months	22 Weeks	
Basic skill remediation	184	All students				
Recidivism rate	N/A	30%	*Note: #4			
Track alumni GPA and class ranking in 9/1- year of HS	N/A	N/A				Note # 2
Youth Retention Rate	N/A	N/A				

BEND-LA PINE SCHOOLS

2014-2015 Contract/Charter School Qualifiers

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

69% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are 3.0 grade levels below grade level at enrollment
2. Average grade level gains in Reading are 1.7 grade levels

Math

72% of students tested below grade level at time enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are 3.6 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 3.8 grade levels below grade level at enrollment.
Average grade level gains in Writing are 1.3 grade levels.

Academy at Sisters

Reading

20% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are 1.0 grade level below grade level at enrollment.
2. Average grade level gains in Reading is 2.2 grade level.

Math

35% of students tested below grade level at time of enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are 1.3 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.8 grade levels

Writing

35% of students tested below grade level at time of enrollment

1. Based on WIAT testing, average scores are 1.3 grade levels below grade level at enrollment.
Average grade level gains in Writing is 1.0 grade level.

Note #3

Oregon State Assessments are administered to all 8th and 11th graders. Results are reported to students, parents, Bend/LaPine SD, and other stakeholders (case managers, probation officers, ed. consultants, etc.). Testing for 2014-15 is in progress as of 3/1. Results for 2014-15 are below:

J Bar J Boys Ranch (% passed)

<u>Reading</u>	<u>Writing</u>	<u>Math</u>
65%	69%	21%

Academy at Sisters (% passed)

<u>Reading</u>	<u>Writing</u>	<u>Math</u>
91%	83%	55%

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 recidivism rate for residents discharged from J Bar J in the past 36 months was 16.8%.

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
2014-1	8.7	9.8	6.9	8.9	7.5	8.5	7.6	9.4	1.1	2	1	1.8
2014-2	8.5	9.6	6.4	8.5	7.5	8.8	7.3	9	1.1	2.1	1.3	1.7

Note #2

Oregon statewide assessments are administered bi-annually. All eligible juniors and seniors take the OAKS (Oregon Assessment of Knowledge and Skills) test as required to meet State of Oregon Department of Education standards. 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 2014-15 worth noting:

- TABE results – Total Battery grade level increase was 23.5%. 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 2014-15 includes 12.9% extra credits.
- # of Program Graduates – reflects an increase of 2.7%. Graduates vary from year to year, and the 2014-15 total of 262 continues our trend of increased retention. This is also reflected in a stable rate of Students Dropped compared to Students Served of 17%, a 2% improvement over last year. The ten year average annual graduation total is 245.
- # of Students achieving a diploma and # of Students achieving a GED – The total diploma and GED recipients comprised 13% 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 70% of the total students served, a 7.5% improvement 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 83 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.

REALMS

Note #1 2013-14 OAKS Scores

READING		2011-12		2012-13		2013-14	
All Students		REALMS	District	REALMS	District	REALMS	District
Grade 6		74%	75%	84%	73%	90%	77%
Grade 7		82%	83%	84%	83%	87%	82%
Grade 8		79%	76%	85%	76%	84%	76%
Total		78%	78%	85%	77%	87%	78%
Students w/ Disabilities							
Grade 6		62%	33%	43%	35%	86%	39%
Grade 7		60%	50%	67%	44%	71%	23%
Grade 8		57%	35%	60%	36%	73%	36%
Total		60%	40%	56%	38%	77%	31%
MATH		2011-12		2012-13		2013-14	
All Students		REALMS	District	REALMS	District	REALMS	District
Grade 6		63%	69%	66%	63%	78%	66%
Grade 7		60%	72%	80%	76%	72%	71%
Grade 8		70%	72%	71%	72%	68%	72%
Total		64%	71%	72%	70%	73%	69%
Students w/ Disabilities							
Grade 6		39%	31%	7%	23%	71%	23%
Grade 7		27%	37%	53%	36%	21%	36%
Grade 8		50%	27%	36%	36%	40%	30%
Total		38%	32%	33%	32%	44%	30%

Note #2 REALMS Alumni GPA Tracking

Class of 2014

# of graduates	44
# of graduates still in District	41
# of students no longer in district	3
Average GPA of in district students	2.95

Class of 2013

# of graduates	42
# of graduates still in District	40
# of students no longer in district	2
Average GPA of in district students	2.77

Class of 2012

# of graduates	38
# of graduates still in District	33
# of students no longer in district	5
Average GPA of in district students	2.83

Class of 2011

# of graduates	21
# of graduates still in District	19
# of students no longer in district	2
Average GPA of in district students	2.93

Class of 2010

# of graduates	18
# of graduates still in District	17
# of students no longer in district	1
Average GPA of in district students	3.11

Class of 2009

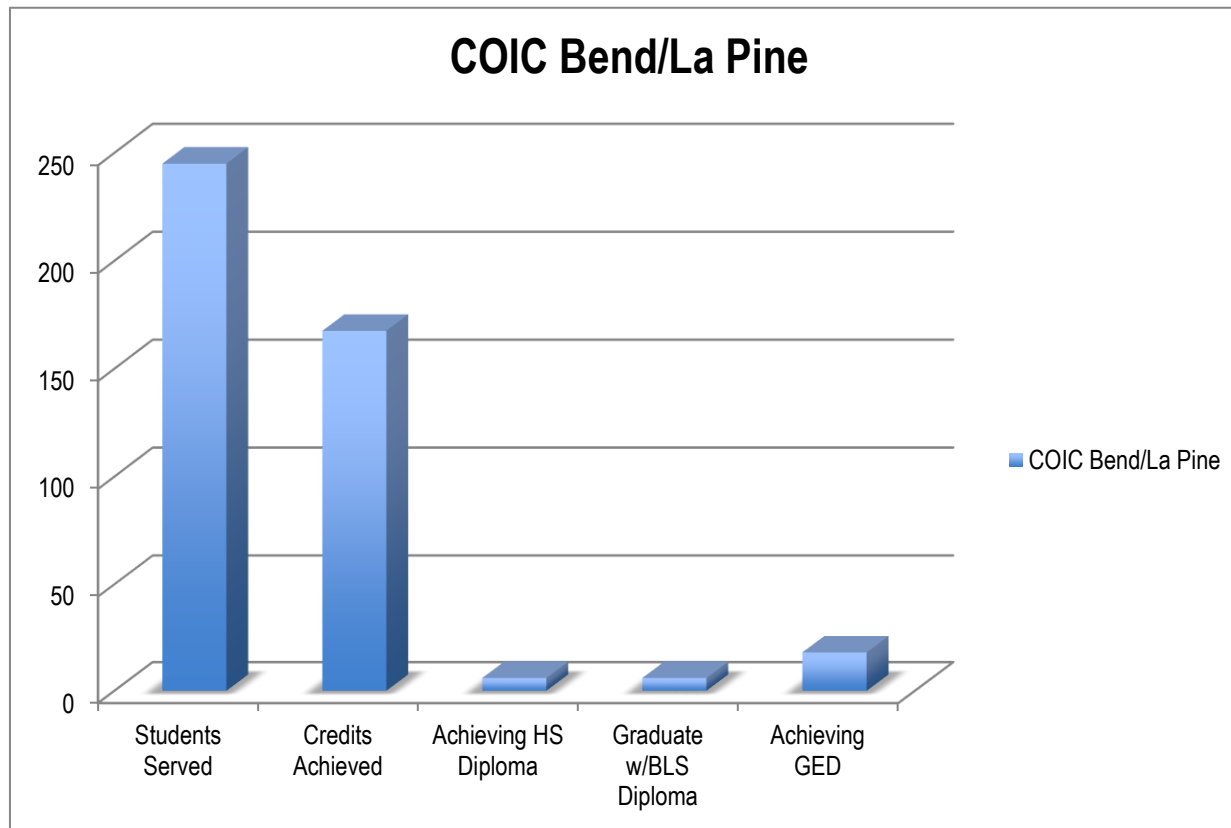
# of graduates	17
# of graduates still in District	16
# of students no longer in district	1
Average GPA of in district students	3.03

ATTACHMENT C

Data and Graphs

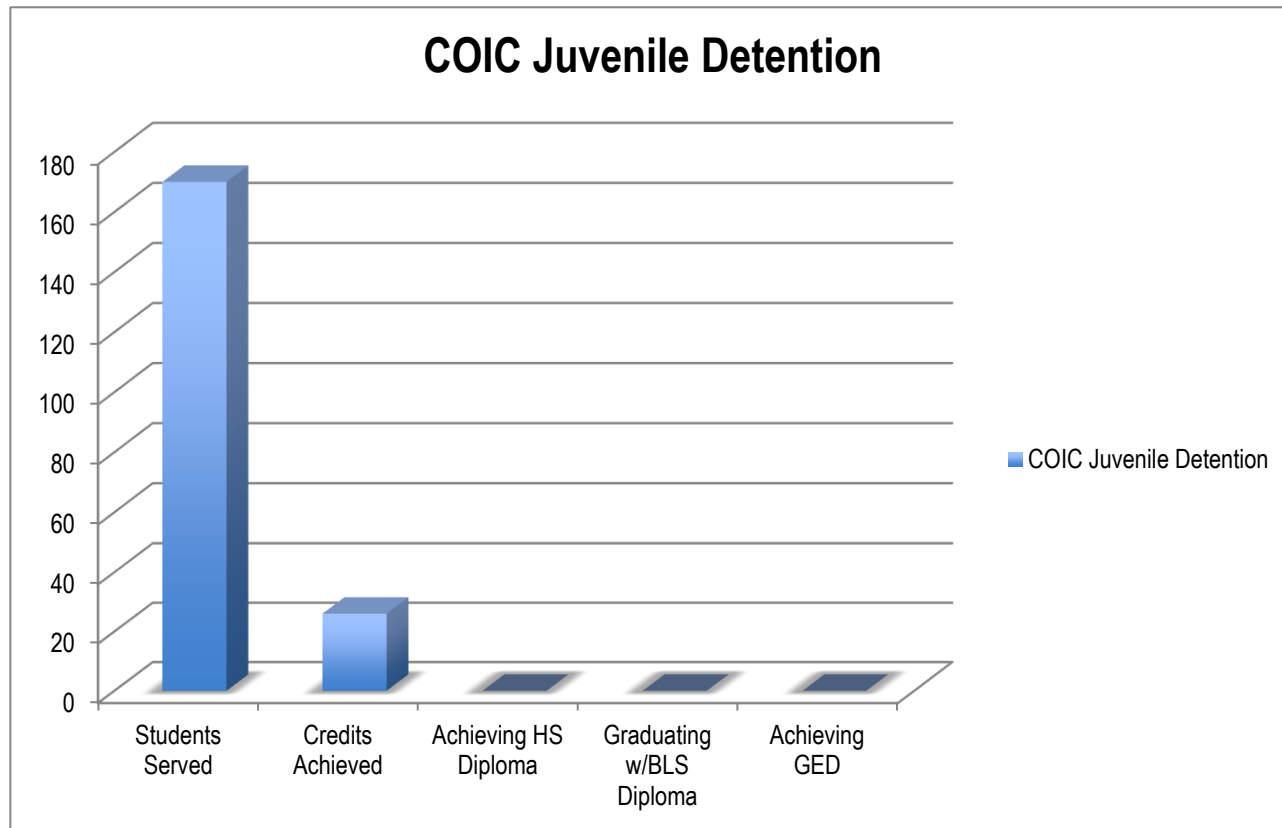
Matrix Charts 2014-2015

	Students Served	Credits Achieved	Achieving HS Diploma	Graduate w/BLS Diploma	Achieving GED
COIC Bend/La Pine	245	167.5	6	6	18



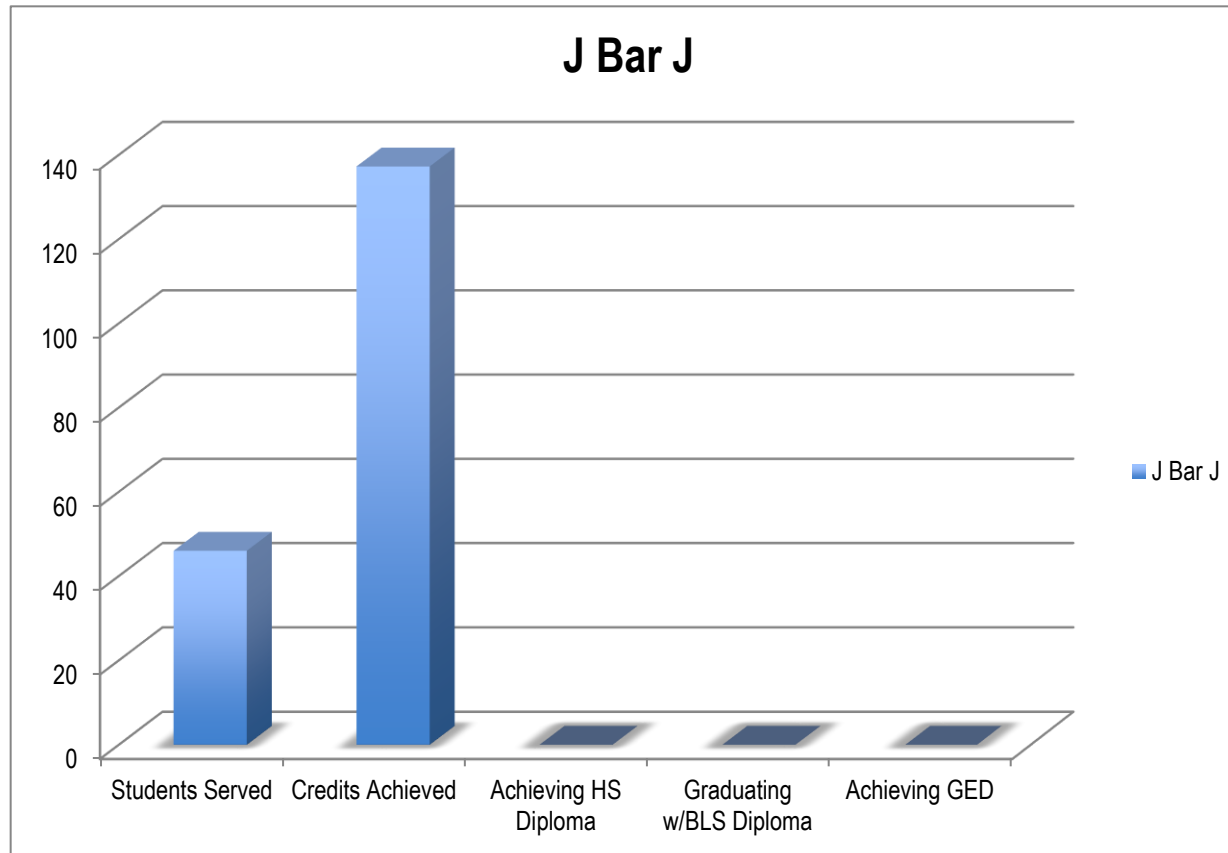
Matrix Charts 2014-2015

	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
COIC Juvenile Detention	170	26	N/A	N/A	N/A



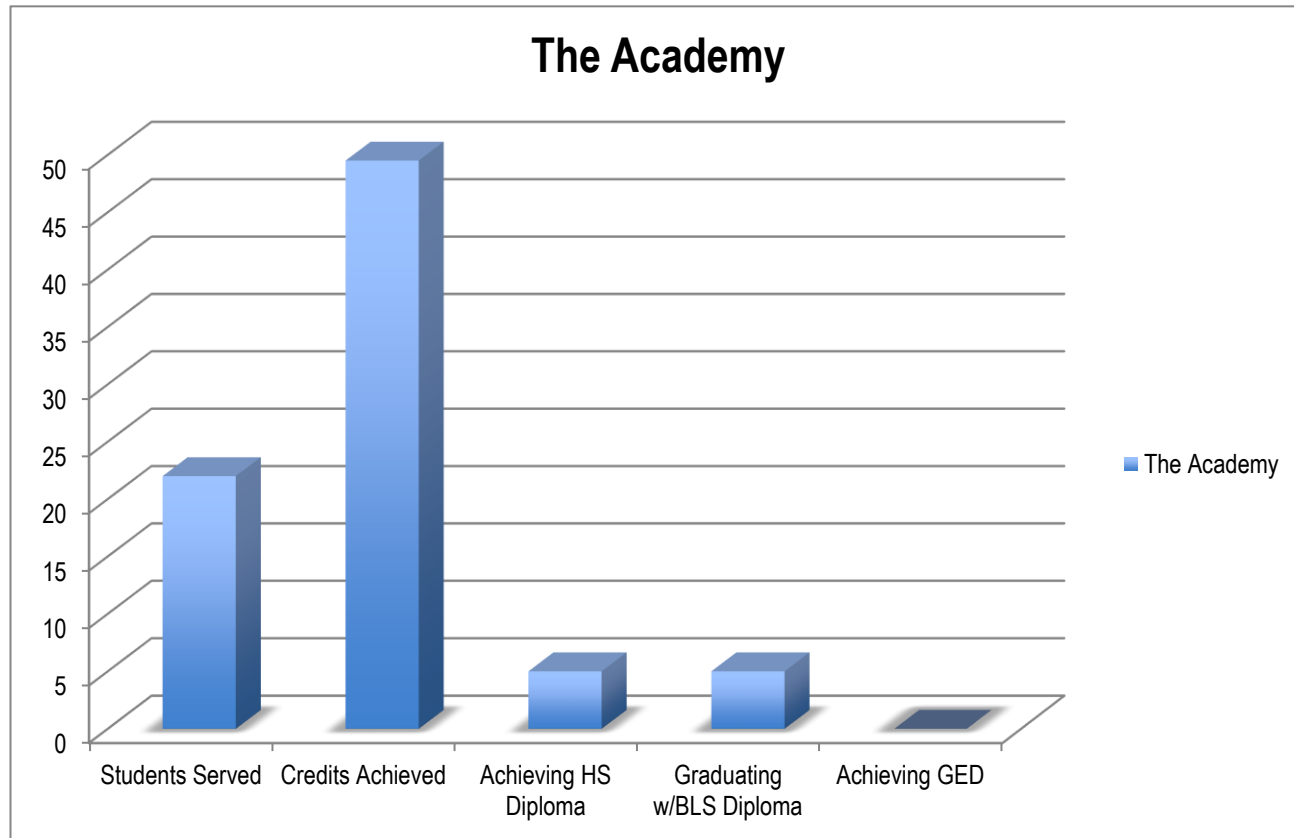
Matrix Charts 2014-2015

	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
J Bar J	46	137.25	0	0	0



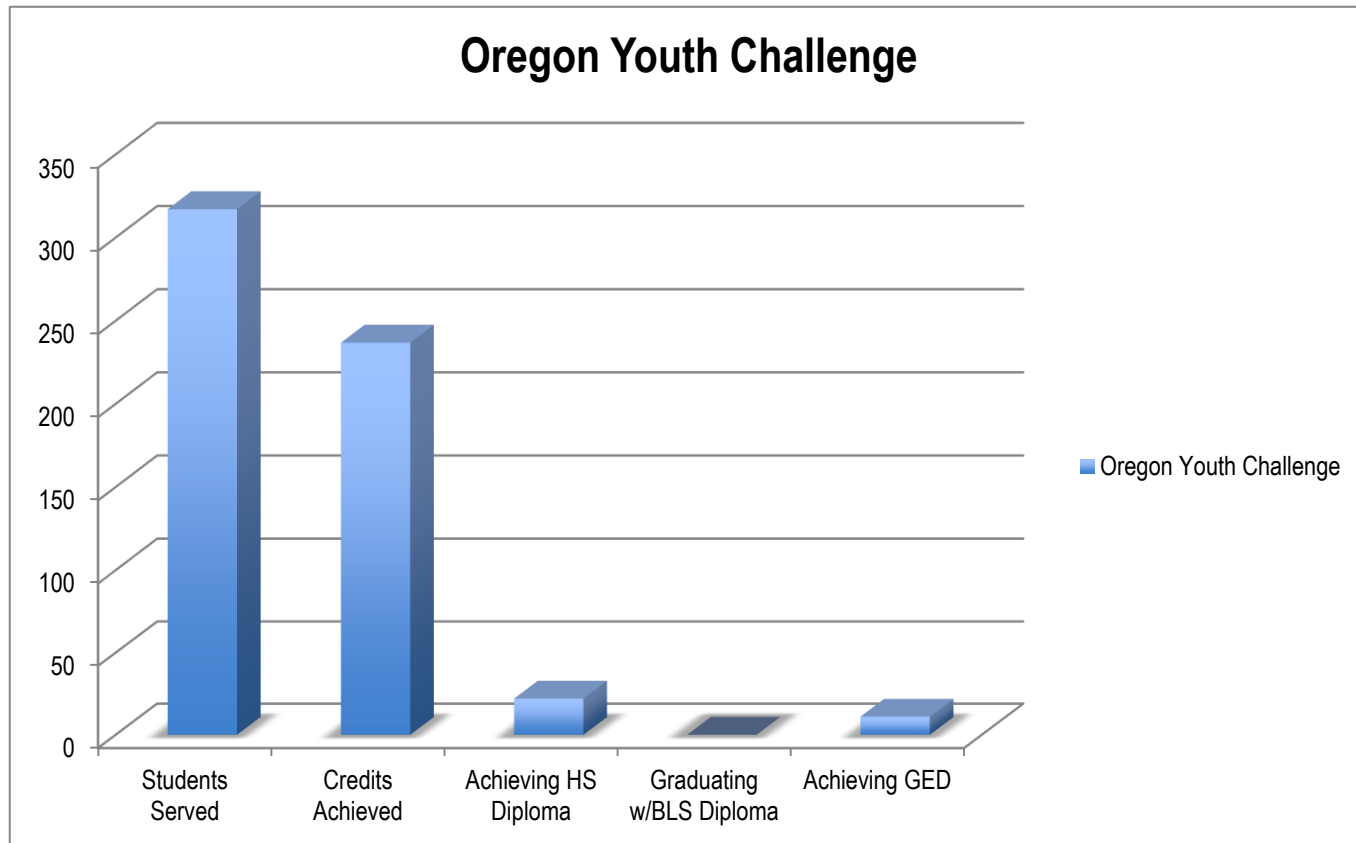
Matrix Charts 2014-2015

	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
The Academy	22	49.5	5 Expected in June	5 Expected in June	0



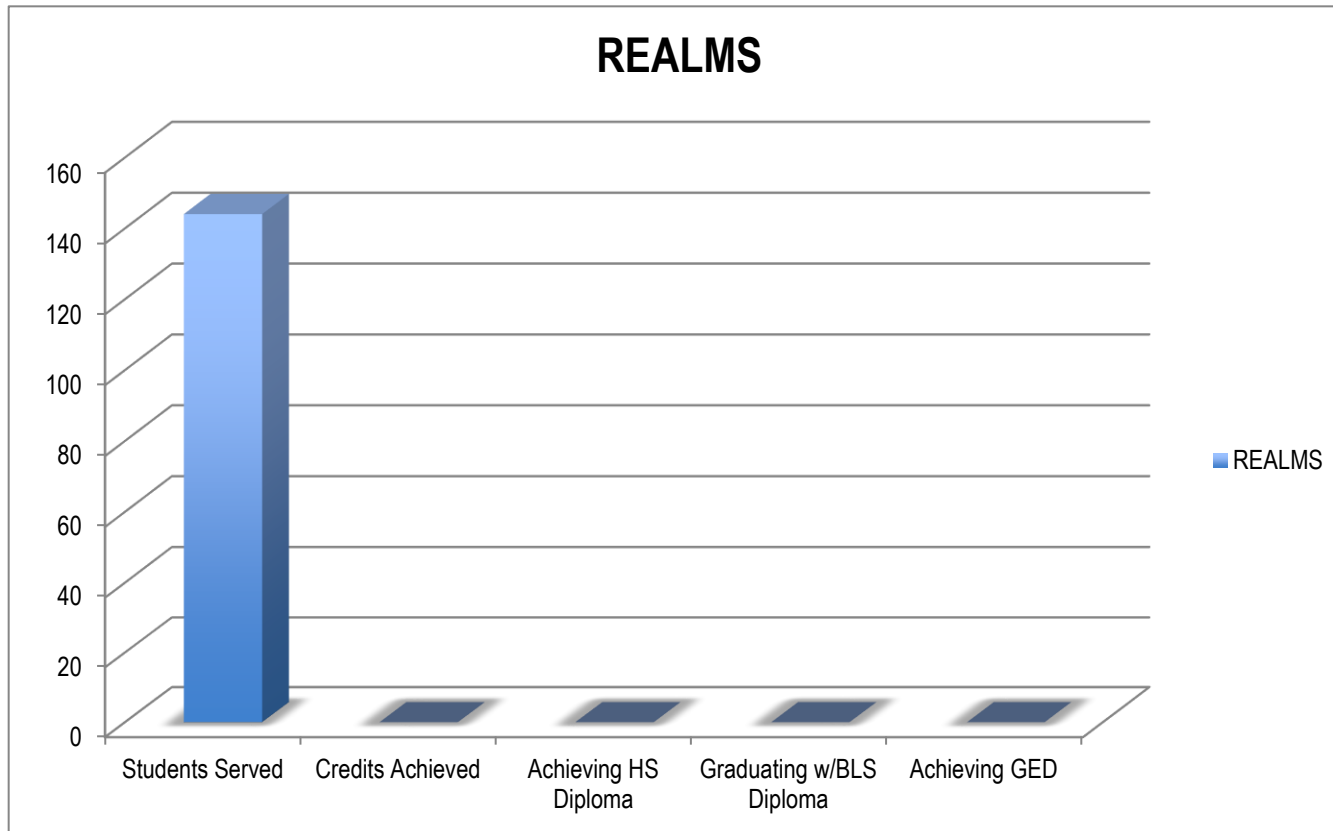
Matrix Charts 2014-2015

	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
Oregon Youth Challenge	317	236.7	22	N/A	11



Matrix Charts 2014-2015

	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
REALMS	144	N/A	N/A	N/A	N/A



ATTACHMENT D

Oregon Assessment of Knowledge and Skills Report

Testing data is expected July 1, 2015

ATTACHMENT E

Fiscal Compliance



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

May 6, 2015

Dave Holmberg
HDESD
145 SE Salmon Avenue
Redmond, OR 97756

Re: ALO annual review

Dave,

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

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

Sincerely,

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

Marcia Copple
Accounting Supervisor
Bend-La Pine Schools

COIC

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2014-2015

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: June 2, 2015

Evaluator: Dave Holmberg

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:

CENTRAL OREGON INTERGOVERNMENTAL COUNCIL

COIC Bend and La Pine Centers

June 2015

The COIC Bend and LaPine Centers are two of three COIC contract schools for the Bend-LaPine School District that provide alternative education services for Bend-LaPine students grades 9-12.

Student Profile: The COIC Bend and LaPine centers serve high school students who are not succeeding in the regular school system. They are considered to be “at-risk” because they are behind in classes and credits, they have either dropped out of school or have attendance problems, or they are unable to complete school assignments at the pace and to the expectation level of the high school. In addition, some students have been expelled from district schools and COIC provides an alternative setting for these students. At COIC students earn credits toward their high school diploma or study for their GED in order to get back on track.

Pages 8-11 show frequency distributions of the referring schools, the grade at referral, the breakdown of GED/Diploma referrals by grade, and Test of Basic Education (TABE) and Pre-GED scores at student intake.

Curriculum: Because of the student’s at risk status, both the Bend and La Pine Centers use a Differentiated Instruction model to provide small group instruction. Upon referral, the Test of Adult Basic Education (TABE) is administered to all students to identify grade level of basic skills. When deficiencies are noted, the curriculum is modified to address the basic skills needs of the students in terms of their uniqueness and diversity as learners.

In addition to the class work, the COIC Bend Center offers a well-developed work study program which students can attend for nine weeks, receiving classroom credits. The Bend Center’s instructional style includes classes offered through direct instruction and independent study in a Block Schedule. The staff believes that a mix of these styles of instruction helps the students achieve more success in their courses while allowing for needed credit recovery.

At the COIC La Pine Center, most of the student work is done independently with students working through developed packets of curriculum and with staff monitoring their progress. On Monday and Friday the instructor teaches Math, Writing, and Reading focusing on the Common Core.

BEND CENTER

Goals for the 2015-2016 School Year- Bend Center

Introduce National Career Readiness Certificate testing at regular intervals throughout the school year, at least once each semester. The NCRC, developed by ACT, is a portable industry-recognized credential that certifies an individual's workplace readiness. NCRC WorkKeys assessment is an assessment option approved by the State Board of Education to demonstrate proficiency in the Essential Skill of Reading and Applied Math.

Maintain the 2014-2015 pass rate for individual tests and GED completions.

Provide opportunities for students to familiarize themselves with Smarter Balanced Assessments. Preparation to include practice tests and embedded activities which model Smarter Balanced Performance Tasks, tasks that challenge students to apply their knowledge and skills to respond to real-world problems.

Progress on Goals for the 2014-2015 School Year- Bend Center

GED Preparation. Use student data and experience with 2014 GED to strengthen our GED program in effort to help students meet the increased rigor of the new test:

- 35 GED Completions;
- 188 individual tests passed;
- Collaboration with GED Testing Service in development of GED "Badges" for individual tests passed;
- Outstanding success rate based on individualization of instruction.

Staffing. Hired additional highly qualified staff:

- Sally Hollister is a Highly Qualified Language Arts Instructor with 8 years of experience teaching high school and GED classes. Sally is currently working on her MFA in creative writing through OSU Cascades.
- John Bouchard, Ed D, Youth Program Planner and Curriculum Director for COIC, has also joined the GED Program in Bend for 2014-2015. John brings a wealth of experience including 12 years working with socially disadvantaged youth, Professional Teaching License endorsements in HS Language Arts, HS Advanced and Basic Mathematics, HS Social Studies, HS General Business, Business Management and Administration (CTE) and Finance (CTE). He holds a Continuing Administrative License and Doctor of Education.

Curriculum Development: Update core curriculum

- The curriculum for the Language Arts classes is highly differentiated, allowing for learners of all skill levels to participate in the reading and analysis of materials ranging from journal articles to contemporary novels and poetry. Lessons have been designed to comport with the Common Core and State Standards. Best Practices are routinely evoked throughout each and every class session.

Topics covered this year have ranged from Social Justice/Practice Art and Writing to human rights issues both at home and abroad. Inquiry based activities and portfolios have created opportunities for students to showcase their original work while class discussions, inquiry based group activities and the creation of multi-media presentations have allowed them to hone the communication skills that will allow them to thrive in both the work place and classroom as they pursue their goals in the future.

- Mathematics Curriculum has been expanded with addition of Odysseyware math courses. Research based and proven core curriculum integrates numerous instructional supports to address diverse learning styles.
- Earth Science and Physical Science curriculum developed to include hands on activities, research and labs with the aim to better prepare students for the science portion of state testing. An added focus on the skills of reading for information and writing to convey and extend knowledge is preparation for Smarter Balanced ELA assessment.
- Health curriculum lessons have been designed to include close reading activities, extended writing assignments, research projects and a series of cross-curricular questions/activities. The goal of these revisions was to create lessons that cater to a variety of learning styles while preparing students for the Smarter Balanced Assessments.
- Social studies curriculum including World History, United States History, Economics and Civics are all updated to reflect common core base and include additional learning modalities.

Yearly Accomplishments – Bend Center

- In 2014, the Bend Center began administering the NCRC WorkKeys exam to students. Earning a National Career Readiness Certificate demonstrates a student's willingness and ability to prove the skills important to today's workplace. The NCRC documents skill levels in three areas which are critical to success in a majority of jobs in the workplace: Applied Mathematics, Reading for Information and Locating Information. Forty-six students participated in testing in 2014.
 - 2 Gold Level Certificates awarded (*Demonstrates skill level ability for 90% of jobs*)
 - 26 Silver Level Certificates awarded (*Demonstrates skill level ability for 65% of jobs*)
 - 16 Bronze Level Certificates awarded (*Demonstrates skill level ability for 35% of jobs*)
 - 16 individual tests passed with an achievement standard of 5 or greater were utilized by students to meet an essential skill requirement for graduation:
5 E.S. Reading and 11 E.S. Mathematics
- 22 High School Diplomas
- 35 GED Diplomas
- Workforce Investment Act Performance Standards YTD
 - 1) Attainment of Diploma/GED – 72%
 - 2) Entered Employment/Education 1st qtr. After exit 72%
 - 3) Literacy/Numeracy Gain – 89%

LA PINE CENTER

Goals for the 2015-2016 School Year- La Pine Center

Increase the number of GED completions and dual-track students (credit recovery & GED). We held discussions with La Pine Administrators and agree that students who have fallen 1 year or more behind their cohort group should be given this option before they fall even further behind. National statistics have shown that there is an 80% decrease in the number of GED completions. Oregon statistics are following suit. Preparation time to successfully complete the GED has dramatically increased! In order to give 16, 17 and 18 yr. old students a fighting chance, this option must be made available sooner than in years past.

Increase work experience opportunities for WIA eligible youth. This is fully dependent on federal allocations to states. However, we put a high priority on making as many opportunities to La Pine youth available as budget allows.

Prepare juniors for SBAC testing by piloting several "performance tasks" throughout the school year.

Progress on Goals for the 2014-2015 School Year- La Pine Center

Increase the number of students on dual (GED and credit recovery) plans. Recommend that any student who is at least 2 trimester behind his/her cohort group enroll in a dual track plan to record both GED completion and credit recovery based upon CCSS.

- This school year has seen 11 students earn a GED (as of 6/1/15) with possibly 2 additional students completing before the end of the school year. We continue to work collaboratively with La Pine Administrators to identify students who are 1 year behind their cohort group and encourage a dual-track education plan.

Increase the number of students enrolled in Workforce Investment Opportunity Act (WIOA) youth services. In 13-14 we had one student enrolled from La Pine Skills Lab. In 14-15 I would like to see that number increase from 3 to 5 students. Increase youth employment counselor visits to promote and evaluate eligibility.

- Six students have been enrolled in the Workforce Investment Act grant this school year. These students have been assisted with a wide array of service including; paid work experiences, support services, assistance with college tuition and books, job search and individual work readiness courses.

Establish Leadership Class. The youth we serve tend to look out for each other. They are a closed group that sees any disciplinary action on one as an attack on them all and something they all need to defend, even to the point of being destructive to those students experiencing success. I would like to see development of a youth leadership council. Since La Pine is a small program, I think three members would be sufficient. The council would be elected by their peers but would need to meet set criteria. The council would meet as necessary, probably once per week, to address classroom concerns (not individual behaviors). It should be an honor to serve on the council so some perks should be provided: leadership credit for a predetermined amount of time served, lunches provided at meeting and invited guests to mentor

student council. The goal of the student council would be to: (1) improve school climate and reduce behavior issues that interfere with learning time; (2) increase student attendance and participation by creating an environment more suitable to their needs; (3) develop leadership skills corresponding to Career Related Learning Strands.

- Leadership Classes started off on a positive note but due to students returning to regular school we found it very difficult to sustain the needed consistency of students with leadership abilities. We will continue to push this model as it seems to work for some individuals.

Yearly Accomplishments – La Pine Center

- Eleven students passed GED
- Assisted La Pine H.S. with National Career Readiness Testing. Proctored testing for approximately 25 students. Nearly half of those students met the essential skills requirement for graduation.

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 2014-15 school year, 91 percent of the students in detention were residents of the tri-county service area. Nine percent resided in other counties or outside of the state. The average length of stay for youth is seven days. 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 2015-2016 School Year- DCJCJ Center

- Increase technological use in classroom via Smartboard and build materials for use with Smartboard.
- Increase detention library offerings that are more organized and accessible to students to increase student participation in reading.
- Bring in more guest speakers regarding curriculum and career related topics.
- Develop curriculum regarding legal system and Oregon laws to reduce offenses committed by students and decrease the recidivism rate.

Progress on Goals for the 2014-2015 School Year- DCJCJ Center

Complete implementation of new GED student study materials.

- We obtained the new GED student study materials and are currently using the electronic and paper versions of study materials as GED students arrive at our facility.

Teachers will seek and complete professional development classes.

- We currently have one teacher at the Deschutes County Juvenile Detention Center. Teacher completed Collaborative Problem Solving: Tier 1 Intensive Training Workshop, Special Education SPR & I Annual Training and CPI Nonviolent Crisis Intervention Training.
- Teacher is currently enrolled and working on a six-quarter credit class titled Autism Questions and Answers.
- Teacher also participated in the 2014 Online Panel for Achievement Level Setting for Grade 8 Mathematics for Smarter Balanced Testing.
- Teacher participated in Let's Go Learn assessment workshops for math (1 day) and reading (1 day).

Obtain and train substitutes to expand list of teachers qualified and ready to teach in the unique environment of the detention center.

- We obtained three new substitutes and trained them for coverage at the facility. One substitute found a full-time position and is no longer available. Two of the new substitutes are currently available.

Teachers will learn to administer smarter balanced state testing and administer tests.

- Teacher has attended, STC training at the Bend-La Pine School District, read the manuals and viewed the on-line videos.
- Teacher trained facility staff in early February to enable staff to be in classroom during testing sessions.
- Teacher has administered the Smarter Balanced Testing during the 2014-2015 school year.

Yearly Accomplishments – DCJCJ Center

- Obtained Smartboard via grant. Smartboard installed late October 2014. Teacher began to learn to use Smartboard in classroom setting and incorporate more technology.
- Students earned 30.25 credits between July 1, 2014 and June 1, 2015 (the average stay has decreased from 9.3 to 7.0 days and there are fewer students is fewer).

Findings

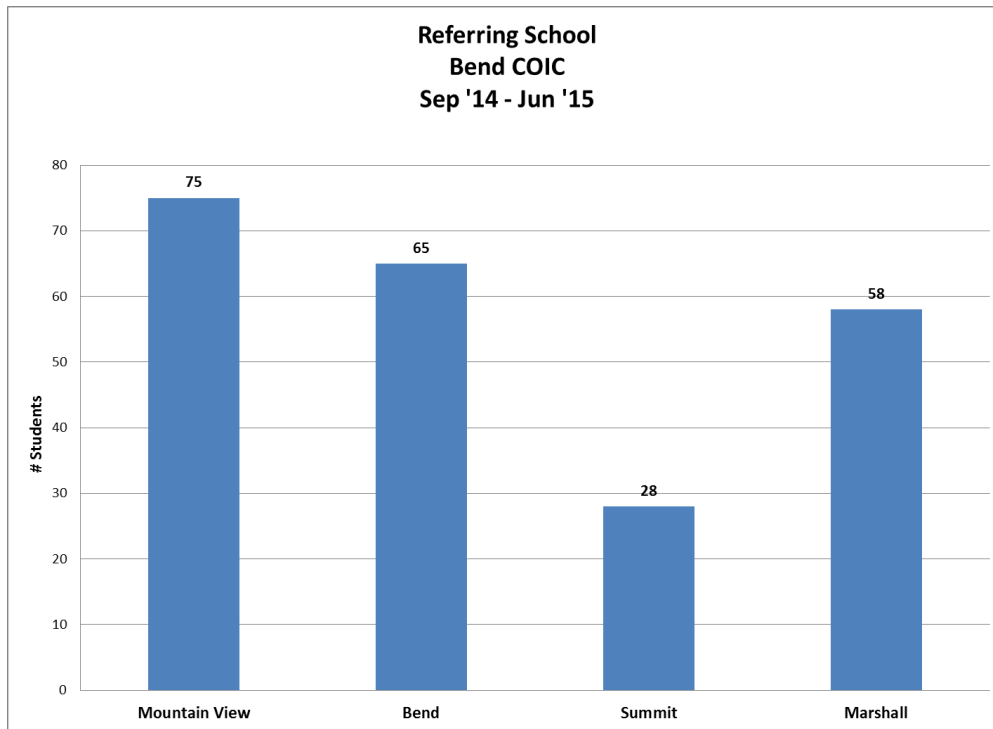
The COIC classroom program, with 3 sites in the district, has met all the conditions of their contract with the Bend-LaPine School District for the 2014-15 school year. COIC has met all the evaluation criteria set forth in **IGBHAA AR Evaluation of Alternative Programs**

Recommendation

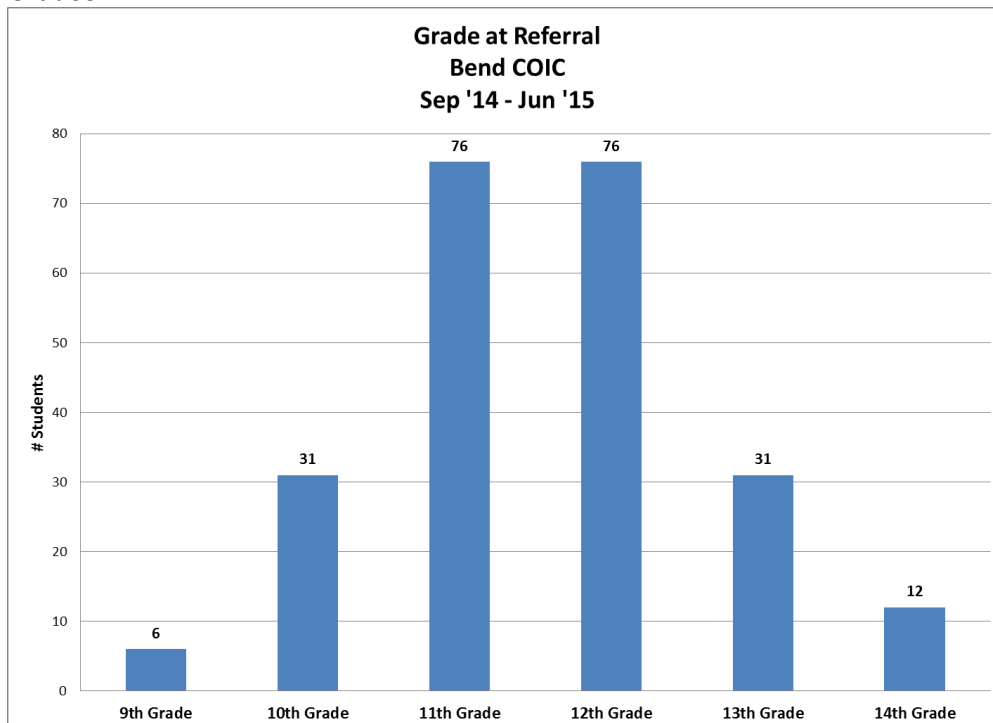
I recommend that the Bend-LaPine Board of Directors accept this report as written. I further recommend that the Bend-LaPine Board approve a new contract with COIC for the 2015-16 school year.

Student Profiles – Bend Classroom

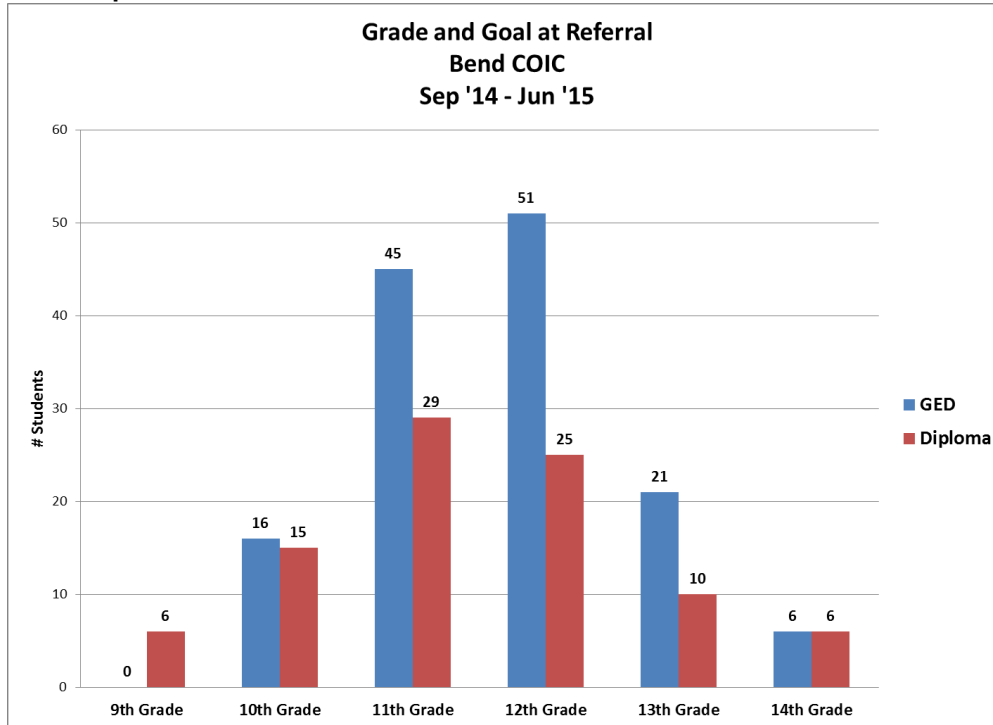
Schools:



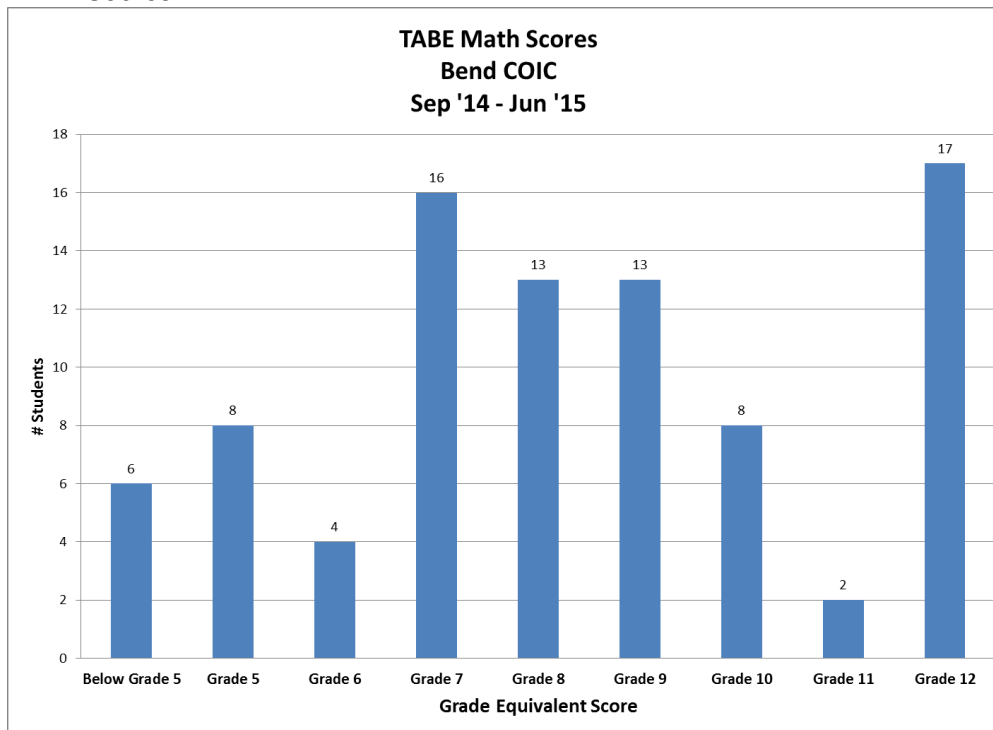
Grades:

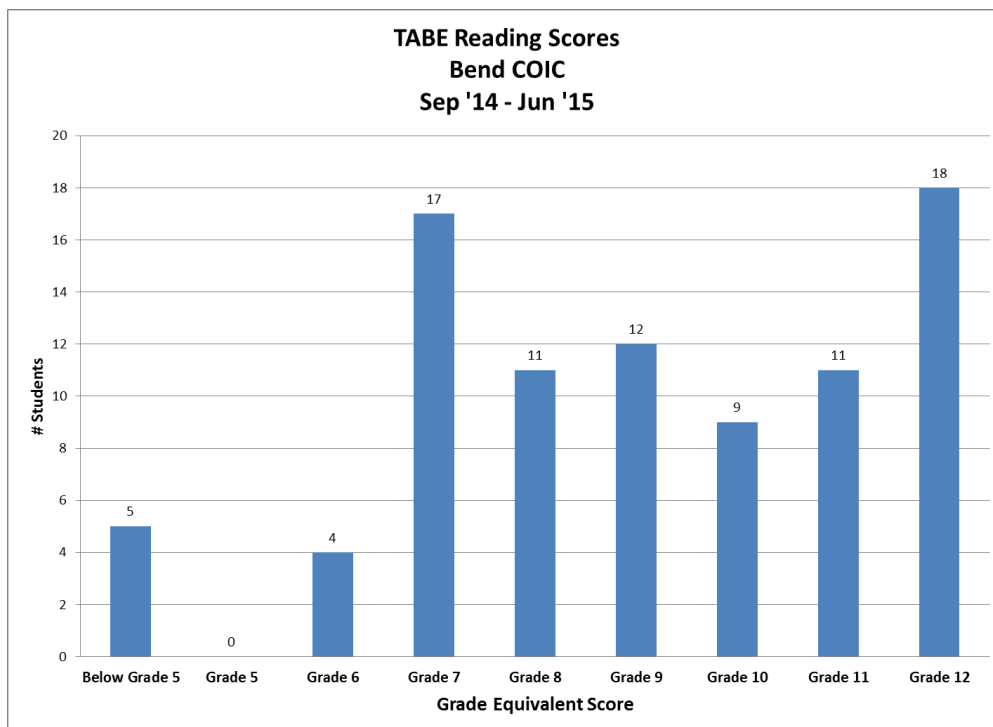


GED / Diploma Goal Distribution:

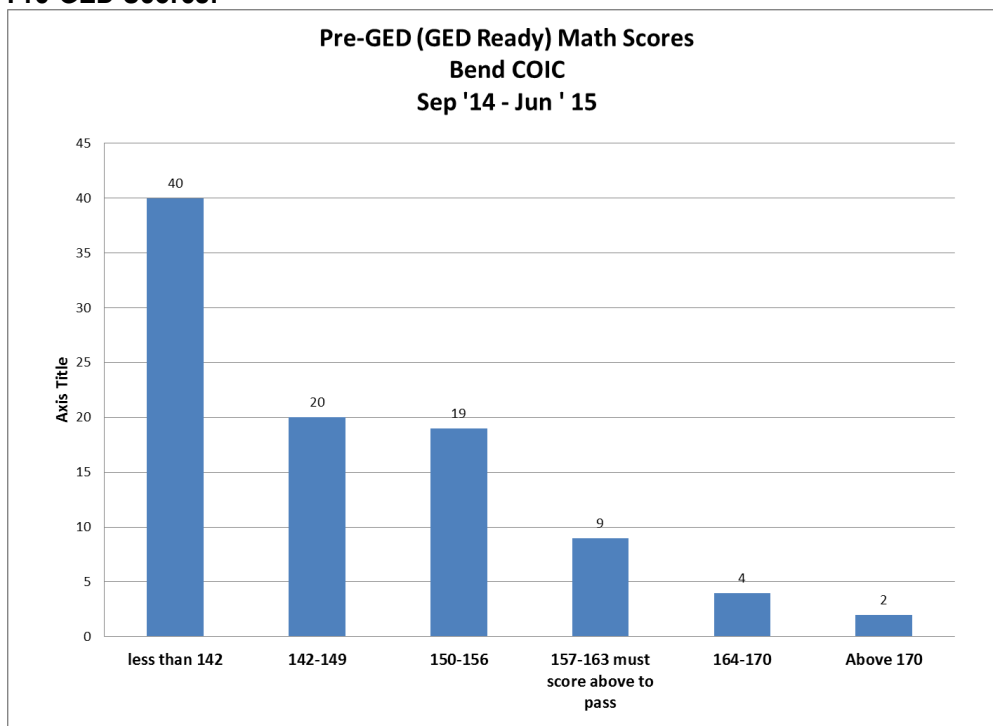


TABE Scores:

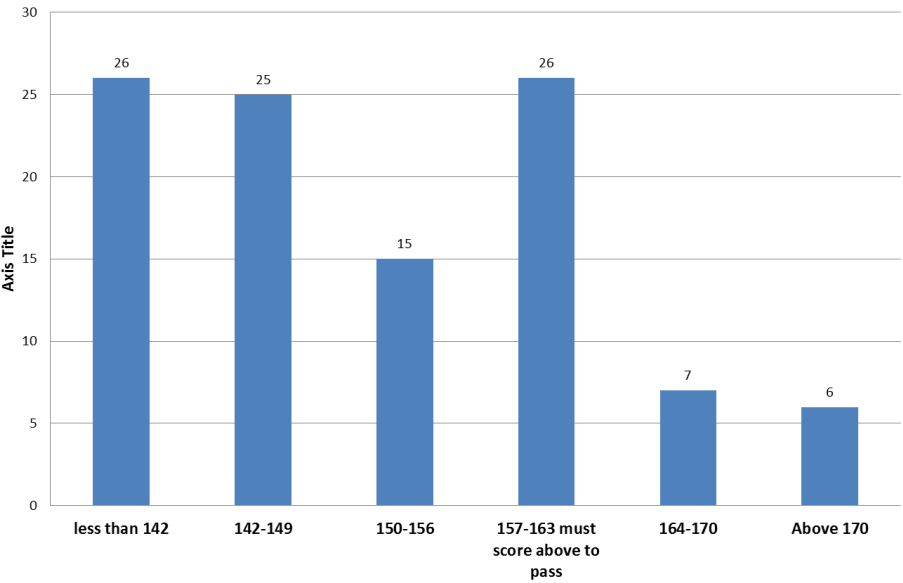




Pre-GED Scores:



**Pre-GED (GED Ready) ELA Scores
Bend COIC
Sep '14 - Jun '15**





Oregon Department of Education

Kate Brown, Governor

Office of Learning
255 Capitol SINE
Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

April 9, 2015

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 2015-2016 has been approved.

Subject to the approval of each contracting district, a registered private alternative program is eligible to receive public school funds from school districts on a contractual, per student basis during the 2015-2016 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 or (503) 947-5981.

Sincerely,

Bob Salazar

Bob Salazar, Education Specialist
Office of Learning, 503-947-5981
bob.salazar@state.or.us



Oregon Department of Education

Kate Brown, Governor

Office of Learning
255 Capitol SINE
Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

April 9, 2015

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 2015-2016 has been approved.

Subject to the approval of each contracting district, a registered private alternative program is eligible to receive public school funds from school districts on a contractual, per student basis during the 2015-2016 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>.

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Sincerely,

Bob Salazar, Education Specialist
Office of Learning, 503-947-5981
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Oregon Department of Education

Kate Brown, Governor

Office of Learning
255 Capitol SINE
Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

April 9, 2015

COIC Skill Lab
2363 SW Glacier Pl
Redmond, OR 97756-7626

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for COIC Skill Lab at 63630 Britta St, Bldg 1, Bend, OR, to be registered as a private alternative education program for 2015-2016 has been approved.

Subject to the approval of each contracting district, a registered private alternative program is eligible to receive public school funds from school districts on a contractual, per student basis during the 2015-2016 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:

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

Sincerely,

Bob Salazar, Education Specialist
Office of Learning, 503-947-5981
bob.salazar@state.or.us

J BAR J

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2014-2015

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: June 2, 2015

Evaluator: Dave Holmberg

School/Program: J Bar J Boys Ranch

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:

Meets: X

8. Expenditures

Meets: X

9. Achievement of Standards

Meets: X

10. Attendance

Meets: X

Does Not Meet: _____

School/ProgramMeets Criteria: X

Does Not Meet Criteria:_____

J BAR J Boys Ranch Program

April 2015

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.

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-based model. Units in Emotional Intelligence are incorporated into the program as well, using literature, discussion, writing and practical experiences to process the concepts. This interfaces with the therapeutic work that the boys do outside of school time with counselors and case managers.

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 will allow 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. Portfolios are maintained for the students and show evidence of good achievement. Benchmark samples are evident and pre and post testing, using WIAT tests, are done to help monitor achievement. As mentioned above, the Accelerated 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 2014/15 School Year

- Upgrade classroom technology
- Explore possible online learning opportunities
- Continue to focus on Math improvement
- Expand training around common core curriculum
- Add classroom support staff

Yearly Accomplishments

- Successfully established technology in the classroom for all students
- Successfully established a Career Ed. Program
- Successful integration online supports for student achievement
- Established a Resource Room to meet the academic needs of students on IEPs.
- Increase teacher FTE by .50 to meet the instructional needs of our students

As evidenced in my review, J Bar J Boys Ranch has made satisfactory progress on their goals for the 2014-15 school year.

Goals for the 2015/16 School Year

- Integration of classroom technology into daily instruction
- Provide National Career Readiness Certificate for students
- Continue to focus on Math improvement
- Expand training for Smarter Balance Assessments
- Develop Resource Room materials
- Increase Professional Development regarding student therapeutic needs

Findings

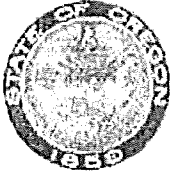
J Bar J Boys Ranch has met all the requirements of their contract with the Bend-La Pine School District.

J Bar J has Boys Ranch has met all the evaluation criteria set forth in IGBHAA AR Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-LaPine Board of Directors accept the report as written.

I further recommend that the Bend-LaPine School Board approve a new contract for the 2015-16 school year with J Bar J.



Oregon Department of Education

Kate Brown, Governor

Office of Learning
255 Capitol SINE
Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

April 9, 2015

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

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Learning Centers - Boys Ranch Campus at 62895 Hamby Rd, Bend, OR, to be registered as a private alternative education program for 2015-2016 has been approved.

Subject to the approval of each contracting district, a registered private alternative program is eligible to receive public school funds from school districts on a contractual, per student basis during the 2015-2016 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:

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

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

Sincerely,

Bob Salazar

Bob Salazar, Education Specialist
Office of Learning, 503-947-5981
bob.salazar@state.or.us

ACADEMY AT SISTERS

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2014-2015

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: June 2, 2015

Evaluator: Dave Holmberg

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:

ACADEMY AT SISTERS

April 2015

The Academy at Sisters is a licensed residential treatment program for "at-risk" girls, 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 phase three of their treatment, students have the opportunity to transition to Bend High School.

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, and have issues surrounding drug and alcohol use, trauma/victimization, grief & loss, poor social skills, and social media misuse. Some 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 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 phases (0-4), which determine their responsibilities and their privileges. When a student reaches phase 3 in this model, she is eligible to transition to a public school setting. Otherwise, all education and activities occur onsite.

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

Student learning plans and portfolios are kept for each student. They show good evidence of individual planning for each student and appropriate academic activities to meet those goals.

Goals for the 2014 - 2015 School Year

- Update classroom technology
- Continue to focus on Math improvement
- Incorporate more art therapy into our curriculum
- Expand training around common core curriculum

Yearly Accomplishments

- Expanded community connections and partnerships through curriculum-related service learning projects.
- Provided authentic learning opportunities and experiences within the community, e.g. mentors at After School Buddies, Habitat for Humanity, Locavore, Bend Senior Center, etc.
- 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
- Provided individual technology for all students
- Improved Math instruction and support for all students
- Continued the use of “The Inspirational Women” lecture series, which brought influential women from the community to the classroom
- Upgraded the classroom lighting to enhance the learning environment through “green” skylights.

As evidenced by my review, The Academy at Sisters has made satisfactory progress on their goals set for 2014-15 school year.

Goals for the 2015 - 2016 School Year

- Integrate new classroom technology into daily classroom instruction
- Continue to focus on Math improvement
- Utilize art therapy into our curriculum through additional staff
- Expand training around common core curriculum and Smarter Balanced Assessments
- Increase Professional Development regarding student therapeutic needs

Findings

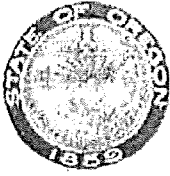
The Academy at Sisters has met all conditions of their contract with the Bend-La Pine School District.

The Academy at Sisters has met all 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-LaPine School Board approve a new contract for the 2015-16 school year with The Academy at Sisters.



Oregon Department of Education

Kate Brown, Governor

Office of Learning
255 Capitol SINE
Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

April 9, 2015

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 2015-2016 has been approved.

Subject to the approval of each contracting district, a registered private alternative program is eligible to receive public school funds from school districts on a contractual, per student basis during the 2015-2016 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>.

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

Sincerely,

Bob Salazar

Bob Salazar, Education Specialist
Office of Learning, 503-947-5981
bob.salazar@state.or.us

OREGON YOUTH CHALLENGE PROGRAM (OYCP)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2014-2015

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: June 2, 2015

Evaluator: Dave Holmberg

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:

Meets: X

8. Expenditures

Meets: X

9. Achievement of Standards

Meets: X

10. Attendance

Meets: X

Does Not Meet: _____

School/ProgramMeets Criteria: X

Does Not Meet Criteria: _____

OREGON YOUTH CHALLENGE PROGRAM

April 2015

The Oregon Youth Challenge Program (OYCP) is a national program administered by the Department of Defense and sponsored by the National Guard Bureau. The OYCP is a contract alternative school with the Bend-La Pine School District. It is an accredited high school that offers a military-style program for young people, ages 16 - 18, who are high school dropouts or not succeeding in their regular school program. The school is located east of Bend and offers a 22-week residential program followed by a 12 month mentoring phase. The students come from 36 counties and from high schools all over Oregon.

Student Profile: Students who attend the Oregon Youth Challenge Program are referred by counselors, school officials, family members or by themselves. Usually they are referred because they have skill deficiencies, are behind in credits, have failing grades, or may have behavior issues. They are not admitted if they have felony convictions, although they may attend if they have had lesser difficulties with the law.

Curriculum: The school program is accredited and the staff continues to update and improve their curriculum. There is a mixture of direct instruction, projects and workbooks. Student achievement is carefully monitored and students have shown growth of 12 - 16 months on standardized tests (TABE tests). Student work is kept in portfolios. Benchmarks and student samples are evident.

The students participate in community service work, averaging 80 hours of community service during their stay at the OYCP. The philosophy is that students will prosper if they are mentored and if their mentors help them to plan positive and attainable goals for themselves for the future. It is believed that if all staff members work together toward goals for each student, the students will have an overall experience that encourages them to grow and be productive. The on-site staff mentors small groups of students on a regular basis, setting goals in education, physical fitness, life skills, post-residential placement and housing. The staff helps the students develop a work history, take various assessments and develop a workable plan for themselves during and after their time at the OYCP.

The OYCP is an accredited member of the Northwest Accreditation Commission (NWAC) and is reviewed yearly by NWAC. Since they are associated with the Oregon Military Department, they are subject to yearly audits by the State of Oregon, the Federal Government and the National Guard Bureau.

OYCP Goals and Outcomes 2014-15

- Improve spreadsheets and software, using a cloud based system to enhance collaboration and consistency for our teachers completing student grades.

Our Information Technology person installed new CLOUD based software for the teachers to use that updates student grades as they happen. This system was fully implemented in March of 2014. By using this software we have immediate information on the progress of each student. This helps us in monitoring students so they do not fall behind in class. This information helps to plan an intervention process for students before they get too far behind on course work.

- Explore the possibility of adding tablets and audio books to our computer network for staff and student use. Thus, enhancing our electronic/computer presence.

The work and commitment of our advisory board, youth foundation and the individual donations has given us the opportunity to purchase electronic readers for each student and electronic tablets for the teaching staff. This enhances our library inventory, gives us a chance to offer a Reading class option (which will be one of our goals next year) within our curriculum and helps the teaching staff to monitor academic progress more effectively.

- Improve our response to intervention system to assist and track students struggling with academic or disciplinary concerns. The focus will be early intervention with a unified approach from all staff to establish goals and monitor student progress.

We have designed and implemented a new academic and behavioral intervention system that assists us in a proactive approach to the academic, and behavioral needs of each of our students. This new system, Quad Intervention Plan System (QIPS) was designed from the input and collaboration of all the departments within the Oregon National Guard Youth Challenge Program. This system consists of weekly meetings by department managers and staff to discuss, track, act and document the academic and/or the behavioral needs of each student.

2015– 2016 Goals

(In development)

Findings

The Oregon Youth Challenge Program has met all the conditions of their contract with the Bend-La Pine School District.

The Oregon Youth Challenge Program has met all the evaluation criteria set forth in **IGBHAA – AR Evaluation of Alternative Education Programs**.

Recommendation

I recommend that the Bend – La Pine School Board accept this report as written and approve a new contract for the 2015-16 school year for the Oregon Youth Challenge Program.

REALMS

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2014-2015

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: June 2, 2015

Evaluator: Dave Holmberg

School/Program: Rimrock Expeditionary Alternative Learning Middle 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 for public charter schools

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:

Rimrock Expeditionary Alternative Learning Middle School

May 2015

Rimrock Expeditionary Alternative Learning Middle School, known as REALMS, is in its fourteenth year as a charter school in the Bend-La Pine School District and is completing the fourth year of a five-year contract with the Bend - La Pine Schools. REALMS moved into their own facility during the summer of 2010 and is open to all Bend - La Pine middle school students.

Student Profile:

REALMS attracts a diverse group of students who enjoy hands on learning, service learning, and fieldwork and an integrated, project based approach to learning. Students come to REALMS for many different reasons – the pedagogical approach, the small school size, the emphasis on differentiating instruction for all learners, or the adaptive nature of our classrooms and curriculum, or the emphasis on a safe and caring school community. REALMS is successful at serving a many different types of students, some of whom have not felt successful or fulfilled in their previous schools.

Curriculum: REALMS is a member of the Expeditionary Learning School network. As an Expeditionary Learning school, our curriculum, instructional philosophy and school design are geared towards helping students reach the following “vision of achievement”. REALMS students will:

- Have a command over a *rich body of content and skills*.
- Produce work of *high quality* and craftsmanship.
- Apply knowledge and skills to tasks that demand *critical thinking, problem solving, and original thought*.
- Demonstrate *positive character* and *engage deeply* in learning.
- Demonstrate habits of *service* and *citizenship*.

Curriculum at REALMS is derived from the core academic skills and content described in the Common Core State Standards, Oregon State Standards, and other nationally recognized standards organizations.

Progress on Goals for 2014-15:

2014-15 Instructional Goals

1. Continue professional development focus on assessment:
 - Aligning internal assessments with Smarter Balanced skill set and CCSS
 - Formative use of on demand assessments
 - Increased alignment of assessments with targets (standards) and tasks (lessons)
2. Continue to increase frequency and consistency of teacher observations aligned to formative assessment priorities

PROGRESS:

- Created and implemented new faculty assessment handbook including clarified practices around on demand vs. scaffolded assessments, honors level work, and clear midterm reporting systems
- PLC networks focused on CCSS and alignment of student tasks with standards

2014-15 Student Achievement Goals – continue from 2013-14 but shift to SBA

1. Score a 4 or higher on New Oregon State Report Card Rating for 2013-14 and beyond
2. Math and Reading cohort achievement / growth scores on Smarter Balanced that meet or exceed district and state averages.
3. 75% of SPED subgroup will meet state specified "growth target"

PROGRESS:

- difficult to assess progress with transition to SBAC!

2014-15 Strategic Planning

1. Complete campus master plan process in conjunction with facilities committee, board of director's and architect
2. Complete financing plan for new construction

PROGRESS:

- Initiated transition to District magnet status – no campus master plan in place but talks with District and landlord have begun

Findings

REALMS has met all the requirements of their contract with the Bend-La Pine School District.

REALMS has met all the evaluation criteria set forth in **IGBHAA AR** Evaluation of Alternative Education Programs.

Recommendation

I recommend that the Bend-LaPine Board of Directors accept the report as written.

I further recommend that the Bend-LaPine School Board continue the current contract with REALMS which is in compliance with contract lengths as stipulated in ORS 338.

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION MAKING APPROPRIATIONS
RESOLUTION NO. 1815**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby adopts the 2015-16 budget in the amount of \$261,800,095.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2015 the amounts shown below are hereby appropriated for the purposes indicated within the funds listed:

GENERAL FUND

1000	Instruction	\$92,739,623
2000	Support Services	58,362,224
3000	Enterprise and Community Services	294,278
5100	Debt Service	704,206
	Total General Fund Appropriation	<u>\$152,100,331</u>
7000	Unappropriated Ending Fund Balance	<u>8,707,688</u>
	Total General Operating and Sub-General Funds	<u><u>\$160,808,019</u></u>

SPECIAL REVENUE FUND

1000	Instruction	\$12,188,000
2000	Support Services	4,368,000
3000	Enterprise and Community Services	8,497,000
5200	Transfer of Funds	250,000
	Total Special Revenue Appropriation	<u>\$25,303,000</u>
7000	Unappropriated Ending Fund Balance	<u>2,900,000</u>
	Total Special Revenue Funds	<u><u>\$28,203,000</u></u>

LONG TERM DEBT SERVICE FUND

2000	Support Services	\$3,000
5100	Debt Service	28,228,076
	Total Long Term Debt Service Appropriation	<u>\$28,231,076</u>
7000	Unappropriated Ending Fund Balance	<u>1,218,000</u>
	Total Long Term Debt Service Funds	<u><u>\$29,449,076</u></u>

CAPITAL PROJECTS FUND

4000	Facilities Acquisition and Construction	\$37,600,000
	Total Capital Projects Appropriation	<u>\$37,600,000</u>
7000	Unappropriated Ending Fund Balance	<u>5,700,000</u>
	Total Capital Projects Funds	<u><u>\$43,300,000</u></u>

TRUST FUND

3000	Enterprise and Community Services	\$5,000
	Total Trust Appropriation	<u>\$5,000</u>
7000	Unappropriated Ending Fund Balance	<u>35,000</u>
	Total Trust Funds	<u><u>\$40,000</u></u>

Unappropriated Ending Fund Balances are not appropriated.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 9th day of June, 2015

Chair

Board Secretary

Director

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
RESOLUTION TO IMPOSE TAX
RESOLUTION NO. 1816**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby imposes the taxes provided for in the adopted budget at the rate of \$4.7641 per \$1,000 of assessed value for operations and in the amount of \$21,939,410 for bonds; and that these taxes are hereby imposed and categorized for tax year 2015-16 upon the assessed value of all taxable property within the district.

	Education	Excluded from Limitation
General Fund	\$4.7641/\$1,000	
Debt Service Fund		\$21,939,410

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 9th day of June, 2015

ATTEST:

Chair

Board Secretary

Director

**BEND-LA PINE SCHOOLS
ADMINISTRATIVE SCHOOL DISTRICT NO. 1
DESCHUTES COUNTY, OREGON
2014-15 SUPPLEMENTAL BUDGET
RESOLUTION NO. 1817**

BE IT RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby increases the 2014-15 General Fund budget in the amount of \$1,100,000.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby directs that for the fiscal year beginning July 1, 2014 the adopted appropriations are hereby increased by the amounts shown below for the purposes indicated within the funds listed:

GENERAL FUND

Resources:

Formula Revenue (Tax + SSF + Federal Forest Fees)	\$ 1,100,000
Total Resources	<u>\$ 1,100,000</u>

Requirements:

1000 Instruction	\$ 1,100,000
Total Requirements	<u>\$ 1,100,000</u>

Notes: This budget appropriation increase is necessary for increased revenues in State School Fund. State School Fund formula revenue increased due to additional enrollment growth and additional state-wide formula revenue. We are increasing appropriations in instruction with these additional revenues.

BE IT FURTHER RESOLVED, the Board of Directors of Administrative School District No. 1, Deschutes County, hereby transfers appropriations for the fiscal year beginning July 1, 2014, for the purposes indicated within the fund listed:

GENERAL FUND

Requirements:

1000 Instruction	\$ 1,300,000
2000 Support Services	\$ (1,300,000)
Total Requirements	<u>\$ -</u>

Notes: This budget appropriation transfer is necessary for increased expenditures in instruction.

Moved by _____ Seconded by _____

YES votes _____ NO votes _____

ADOPTED this 9th day of June, 2015

ATTEST:

Chair

Board Secretary

Director

Executive Summary

Jay Mathisen, Assistant Superintendent of Human Resources & Strategic Planning

Contract Ratification

The Bend Education Association (BEA), BLAST, Confidential and Assistant Superintendent's contracts will be reviewed and made available to the board for approval at the June 9, 2015 meeting.