

**Bend-La Pine Schools
Bend, OR 97703
December 10, 2019**

Regular Meeting at 5:30 p.m.

The Board of Directors for Bend-La Pine Schools will meet in a regular meeting at 5:30 p.m. on December 10, 2019 in room 314 at the Education Center, 520 NW Wall Street, Bend OR.

Agenda

Call to Order	Co-Chair Craig
Pledge of Allegiance	Caroline Skidmore
Review of Agenda	Co-Chair Craig
Public Input <i>This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Visitors are asked to state their name and topic and have a maximum of three minutes to address the Board.</i>	Co-Chair Craig

Consent Agenda

Approval of Minutes –November 12, 2019 <i>Reference: ORS 192.650 and ORS 332.057</i>	Co-Chair Craig
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Jay Mathisen

Action Items

EL 3 : Treatment of Students, Parents / Guardians & the Public Update	Co-Chair Craig
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Reports

2018-19 Alternative Learning Options Evaluation Report	Kathy McCullum, HDESD
Ends Report	Superintendent Mikalson
Excellence & Equity Update	Lora Nordquist
Secondary Attendance Area Review Update	Superintendent Mikalson
Financial Update	Brad Henry

Discussion

Superintendent Vacancy Next Steps	Co-Chair Craig
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Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

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

**Bend-La Pine Schools
Board of Directors Meeting Minutes**

Meeting Date: November 12, 2019

Meeting Location

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

Board Members Present

Julie Craig
Carrie Douglass *via teleconference*
Melissa Barnes Dholakia
Shimiko Montgomery
Caroline Skidmore
Amy Tatom
Dr. Stuart Young *left meeting at 7:15 p.m.*

Call to Order

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

Recognition & Appreciation for Charlotte VanValkenburg

Superintendent Mikalson noted the recent passing of Summit High School Robotics Coach, Charlotte VanValkenburg, and shared about her efforts and contributions to the school and district. Caroline Skidmore also shared about VanValkenburg's work and impact and asked all in attendance to take a moment of silence in her honor.

Public Input

Scott Brees, shared about the Summit High School robotics team and invited board member to attend a robotics tournament on December 14 at Pilot Butte Middle School. He thanked the board and district for their continued support of robotics programs.

Matthew Haney, parent and teacher in the district, shared about his experiences and the need for more student behavior and mental health support in schools, especially in South County schools. He asked that the district and board make additional supports a priority as they consider future budgets and staffing.

Katie Hayden-Lewis, Rural Services Director with Oregon Early Assessment and Support Alliance, shared about her work to provide systematic and early psychosis intervention for students. She and a group of students have been working to develop and create a poster to bring awareness about the program and resources available for students in need. Several students who participated in the poster project shared about their work and asked that the district consider allowing the posters to be hung in schools.

Michelle Mitchell, parent, shared her support of the poster project and the efforts to bring mental health into regular discussions and provide resources for those in need. She is hopeful the district will support posters being hung in all schools as suggested by the students.

Minnie Purinton, parent, shared her support of the poster project and appreciates the passion and dedication of the students who helped create the poster and their desire to help those in need and to provide their peers information about how to find and access resources.

Naomi Crummett shared ideas for the board to consider as they search for a new superintendent. She encouraged the board to seek out a diverse leader and spoke about the positive impacts a leader of non-dominant culture can have.

Sarah Douglass, parent and volunteer with Moms Demand Action, offered her support of Resolution 1892. She shared statistics of gun violence and spoke to the importance of safe storage and securing guns properly. She thanked the district and board for taking initiative on the issue to help keep children and the community safe.

Carol Shoemaker shared her concerns about active shooter drills taking place in schools and the trauma students are being exposed to by being part of the drills. She also shared ideas on ways to communicate the importance of safe gun storage to students and parents.

Carol Palmer, volunteer with the Tri-Country Response team, shared about her experiences and offered support of Resolution 1892. She said safe gun storage is critical and appreciates the district and board for their focus on safety while also being respectful to Second Amendment rights.

Janet Whitney, from the First Presbyterian Peace and Justice Committee, spoke about safe gun storage and the need for continued communication about safe storage being important for not only students but our community.

Julie Zwillich, parent, addressed the board about district issued iPads and her desire to learn more about student usage while at school and at home. She noted several areas that would provide valuable information in considering the appropriate uses of iPads; such as hours on the device, the use for instruction vs. non-instruction, effect on home dynamics, etc. She gave a handout to board members with her specific questions and would like to meet to discuss her ideas further.

Sharon Bellusci, parent, spoke about dyslexia and diagnosis of dyslexia in schools. She shared a handout with student reading data and asked that the district use school improvement funds to focus on reading instruction and interventions.

Co-Chair Craig recessed the meeting at 6:25 p.m. The meeting resumed at 6:35 p.m.

Consent Agenda

Superintendent Mikalson noted his letter of resignation at each board member's seat, effective June 30, 2020. He thanked the district, board (past and present) and community for their support over eight years he has been with the district and shared about the position he accepted with the High Desert Education Service District.

Stuart Young moved to approved the Consent Agenda. Melissa Barnes Dholakia seconded the motion. Unanimous approval.

Discussion

❖ Superintendent Vacancy Next Steps

Co-Chair Craig shared potential options the board has discussed regarding the hiring of the district's next superintendent. She noted the board is working to put together an RFP for a superintendent search firm should the board decide to move forward with a full search process.

Stuart Young extended his thanks to Mikalson for his leadership and complimented his integrity and guiding vision during his years as superintendent. He said the board is dedicated to moving quickly with a focus on hiring a leader to help continue moving the district forward.

Caroline Skidmore shared her hesitation about the costs associated to hiring a search firm and asked that the board be consciences of costs should they choose to hire a firm. Co-Chair Craig noted the district's Human Resources Department does not have the capacity to lead a full search and said she feels there is substantial return on investing in a quality superintendent search firm. Melissa Barnes Dholakia agreed and commented she was sad to hear of Mikalson's resignation because she was looking forward to working with him. She shared her thanks to Mikalson for his initiation of the Excellence and Equity Review and feels he is an excellent example of a servant leader and is excited to see him continue to lead in the region. Barnes Dholakia shared her thoughts on the RFP and timeline and is supportive of a full search process. Co-Chair Douglass agreed with fellow board members and was also supportive of a full search process. She encouraged internal candidates to apply and feels the district has a solid foundation which will attract excellent candidates. Discussion ensued on the superintendent search firm RFP process, costs, and next steps.

Young suggested that Co-Chair Craig, Co-Chair Douglass and Barnes Dholakia lead the superintendent search for the board and assign other board members work as they see necessary. All board members agreed and the three will move forward with the RFP to hire a search firm.

Reports

❖ EL 8 – Academic Programs : Academic Excellence Policy Monitoring Report

Lora Nordquist shared an update on the Excellence & Equity Review that is currently underway. To date, 37 listening sessions have been completed and over 1,800 families have responded to the online survey. The district will be reviewing themes from listening sessions and compiling data over the next weeks in preparation for the December report to the board. Shimiko Montgomery thanked Nordquist for her leadership, dedication and efforts with the review process.

Jay Mathisen introduced the EL 8 – Academic Programs: Academic Excellence Policy monitoring report, noting that the focus of tonight's report will be on three main areas of district work:

- Literacy Leadership Academy
- New Teacher Literacy Project
- High School English Language Arts PLC

Mathisen reviewed the executive summary in the board packet and highlighted the major accomplishments from 2018-19 and priorities set for 2019-20.

Instructional Coaches, Lindsley Gehrig and Jenn Montoya shared about the work of the K-5 Literacy Leadership Academy. The Literacy Leadership Academy has been a huge success and those who have participated are now serving as literacy leaders in their schools.

Gehrig and Montoya also shared about the New Teacher Literacy Project specifically at the elementary level. They highlighted new teacher and educational assistant literacy support efforts taking place, noting the classified staff training is a new addition to their program this year and has been exciting to see staff member's excitement and engagement in learning about literacy. Teachers and disciplinary literacy coaches at the secondary level, Jackie Greenwood and Alex Child, shared about the work their cohort has been focused on and the nuances of literacy in various disciplines like math, science, language arts, etc.

Michele Clements, Mt. View High School Language Arts teacher, shared about her work leading a professional learning community of high school language arts teachers. The PLC is currently working to review, update and align high school texts students read as part of their curriculum across the district. Clements also shared about regional efforts to partner with college level writing instructors to create a better understanding of what students need and are missing in their language arts education.

Mathisen thanked all presenters and noted the scale of work that goes along with each of the three areas discussed; all of which have the ultimate goal to improve literacy across all schools and use teacher leaders, who the district is fortunate to have many of. Superintendent Mikalson echoed Mathisen's sentiments and thanked all presenters for their work and dedication to improving literacy instruction.

❖ **Community Climate Action Plan Presentation : City of Bend & The Environmental Center**

Cassie Lacy with City of Bend and Jackie Wilson with the Environmental Center shared the City of Bend's Community Climate Action Plan that will be reviewed and voted on by Bend City Councilors in December. Lacy reviewed plan's four areas of focus and strategies associated with energy supply, transportation, energy in buildings and waste and materials. Wilson shared how the district's current sustainability plan aligns with the climate action plan. Andrew Skidmore, student representative on the Climate Action Committee, shared about his work on the committee and spoke about the urgency for action to mitigate climate change.

Lacy asked the board and district to consider writing a letter of support for the Climate Action Plan in preparation of City Council's December vote. She also asked for feedback about the plan and if there are any areas the district would be interested in partnering with the city on. Co-Chair Craig asked Wilson how schools are currently educated on the district's sustainability plan and any challenges. Wilson shared her desire help update the sustainability plan in the near future and recommunicate it out to schools. The most challenging part of sustainability efforts is establishing a culture and being consistent across the district in sustainability efforts. Skidmore asked what is needed from the board to support the plan. Lacy said just a general letter of support would work. Bend-Parks and Recreation's board heard this presentation recently and have since provided a letter of support. Co-Chair Craig thanked Lacy, Wilson and Skidmore for their work on the plan and the presentation.

❖ **PERS Matching Grant Fund**

Brad Henry reviewed the executive summary in the board packet which further explains the Employer Incentive Fund (EIF). In the 2019 legislative session, SB 1566, passed and created the EIF, which is designed to help employers reduce their unfunded actuarial liability reducing their contribution rates to PERS in the future.

Henry reviewed the district's history with PERS side accounts, how the EIF works, and a proposal for participation. The proposal is for the district to make a lump-sum payment of \$1 million which will be funded by using a portion of the budgeted contingency (\$500,000) that is uncommitted at the end of the year. In addition, an additional \$500,000 of ending fund balance would be used for the payment. The payment would be accounted for with the 2020-21 budget and, if approved, payment would be made in August 2020. The application period to participate in the EIF is December 2. No board action required for the district to submit an application. Assuming the district is successful with the application, Henry said the district will begin to prepare the 2020-21 budget with the dollars assumed and board action will come as part of the regularly scheduled budget adoption timeline.

❖ **OSBA Legislative Policy Committee : Position 3 Election**

Co-Chair Craig shared that Courtney Snead, board member from Jefferson County 509J School District currently holds the OSBA Legislative Policy Committee, Position 3 position. Her term will expire on December 31, 2019. Snead is interested in continuing to serve and is the only candidate who has been nominated for the

position. Co-Chair Craig noted Sneads nomination and resume, included in the board packet, and said boards are asked to vote with official board action by no later than December 13, 2019.

Melissa Barnes Dholakia moved to support Courtney Snead from Jefferson County 509J School District for the OSBA Legislative Policy Committee, Position 3. Amy Tatom seconded the motion. Unanimous approval.

❖ **Resolution 1892 : Safe Gun Storage**

Co-Chair Craig reviewed Resolution 1892: Safe Gun Storage in the board packet and offered time for comment or discussion. Barnes Dholakia suggested, that once the resolution is approved, the board review Executive Limitation 3: Treatment of Students, Parents/Guardians and the Public to update and align with the language in Resolution 1892. Co-Chair Craig agreed and suggested the board review EL 3 at the December 10 board meeting.

Caroline Skidmore moved to adopt Resolution 1892: Safe Gun Storage. Shimiko Montgomery seconded the motion. Unanimous approval.

Board Comments

Caroline Skidmore shared about her recent visit to Bend Tech Academy at Marshall High School and the conversations she had with their leadership class. Questions and concerns around the PE program, transportation, and wanting to share more about their school were major themes of their conversations. She also attended the Cascade Advisory Counsel and AVID showcase at Redmond Middle School.

Amy Tatom thanked those who addressed the board about mental health and safe gun storage and agreed with the importance of continuing to discuss and improve communication about both topics. She is also interested in having conversations around the use of technology in the classroom and at home.

Melissa Barnes Dholakia also appreciated public input and thanked the students who spoke about mental health and their work to bring awareness of available resources for those in need. She shared her appreciation for the EL 8 presentation and the district's focus on literacy and noted the value of having teacher leaders train, lead and use their collective genius to support one another.

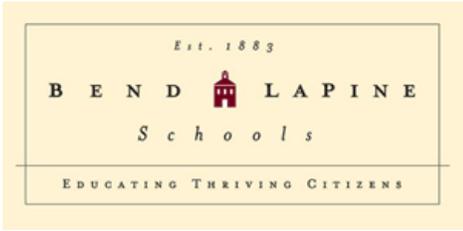
Co-Chair Douglass attended the Education Foundation's Principal for a Day luncheon and felt it was a powerful event; she appreciated hearing the comments from community members about how impressed they were with the work of the principals they were partnered with. She also thanked Superintendent Mikalson for his leadership during his years with the district.

Shimiko Montgomery appreciated the public input portion of the meeting and hearing about the district's work on literacy and the professional support being provided to staff members.

Co-Chair Craig shared she was a guest speaker in an AVID class at La Pine Middle School. She also appreciated public input, especially hearing from students who are passionate and leading efforts to support their peers.

Meeting adjourned at 8:32 p.m.

Recorded by: Andrea Wilson



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

(541) 355-1109 FAX

DATE: December 6, 2019

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

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

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

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on December 10, 2019. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Aylor, Rebecca	Dean of Students PS108118TMP	Mountain View HS	Temporary Full Time	12/10/2019
Hurst, Sarah	SPED Teacher PS108112TMP	Special Programs	Temporary Part Time .50 FTE	12/10/2019
La Duke, Stacy	Counselor PS108116TMP	Realms HS/Skyline HS	Temporary Part Time .50 FTE	12/10/2019
Radomski, Gretchen	Language Arts PS108139TMP	Bend Senior HS	Temporary Full Time	12/10/2019

CERTIFIED RESIGNATIONS

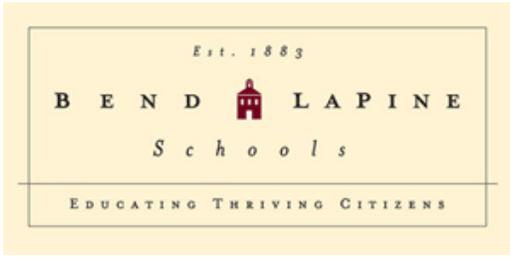
NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Marlowe, James	Language Arts Teacher	Bend Senior HS	08/26/2019 – 11/08/2019

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES



HUMAN RESOURCES

Education Center

520 N.W. Wall Street

Bend, Oregon 97703-2699

(541) 355-1100

Fax (541) 355-1109

December 5, 2019

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

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

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

The Human Resources Department recommends approval of the following hires, resignations, retirements, early retirements and rehires at the School Board meeting on December 10, 2019.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Abbott, Brenda	#107900 Nutrition Server I	Bear Creek	Reg 2.5 hrs / day	12/03/19
Ashby, Judith	#108035 EA – Student Instruction	Lava Ridge	Temp 3.20 hrs / day	11/15/19
Bone, Kimberly	#108095 Consulting Registered nurse	Special Programs	Temp 6.0 hrs / day	11/14/19
Clemans, Cheryl	#107900 Nutrition Server I	Summit	Reg 3.0 hrs / day	11/12/19
Garland, Anita	#108094 Consulting Registered Nurse	Special Programs	Reg 6.0 hrs / day	11/13/19
Gomez, Robert	#107932 Custodial Crew I	W.E. Miller	Reg 8.0 hrs / day	12/02/19
Hardy, Chris	#107932 Custodial Crew I	Juniper	Reg 8.0 hrs / day	11/21/19
Hill, Kellen	#107932 Custodial Crew I	High Lakes	Reg 8.0 hrs / day	11/21/19
Larsen, Serron	#108129 Bus Driver	Transportation	Reg 4.0 hrs / day	11/14/19
Ortman, Lydia	#107900 Nutrition Server I	Pilot Butte	Reg 3.0 hrs / day	11/12/19
Perez-Henao, Carla	#108110 Office Secretary I	Bear Creek	Temp 1.0 hrs / day	11/16/19
Potter, Julie	#107900 Nutrition Server I	High Lakes	Reg 3.0 hrs / day	11/15/19
Reynolds, Christina	#108084 Office Secretary I	Westside Village	Temp 2.0 hrs / day	12/03/19
Savage, Sabrina	#107900 Nutrition Server I	Marshall	Reg 2.0 hrs / day	11/12/19
Seifert, Titus	#107932 Custodial Crew I	Summit	Reg 8.0 hrs / day	11/21/19
Schaub, Carla	#108100 Nutrition Technician II	Highland	Regular 3.75 hrs / day	11/08/19



HUMAN RESOURCES

Education Center

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

Schierbeek, Nathan	#108117 EA – Student Instruction	Amity Creek	Temp 3.6 hrs / day	11/08/19
Shucha, Jared	#107771 EA – Student Inclusion	Ponderosa	Temp 6.5 hrs / day	11/09/19
Sieveking, David	#108129 Bus Driver	Transportation	Reg 4.0 hrs / day	11/12/19
Smith, Alexis	#107771 EA – Student Inclusion	W.E. Miller	Temp 6.5 hrs / day	11/04/19
Tieben, Teresa	#107900 Nutrition Server I	Mountain View	Reg 3.25 hrs / day	11/12/19
Yurkovich, Natalie	#108086 EA – Student Instruction	High Lakes	Temp 2.0 hrs / day	11/24/19

Classified Resignations

Name	Position	Location	Resign Date
Brown, Jerry	Custodial Crew I	High Lakes	08/26/19 – 11/05/19
Kraft, Jamie	EA – Inclusion	La Pine High School	09/05/17 – 11/22/19
Torres-Seufert-Snow, Melissa	Nutrition Server I	North Star	10/22/19 – 11/22/19
Hatton, Elizabeth	School Secretary I	Rosland	09/21/18 – 12/20/19

Classified Retirements

Name	Position	Location	Resign Date
Boyce, Mark (Scott)	School Bus Monitor	Transportation	12/16/13 – 11/22/19
McClung, John	Custodial Crew I	Pilot Butte	12/15/99 – 12/20/19
Plomski, Robert	Bus Driver	La Pine Transportation	10/18/04 – 01/31/20

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

Name	Position	Reason	Rehire Date
Dodge, Richard	Custodial Foreman	Rehire through 06/30/20	01/01/20
McMurray, Carol	EA - Student Instruction	Rehire through 06/12/20	01/01/20
Ross, Joan	EA - Student Instruction	Rehire through 06/12/20	01/01/20

TREATMENT OF STUDENTS, PARENTS/GUARDIANS & THE PUBLIC

With respect to interactions with all stakeholders (students, parents/guardians, and the public), the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent shall not:

1. Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:
 - a. Open, honest and effective communication in all written and interpersonal interaction. This includes providing communication in other languages as needed.
 - b. Respect for others and their opinions.
 - c. Focus on common organizational goals as expressed in Board policies.
2. Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with any form of illegal discrimination.
3. Use methods of managing information that fail to protect confidential information.
4. Fail to provide and communicate a process for the timely handling of complaints.
5. Fail to involve stakeholders in an advisory capacity regarding district-level matters at the board's direction.
6. Tolerate any behaviors or actions that hinder the academic performance or the well being of students.

In addition to the above, with respect to interactions specifically with students and/or their families, the Superintendent shall not:

1. Fail to develop a comprehensive school safety program and protocols, **that includes secure campuses, threat assessment, emergency planning, and communication on safe storage practices of firearms.**
2. Fail to invite student and parent/guardian evaluation (via survey) of their educational experience.
3. Fail to provide options to help meet individual student needs and learning styles, including alternative programs.
4. Fail to encourage parent/guardian involvement.
5. Allow fundraising that imposes undue burden on students and their families.
6. Fail to provide timely notice to parents/guardians and students about academic calendar changes.
7. Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.
8. Fail to protect students and parents/guardians who have voiced complaints from staff retaliation within the school environment.
9. Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment. Policy shall not fail to include:
 - a. A means of communicating discipline policy to all students annually;
 - b. Prohibition of illegal drugs (including marijuana), alcohol or tobacco products by students and adults on school property and at school-sponsored events;

- c. Prohibition of weapons by students and adults on school property and at school-sponsored events in accordance with GBJ-AR (with exceptions pursuant to state law).
 - d. Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.
-

Replaces: BD GOV A.1
BD GOV A.1.A
BD GOV A.1.B

Originally Adopted: 11/10/2015

Reviewed / Amended: 12/10/2019

Monitoring Method: Report to the Board

Monitoring Frequency: Annually

draft 12.10.19

Contract & Charter School Evaluations

2018-2019

Bend-La Pine Schools

December 10, 2019

**Prepared by: Kathy McCollum
Alternative Learning Options Coordinator
High Desert Education Service District**

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS 2018-19

Prepared by Kathy McCollum

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

In October 2006, the Bend –La Pine School Board requested additional information regarding the performance of the Contract and Charter Schools. The results for the 2018-19 school year are included as **Attachment B** and are titled *Contract/Charter School Qualifiers – 2018-2019*. Data from the matrix qualifiers include: 1) students served; 2) assessment results; 3) credits earned; 4) students achieving a high school diploma; and 5) students achieving a GED. This data has been graphed and is included as **Attachment C**. Contract and Charter Schools' Smarter Balanced Assessment Results can be found in **Attachment D**.

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

For the purposes of ORS 336.635(1), all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Each private alternative education program must register with the Oregon Department of Education. Applications are due by March 31. Included in this report are letters from ODE, which verify the contract programs sponsored by Bend-La Pine applied within the required timelines and have been approved for the 2019-2020 school year. These contract programs include COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge.

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

Included with this Executive Summary are the 2018-2019 evaluation reports for:

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

The most significant accomplishments of these programs for 2018-19 are:

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

All Contract and Charter Schools evaluated have met the conditions set forth in their respective contracts.

Recommendations:

I recommend that the Bend-La Pine School Board:

- 1) Accept these reports as written.
- 2) Approve new contracts for the 2020-21 school year for all the Contract Schools evaluated.

ATTACHMENT A

Evaluation of Alternative Learning Options

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

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

1. Staff

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

2. Curriculum

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

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

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

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

3. Discrimination

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

4. Registration (Private alternative programs only)

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

5. Site Evaluation

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

6. Tuition and Fees

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

7. Contract

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

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

8. Expenditures

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

9. Achievement of Standards

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

10. Attendance

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

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

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

Legal References:

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

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

ATTACHMENT B

2018-2019 Qualifier Matrix

**Bend-La Pine Schools
Contract/Charter School Qualifiers
2018-19**

Demographics	Bend International School - BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
# of Students Enrolled: In District/Out of District	195 In District 12 Out of District	360 In District 0 Out of District	44 In District 75 Out of District	113 In District 14 Out of District	2 In District 161 Out of District	0 In District 31 Out of District	7 In District 318 Out of District
% on IEPs	13%	18% (65)	39%	9.4%	40%	23%	21%
% of ELLs	3%	-	2%	1%	0	0	15%
% of Economically Disadvantaged	46%	42% (148)	100%	20.5%	163	0	34.5%
Ethnicity: White/Latino	182/25	323 90% 37 10%	85/16	120/7	99/35	White 27, Black 3 Latino 1	152/148

Academic Success	Bend International School - BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
OAKS Assessments: English Language Arts Math	Read 69% pass Write 52% pass Math 54% pass	48 met ES Writing OR Skills samples 27 out of 48 11 th graders opted out	Reading 2 students pass Math 1 student pass	Read 62% pass Write 50% pass Math 19% pass	Read 83% pass Write 50% pass Math 20% pass	Read 100% pass Write 60% pass Math 60% pass	Read 30% pass Write 31% pass Math 10% pass
MAPS	Academic Progress K-8/207						
easyCBM				K-4 127 students			
DIBELS	K-3 90 students						
STAR: Reading Math					See Note #1	See note #2	
Work Keys		9 Reading/19 Math met Essential Skills					24 students met Essential Skills 7.4%
TABE							278 took test
WIAT						See note #2	
PSAT: Reading Math						2 students met Essential Skills	
SAT: Reading /Writing Math						2 students met Essential Skills	
ACT: Reading/Writing Math						1 student met Essential Skills	

Coursework	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
# of Credits Attempted	N/A	166	23.75		407	136.5	2169
# of Credits Earned		129	23.75		407	128.75	2169

Graduation/GED	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
# of Program Graduates		103	N/A		141	6	278
# Dropped from Program		87	N/A		21	7	47
Return to High School Enrolled Year End		44 59	110		129	13	233
Median Length of Program Stay		44 days	Median-4 days Average-6.8 days		Ranch 6 mo./J5 2 months	13.6 months	22 weeks
# of Students Earning Diplomas		103	1 (Finished work here. Diploma granted via Bend-La Pine School District; Diploma will not show up on JDEP records)		15	3	22
# of Students Earning GEDs		190	0		15	0	15

Other Accomplishments	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
	Facility expansion		# of students to take at least on LetsGoLearn test 113 of 119 students. (Three students did not test because they had tested in previous school year				# of students NCRC testing 40
	Successful Sister School Trip with 7 th /8 th to Mexico		# of Math LetsGoLearn tests completed 110				# of students passing ASVAB Test 132
			# of Reading LetsGoLearn tests completed 127				Total hours of community service 24,953

J Bar J Boys Ranch/J5 - Note #1

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

1. Based on STAR Reading assessments, the average scores of students who tested below grade level are 5.0 grade levels below grade level at enrollment
2. Average grade level gains in Reading are 2.0 grade levels

Math: 64% of students tested below grade level at time enrollment.

1. Based on STAR Math assessments, the average scores of students who tested below grade level are 2.9 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.9 grade levels.

Writing: No data available

Academy at Sisters - Note #2

Reading: 30% of students tested below grade level at time of enrollment

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

Math: 29% of students tested below grade level at time of enrollment.

1. Based on WIAT testing and STAR Math assessments, the average scores of students who tested below grade level are 1.9 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.7 grade levels

Writing: 100% of students tested at grade level at time of enrollment

1. Based on WIAT testing, average scores are at grade level at enrollment.
Average grade level gains in Writing is 1.0 grade level
2. 54% of students met state writing standards in pre-test writing samples at time of enrollment. 100% of students met state writing standards in post-test work samples (6 month intervals).

2018-19 Smarter Balanced (state testing) - 8th & 11th grade students tested

J Bar J Boys Ranch (% passed)

Academy at Sisters (% passed)

Reading Writing Math

Reading Writing Math

83% 50% 20%

100% 60% 60%

PSAT: 2 students met essential skills
SAT: 2 students met essential skills
ACT: 1 student met essential skills

Boys Ranch

Academy

Credit deficient at time of enrollment

82%

27%

Current on credits at discharge

52%

100%

Students on active IEP's

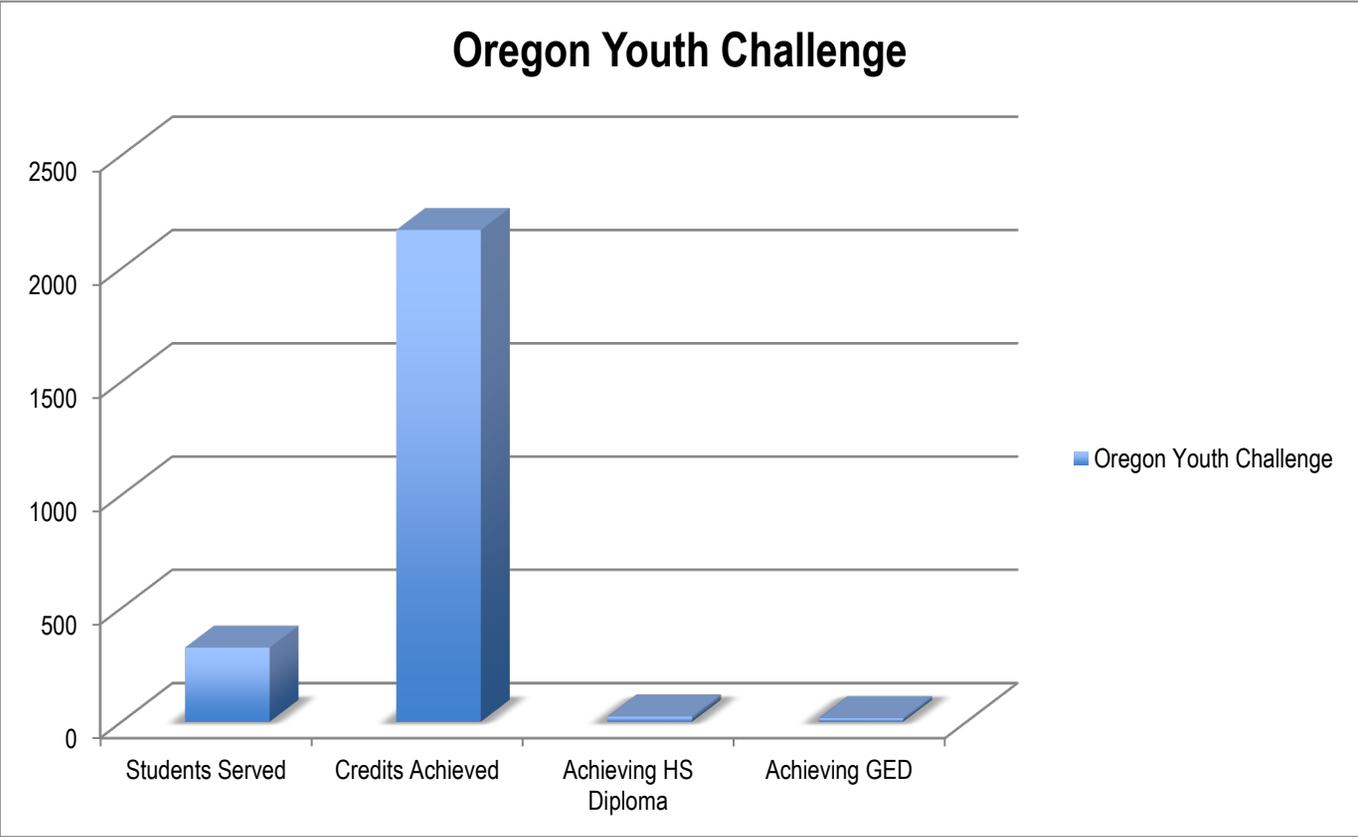
40%

23%
13% 504 Plan

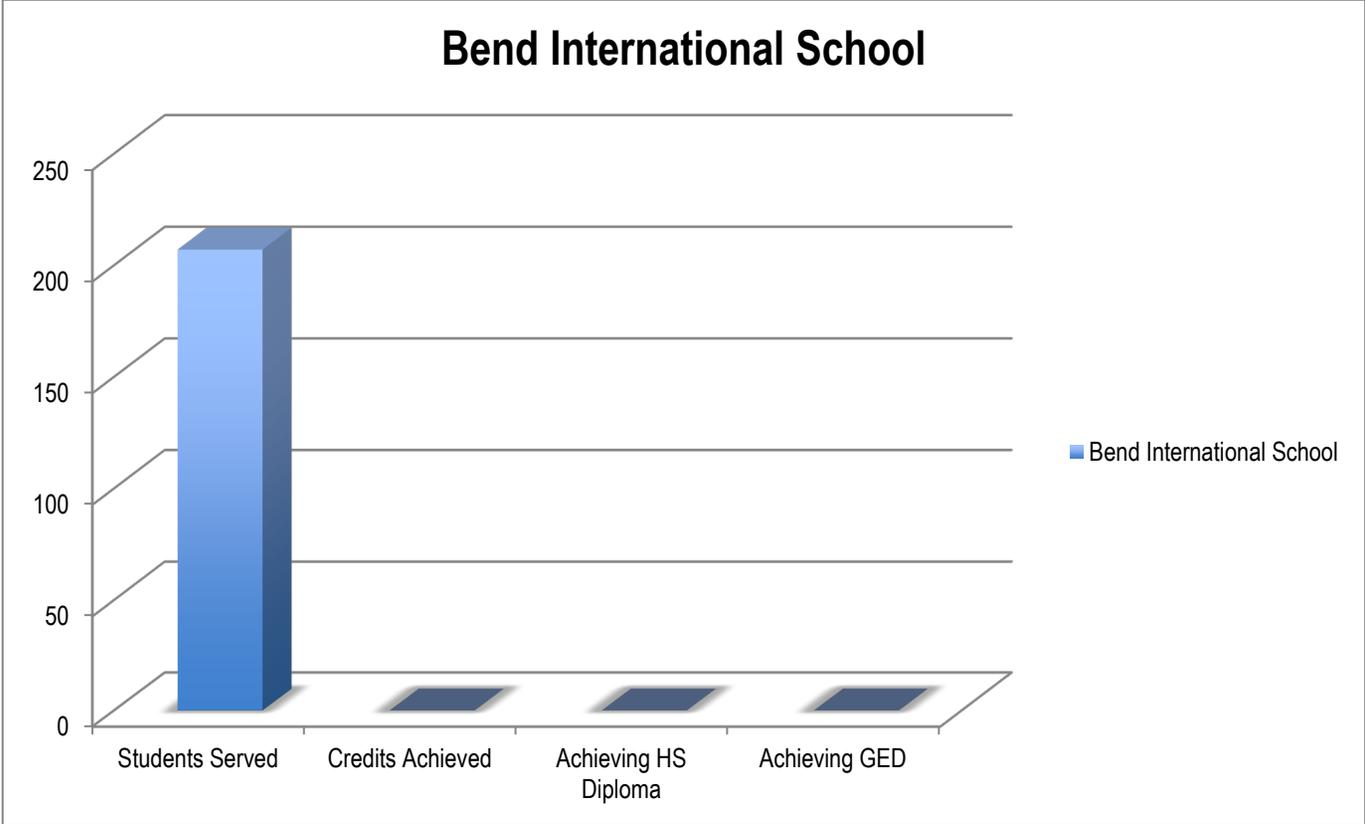
ATTACHMENT C

Data and Graphs

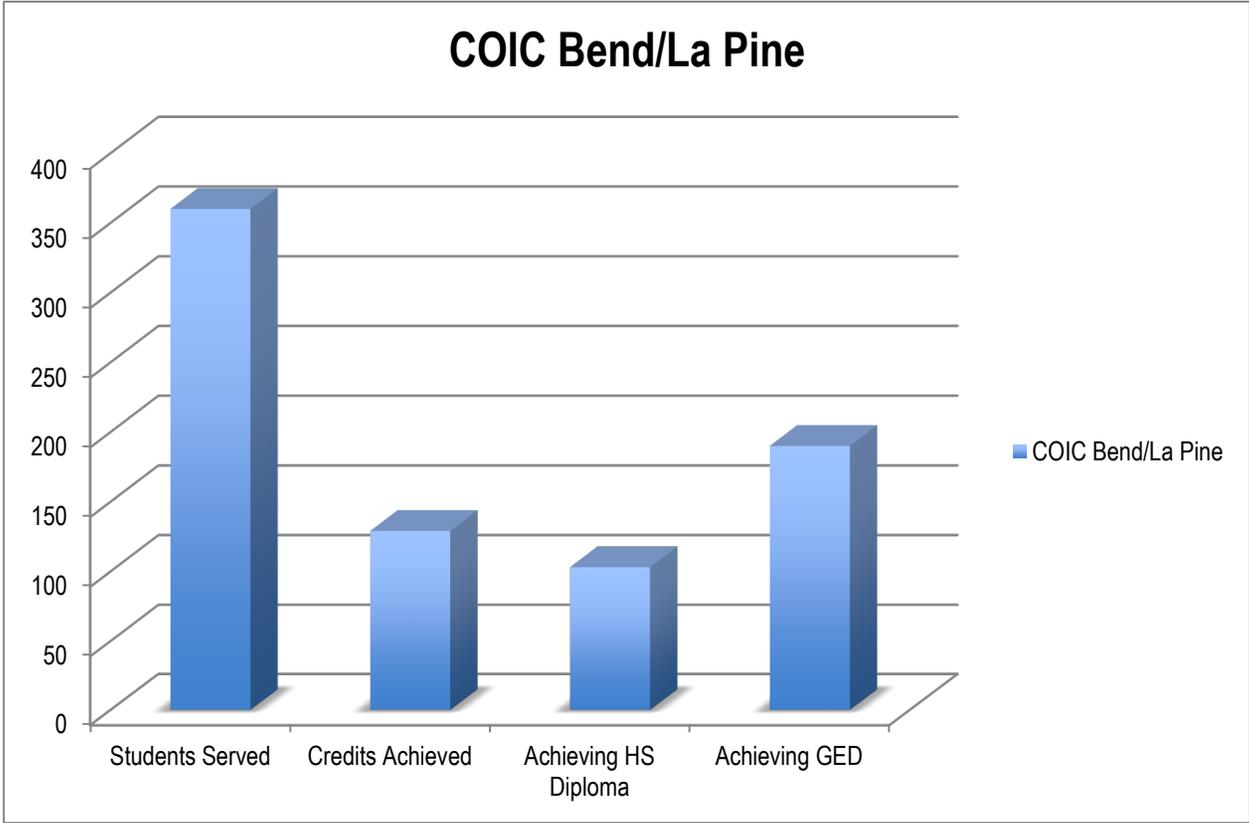
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Oregon Youth Challenge	325	2,169	22	15



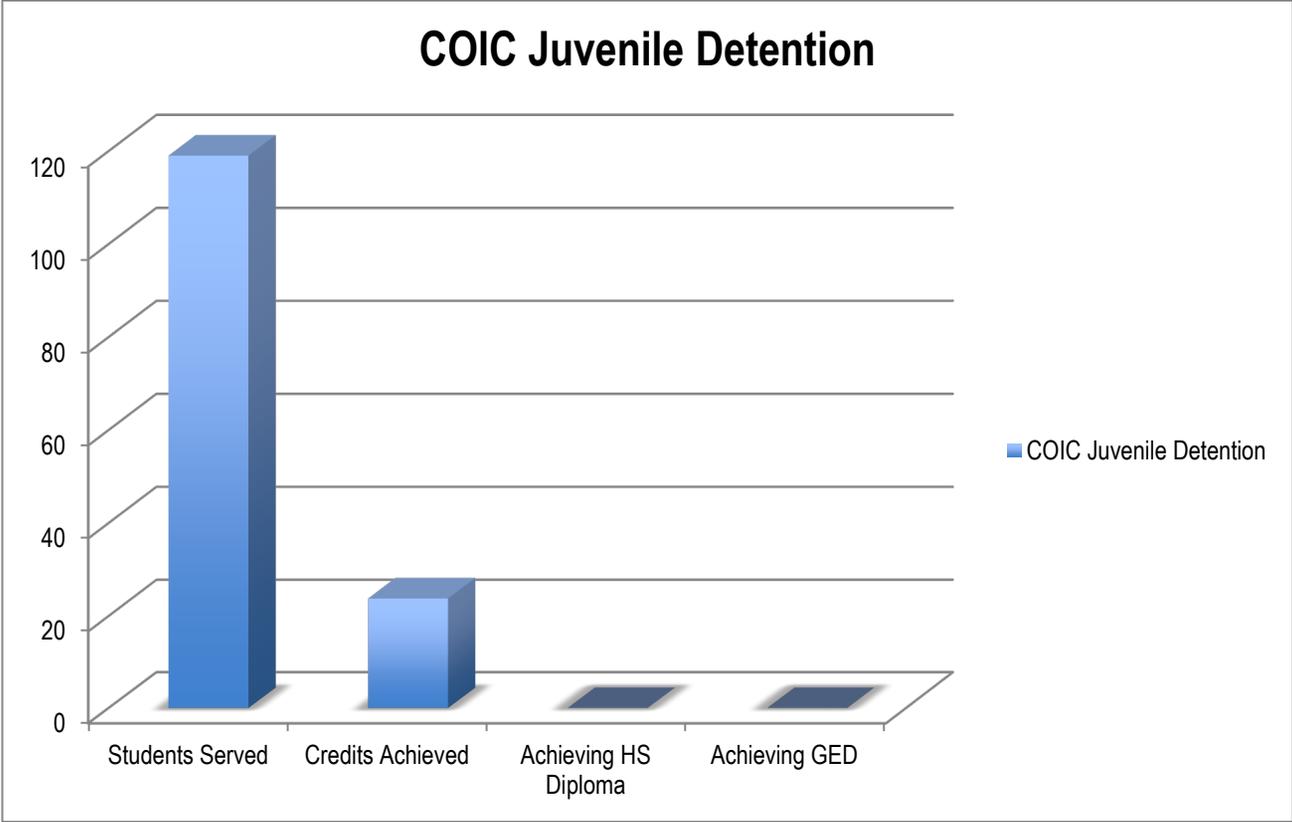
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Bend International School	207	N/A	N/A	N/A



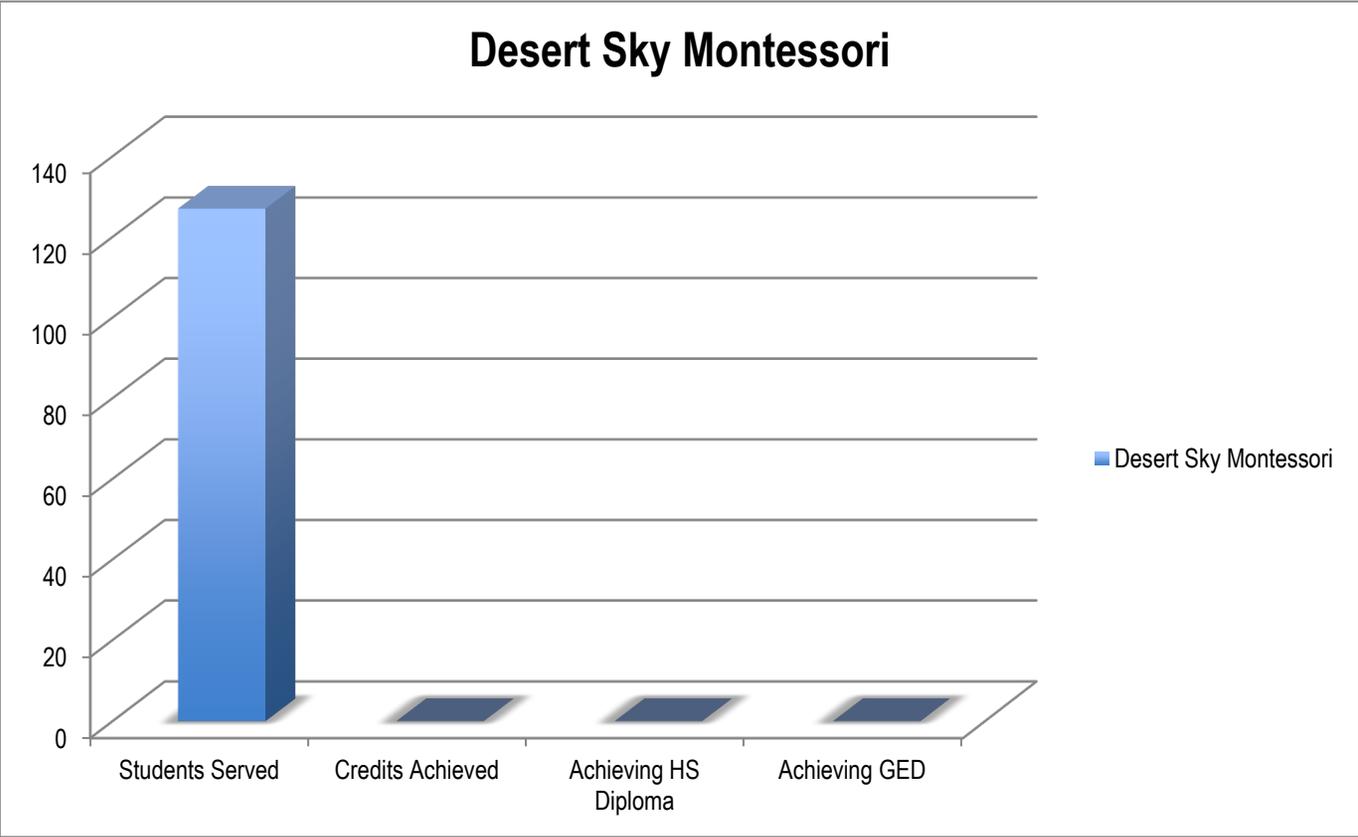
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Bend/La Pine	360	129	103	190



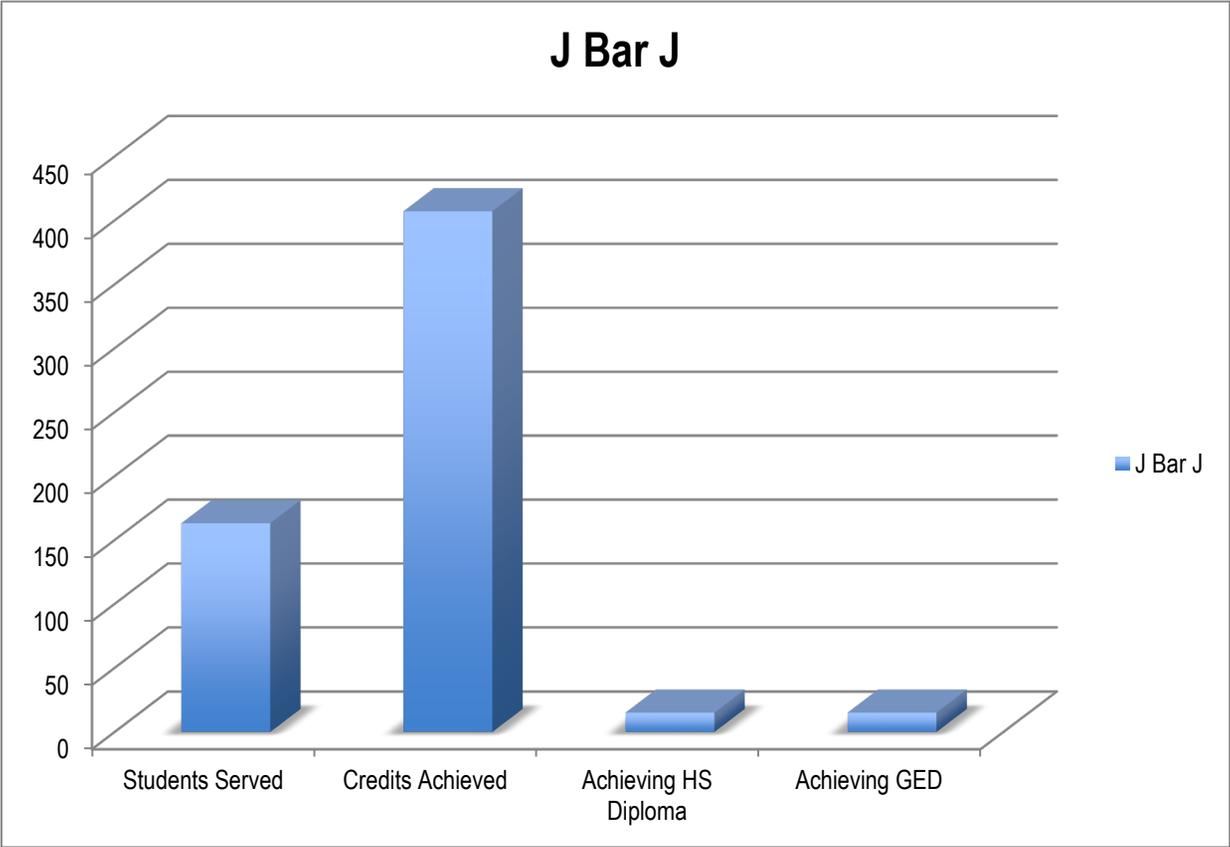
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Juvenile Detention	119	23.75	N/A	N/A



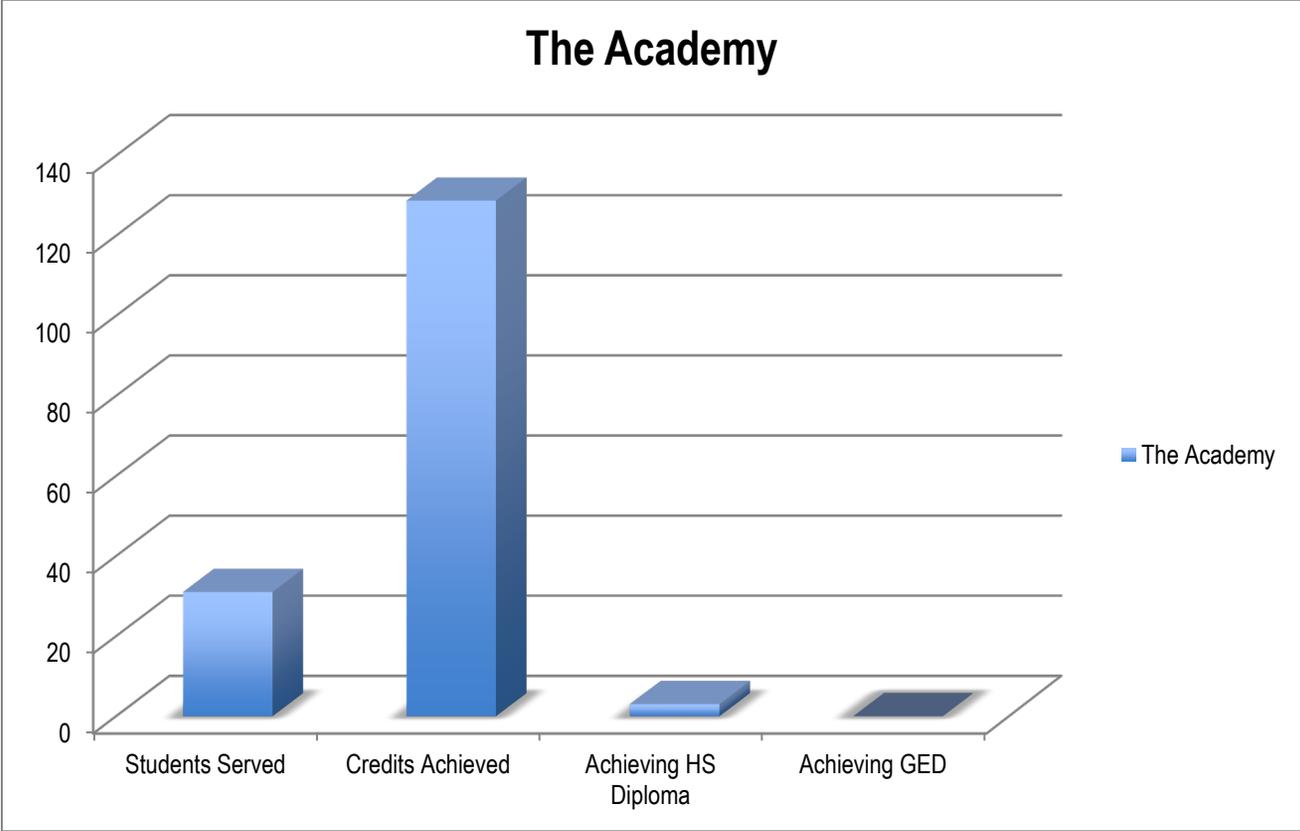
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Desert Sky Montessori	127	N/A	N/A	N/A



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
J Bar J	163	407	15	15



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
The Academy	31	128.75	3	0



ATTACHMENT D

Smarter Balanced Assessment Results

ALTERNATIVE EDUCATION 2018-19 Smarter Balanced Test Results

	ELA		ELA				Total Student s	Reading				Total Student s	Writing				Total Student s	MATH		Math				Total Student s						
	Yes	No	1	2	3	4		1	2	3	4		1	2	3	4		Yes	No	1	2	3	4							
Bend International School																														
Grade 3	24	0	0	3	7	14	24	1	4	5	14	24	4	2	10	8	24	24	0	1	2	12	9	24						
Grade 4	24	0	4	4	10	6	24	5	1	12	6	24	5	10	4	5	24	23	1	5	6	9	3	23						
Grade 5	23	0	6	4	6	7	23	7	1	6	9	23	6	4	6	7	23	23	0	9	8	3	3	23						
Grade 6	23	0	4	3	13	3	23	6	3	10	4	23	4	8	6	5	23	22	1	7	4	7	4	22						
Grade 7	20	4	3	3	11	3	20	5	0	10	5	20	3	7	5	5	20	19	5	2	9	4	4	19						
Grade 8	20	4	5	3	5	7	20	6	2	5	7	20	5	6	4	5	20	18	6	3	3	6	6	18						
TOTAL	134	8	22	20	52	40	134	30	11	48	45	134	27	37	35	35	134	129	13	27	32	41	29	129						
Percent Participation	94%		Percent Meeting/Exceeding				69%	Percent Meeting/Exceeding				69%	Percent Meeting/Exceeding				52%	91%		Percent Meeting/Exceeding				54%						
<i>7 Students Opted Out</i>																								<i>11 Students Opted Out</i>						
Desert Sky Montessori																														
Grade 3	17	3	6	1	6	4	17	3	5	4	5	17	6	3	2	6	17	17	3	9	5	1	2	17						
Grade 4	10	5	1	1	3	4	9	1	1	2	5	9	2	2	4	1	9	10	5	2	5	2	0	9						
TOTAL	27	8	7	2	9	8	26	4	6	6	10	26	8	5	6	7	26	27	8	11	10	3	2	26						
Percent Participation	77%		Percent Meeting/Exceeding				65%	Percent Meeting/Exceeding				62%	Percent Meeting/Exceeding				50%	77%		Percent Meeting/Exceeding				19%						
<i>8 Student Opted Out</i>																								<i>8 Students Opted Out</i>						
COIC - La Pine																														
Grade 11	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0						
TOTAL	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0						
Percent Participation	0%		Percent Meeting/Exceeding					Percent Meeting/Exceeding					Percent Meeting/Exceeding							Percent Meeting/Exceeding										
COIC - Bend																														
Grade 11	0	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44	0	0	0	0	0						
TOTAL	0	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44	0	0	0	0	0						
Percent Participation	0%		Percent Meeting/Exceeding					Percent Meeting/Exceeding					Percent Meeting/Exceeding							Percent Meeting/Exceeding										
<i>27 students opted out of Smarter Balanced</i>																														
J Bar J Learning Ctr-Acad at Sisters																														
Grade 8	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1						
Grade 11	3	0	0	0	2	0	2	0	0	1	1	2	0	0	2	0	2	2	2	1	1	0	0	2						
TOTAL	3	0	0	0	2	0	2	0	0	1	1	2	0	0	2	0	2	2	2	1	1	0	0	2						
Percent Participation	100%		Percent Meeting/Exceeding				100%	Percent Meeting/Exceeding				100%	Percent Meeting/Exceeding				100%	50%		Percent Meeting/Exceeding				0%						
J Bar J Learning Ctr-Boys Ranch																														
Grade 7	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0						
Grade 8	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0						
Grade 11	5	1	0	1	1	0	2	0	1	1	0	2	0	1	1	0	2	5	2	1	0	0	0	1						
TOTAL	6	2	0	1	1	0	2	0	1	1	0	2	0	1	1	0	2	5	3	1	0	0	0	1						
Percent Participation	75%		Percent Meeting/Exceeding				50%	Percent Meeting/Exceeding				50%	Percent Meeting/Exceeding				50%	63%		Percent Meeting/Exceeding				0%						
OYCP																														
Grade 11	85	1	39	24	10	10	83	39	19	17	8	83	36	21	17	9	83	85	1	62	13	7	1	83						
TOTAL	85	1	39	24	10	10	83	39	19	17	8	83	36	21	17	9	83	85	1	62	13	7	1	83						
Percent Participation	99%		Percent Meeting/Exceeding				24%	Percent Meeting/Exceeding				30%	Percent Meeting/Exceeding				31%	99%		Percent Meeting/Exceeding				9.6%						

ATTACHMENT E

Fiscal Compliance



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

November 7, 2019

Kathy McCollum
HDESD
2804 SW Sixth Street
Redmond, OR 97756

Re: Alternative Learning Options Annual Review

Dear Ms. McCollum,

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

For the FY2018-19, the independent ALO providers and charter schools are substantially in compliance with contractual obligations.

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

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Roy Burling".

Roy Burling
Business Manager
Bend-La Pine Schools

BEND INTERNATIONAL SCHOOL (BIS)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2018-2019

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2019

Evaluator: Kathy McCollum

School/Program: Bend International School

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: N/A

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2020-21 school year with Bend International School.

Bend International Charter School

November 2019

Bend International School (BIS) is in its fifth year of operation as a K-8 charter school in the Bend-La Pine School District. We are proud to be the District's only international and now second charter school, and are committed to providing ALL students a world-class education. Our goal is to promote academic and social progress for all students by increasing student engagement through integrated international units of study that promote global competence.

Student Profile

BIS continues to attract a diverse group of students who enjoy hands-on learning, language and culture, project-based learning, and a close sense of community. People come to BIS for a variety of reasons - the international focus, the pedagogical approach, the small school size, the Spanish language component, and the K-8 structure. BIS is successful at serving the needs of many different types of learners, including minority, low-economic, English language learners, homeschooled students, special needs students, and students who have traditionally been unsuccessful in school.

We currently have a 51% student and staff "disadvantaged population" rate – which is a lump sum percentage, including minority, ELL, FRL, and SPED students and staff. BIS currently serves just over 25% of students who are new to the District, including homeschooled and private school students. For the academic year of 2018-19 BIS had a 47% FRL count.

Curriculum

BIS is proud to have modeled our program after Seattle International Schools which incorporates international education and integrated teaching into a cohesive K-8 learning paradigm where students are engaged in challenging real-world projects that promote global competence. BIS units of study are based on the Common Core State Standards, the Next Generation Science Standards, and the Oregon State Standards and Aero International Standards (Social Studies), used in many International and IB Schools around the world.

The three main components of the BIS Curriculum include:

- ◇ International Education
 - a) Units of study that promote Global Competence
 - b) Promotes a diverse student and staff population
 - c) World Language Program: Spanish (Immersion and more)
- ◇ Academic Excellence
 - a) High standards (CCSS, NGSS, International Curriculum - Singapore Math)
 - b) STEAM
 - c) Real-world learning
- ◇ Innovative Teaching
 - a) Integrated Units of Study
 - b) Project-Based Learning
 - c) Socio-emotional Learning (Tribes K-8 Curriculum), and the BIS Bands Character Education Program

Goals to be worked on during the 2018-2020 School Years (2 year goals)

GOALS:	STATUS:
<p>Develop and deepen the Spanish Immersion/Spanish Program at BIS</p>	<p>DONE 2018-19</p> <ul style="list-style-type: none"> ● Increased amount of bilingual staff ● Added Spanish as a foreign language (2 a week) for grades K-8 ● Form Spanish Program Committee to develop and strengthen program- work as a team to formulate plan and implement ● Increase Immersion by adding Math and Science in Spanish in K/1 <p>IN PROGRESS 2019-20</p> <ul style="list-style-type: none"> ● Increase Immersion by adding Math and Science in Spanish in K-2 ● Provided training and resources for Spanish Immersion teachers ● Purchased more Spanish curricular materials
<p>Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)</p>	<p>DONE 2018-19</p> <p>The BIS Board of Directors laid down the foundation for this plan. We have formed a School Site/Facilities Committee with individuals with experience in facilities, capital campaigns, finance, and real estate. The committee is working towards expanding our facility and adding a gym.</p> <p>The classroom expansion was completed summer of 2018.</p> <p>IN PROGRESS 2019-20</p> <p>The Gym is in construction now! The Site/Facility Committee meets regularly with architects and the Green Team to assure successful completion of the gym.</p>
<p>Continue with program development and staff development goals</p>	<p>DONE AND CONTINUING</p> <p>2018-19 BIS PD focused on tolerance/equity, science/garden training through OSU grant. BIS applied for a grant through OSU extension for a Science Professional Development workshop for our staff. We were awarded the grant and our staff is participating in 4 days of training, aligned with the NGSS standards. 2018 training was also done on Trauma Informed Care. August 2019 BIS hosted Teaching Tolerance workshop for all local educators.</p>

Continue to increase parent-community engagement and support	<p>2018-19</p> <p>We have successfully established a high functioning PTC organization to coordinate parent involvement throughout the school. The organization has become the BIS Amigos, for year 5.</p> <p>We hosted our 5th annual One World Gala Community Fundraiser, increasing community engagement and support and raising \$41,620 for our school.</p> <p>IN PROGRESS</p> <p>Developing the PTC Classroom Ambassadors to take on more of a leadership role in fundraising and whole school events.</p>
Strengthen the PTC's capacity and organization	<p>DONE and IN PROGRESS</p> <p>See above. The BIS Amigos meets regularly, and has developed the BIS Carpool Program to promote carpooling amongst our families.</p>
Strengthen local and international partnerships	<p>2018-20</p> <p>Continued partnerships include: Latino Community Association, Bethlehem Inn, New partnerships include: Guadalajara Department of Education, Jalisco, Sister Schools in Tlaquepaque, Mexico, Rotary Club of Greater Bend, OSU-Cascades, and Deschutes County wraparound services.</p>
Strengthen partnership and collaborative efforts with the Bend-La Pine School District	<p>2018-20</p> <ul style="list-style-type: none"> ● Close SPED collaboration with Josh Marks, Sean Reinhart, and Behavior Trainers ● Close mentorship with BIS District Liason , Dana Pederson. ● Open BIS PD opportunities to District Staff.
Increase academic achievement of BIS students	<p>DONE AND CONTINUING</p> <p>BIS Data shows high gains and achievement in all subject areas. We are especially proud of the growth our minority and ELL students have made.</p> <p>Refer to Academic Achievement section</p>
Increase social-emotional/progress of BIS students	<p>DONE AND CONTINUING</p> <p>BIS Data shows continued increasing student engagement levels.</p> <p>Refer to Academic Achievement section</p>
Increase diversity and global competence of BIS students	<p>DONE AND CONTINUING</p> <p>BIS students report feeling more connected globally and have increased their knowledge of the world.</p>

	<p>BIS students work towards eliminating racism and all forms of discrimination.</p>
<p>Develop the BIS School Garden and school-wide Global Sustainability Plan</p>	<p>DONE 2018-19</p> <p>The BIS Green Team has been formed of parent volunteers, teachers, and students to increase “green” and ecological practices at BIS. The BIS Garden and Greenhouse was constructed Spring 2017.</p> <p>BIS was awarded a School Garden grant in Spring of 2018 and installed irrigation in our School Garden. BIS students and staff enjoyed a bountiful harvest from the Spring 2019 Garden! BIS Families shared summer garden duties to keep our gardens happy and healthy.</p>

COIC

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2018-2019

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2019

Evaluator: Kathy McCollum

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

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2020-21 school year with COIC.

Bend and La Pine Programs Summary

November 2019

Program Overview

The COIC partnership with the Bend La Pine school District began in the 1990's and is constantly evolving. The GED-to-proficiency program is now in its fourth year and continues to improve the district's cohort graduation and completion rates. For the first time, cohort rates are included in this annual report. Appendix A lists the cohort outcomes by Bend La Pine high school for the 2015, 2016, 2017, and 2018 school years. Both the COIC program and Bend La Pine School Districts are cited as forward thinking in their pursuit of the SB 253 goal for 2025 in which 40% have a BA, 40% an AA or apprenticeship and 20% have a high school diploma or GED.

The Bend center has four teachers and a youth employment counselor and is located in the Worksource building that is opposite Pilot Butte. It serves Mountain View HS, Bend Senior High, Summit HS, and Marshall HS. The La Pine center employs one teacher and a youth employment counselor and is located approximately ¼ mile from La Pine High School, which it serves. The COIC youth work education component, funded by the Workforce Innovation Opportunity Act (WIOA), provides further assistance to at-risk youth in the form of a paid natural resources work-based component, funded on-the-job training and employment counseling.

The program is based on the GED exam that is given in four parts, Math, Language Arts, Social Studies and Science. Exam lengths range from 90 to 150 minutes and the passing score is 145. GED Testing Service (GEDTS) offers a pre-test, GED Ready (GEDr) for which a score above 150 indicates the candidate is likely to pass with some review and remediation. The COIC experience is that youth with pre-scores below 150 are unlikely to pass the exam. The program focus is on academically assisting youth whose pre-scores are below 150 and case managing the generally academically capable youth whose scores are above 150. Unfortunately, for all COIC youth, the life circumstances that prevented a smooth sailing to the diploma do not disappear, and, very few youths' pre-scores are above 150 in all areas.

Although proficiency credits are awarded for passing the GED exam, they do not tell the complete story of the nearly 200 youth who, since 2016, have earned the high school diploma in this manner. Meeting the Essential Skills component is also required for graduation and this is accomplished through Work Samples and the Work Keys test. Last year 48 youth met the writing requirement through work samples and 28 met math and reading through Work Keys. Additionally, most of the 143 credits earned were for the health, government, career and technical / fine arts and elective graduation requirements that had to be earned, sometimes only a few months before year end.

COIC students present challenges and rewards to our teaching staff: challenges, in that each youth has failed in the normal classroom setting due to deficient math, literacy or social skills; rewards, in that most youth overcome the deficiency and succeed academically in our program. Each youth has a unique combination of academic and socially limiting deficiencies that our staff must identify before cognitive growth occurs. This process is the hallmark of the COIC system and takes weeks, sometimes months, and is based on the dictum, "Everyone Counts." At COIC, everyone means everyone.

Improvement, by definition, means making something better than it was. The heart of any improvement plan, therefore, gives a clear, operationalized identification of what needs to be changed in order to improve student outcomes. In other words, a culture of school improvement seeks to make each year's outcomes better than the one before. Because the COIC program task is GED acquisition or high school diploma – a student who earns the GED or diploma is counted as a program success – operationalizing improvement means increasing the number of GEDs or diplomas earned. The program components are the following: (1) enrollment; (2) attendance; (3) proficiency base-level of math, language arts, social studies and science; (4) skills gains to pass the exam.

Bend Center Student Profile

- Grade level: Grade 12 (156); Grade 11 (108); Grade 10 (35)
- SPED or 504: (60)
- Race and Ethnicity: Hispanic or Latino (35); Not Hispanic (265); White (270); American Indian or Alaska Native (14); Hawaiian or Pacific Islander (7); African American (6).
- Gender: Female (112); Male (187)
- Socio Economic: Pregnant or Parenting (5); Receiving social Services (63); Enrolled WIOA (26) In the Juvenile Justice System (25); Homeless (21).
- As shown in Figure 1 below, enrollment is bimodal with peaks at 31-45 days and more than 90 days.

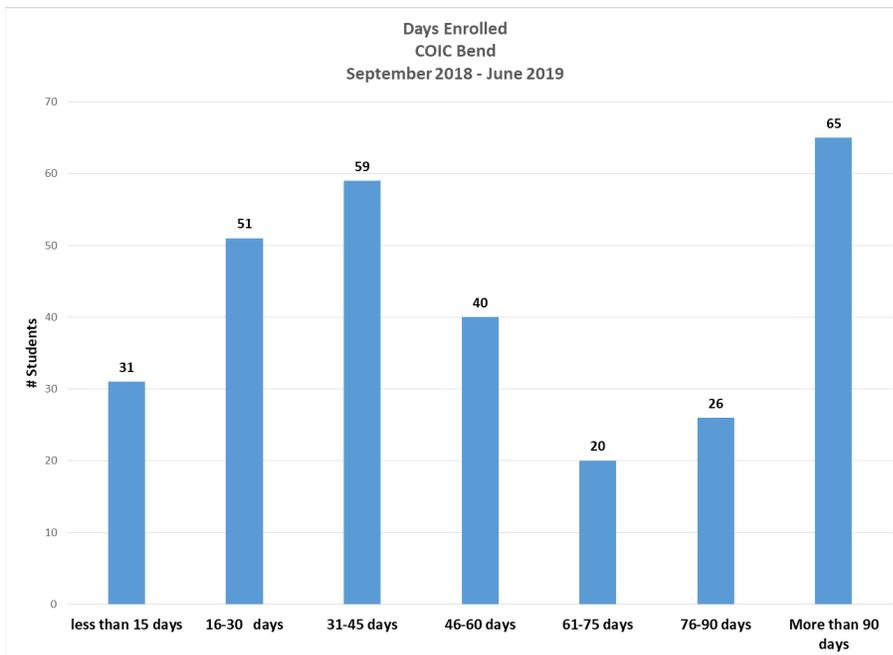


Figure 1.
Bend Center enrollment shown as number of students by number of days in the program.

Bend Center Academic Profile

Figures 2 and 3 below compare school year 2017 and 2018 GED pre-score Math and Language Arts distributions for youth in the Bend Center program. Scores below 150 indicate that passing the actual test is unlikely without remediation.

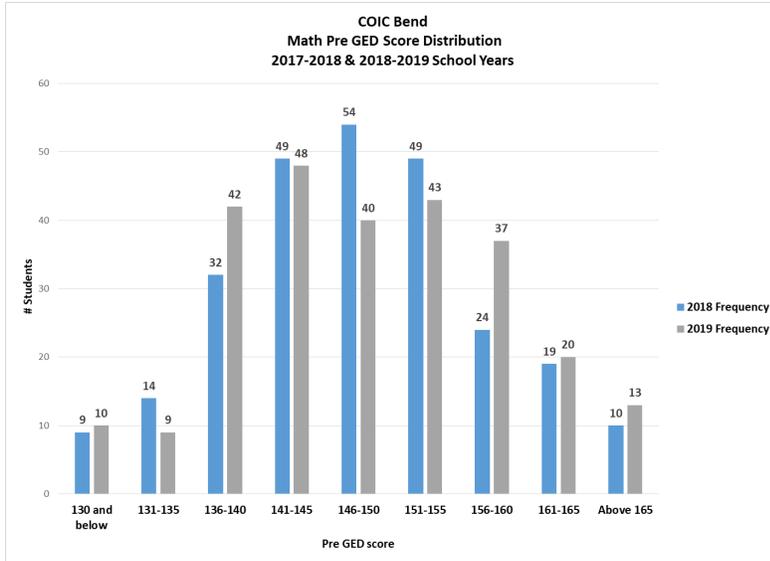


Figure 2
Bend Center Pre-GED Math scores

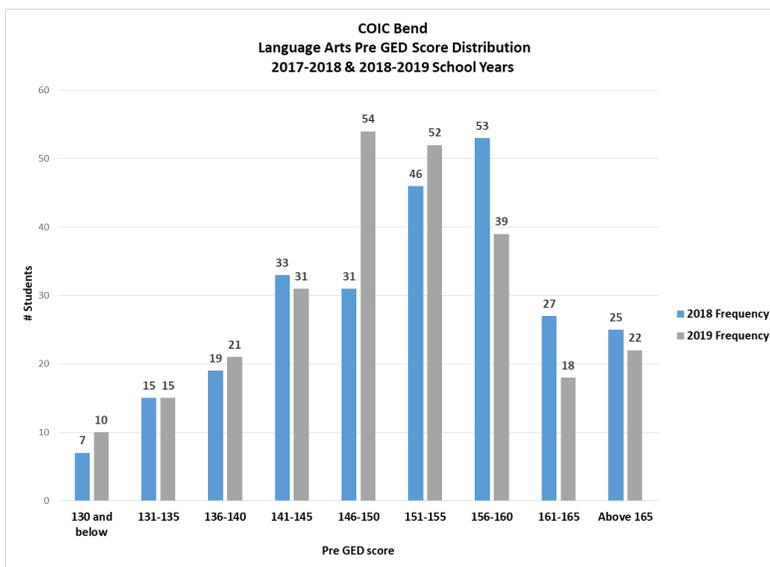


Figure 3
Bend Center Pre-GED Language Arts Scores

Bend Center Outcomes

Table 1

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

	2016 - 2017	2017 - 2018	2018 -2019
# Students Referred for GED	189	262	277
# Tests passed	368	676	714
GED Certificates	81	165 (Includes 81 who went on to earn diploma)	174 (includes 91 who went on to earn diploma) ^a
Students Referred for hs credits	93	47	23
Credits recovered	298 (does not include GED proficiency credits)	177 (does not include GED proficiency credits)	114 (does not include GED proficiency credits)
Graduates for district	44 (includes 13 GED to Diploma)	96 (includes 81 GED to Diploma)	95 (includes 91 GED to Diploma) ^b
Four Year Graduates	36	77	83 ^c
Four Year Completers	81	157	139 ^d
Five Year Graduates	46	80	- ^e
Five Year Completers	96	153	- ^f

Notes:

a: This includes 46 youth who will be part of the 2020 Four Year Completion Cohort and 15 who will be part of the 2021 Four Year Completion Cohort.

b: This includes 17 youth whose outcome will be included in the 2020 Four Year Graduate Cohort.

c: This includes 15 youth who completed in 2017-2018 and are part of the 2018-2019 Four Year Cohort.

d: This includes 47 youth who completed in 2016-2017 and 2017-2018 and are part of the 2018-2019 Four Year Cohort.

e and f: These totals will not be available until June 30, 2020.

Goals for the 2019-2020 School Year – Bend Center

1. Maintain the number of Graduates. This will include meeting the Essential Skills requirements by means of Writing Work Samples and Work Keys assessments in math and reading.
2. Maintain the number of GED passers achieved in 2018-2019.
3. Maintain the number of credits recovered to assist district graduation rates.

Progress on Goals for the 2018-2019 School Year – Bend Center

1. Maintain the number of Graduates. This will include meeting the Essential Skills requirements by means of Writing Work Samples and Work Keys assessments in math and reading.
Met. Success in this area is reflected by the nearly identical number of graduates.
2. Maintain the number of GED passers achieved in 2017-2018.
Exceeded.
3. Maintain the number of credits recovered to assist district graduation rates.
Exceeded. In 2017- 2018, 47 students earned 177 credits or 3.8 credits per student. In 2018-219, 23 students earned 114 credits or 5.0 credits per student.

2018-2019 Accomplishments and Events - Bend Center

1. Awarded HECC Grant—COIC was awarded the GED Wraparound Grant for interactive touch screens for all classroom, GED testing supports, teacher salary, and COCC tuition for 10 GED recipients. COIC received a similar grant in 2017.
2. Held Summer School for GED. Twenty-four students attended and nine passed the GED exam of whom 2 also earned the Diploma.
3. COIC's Youth Employment and Training performance:
 - a. 165 Youth enrolled in Federal DOL Grant, the Workforce Opportunity and Innovation Act (WIOA). All youth were engaged with goals in Education, Employment and Training or both.
 - b. 70 youth were placed in paid Work Experiences in local businesses from Warm Springs to La Pine utilizing both Federal and State grants. Work internships include: Forest Conservation, Medical, Veterinary Services, Administrative Assistant and Fire Fighting - EMT.
 - c. 2nd Quarter Employment Rate - 79% (OR requirement - 75%)
 - d. 4th Quarter Employment Retention - 51% (OR requirement - 50%)
 - e. Credential Attainment - 75% (OR requirement - 70%)
4. COIC 2019 graduation ceremony at the River House attracted over 250 family and friends. The Outside speakers was the State of Oregon GED administrator, Dr. Adrienne Ochs.

La Pine Center Student Profile

- Grade level: Grade 12 (19); Grade 11 (22); Grade 10 (14) Grade 9 (6). There were five fewer 11th and 12th graders and nine more 9th and 10th graders than last year. This contributed to the lower number of credits and GEDs earned.
- SPED or 504: 5
- Race and Ethnicity: Hispanic or Latino (2); Not Hispanic (58); White (59); American Indian or Alaska Native (0); Hawaiian or Pacific Islander (0); African American (1).
- Gender: Female (25); Male (35)
- Socio Economic: Pregnant or Parenting (1); Receiving social Services (14); Enrolled WIOA (5) In the Juvenile Justice System (5); Homeless (3).
- As shown in Figure 4 below, enrollment shows a peak at more than 90 days with clusters at 31-45, 16-30 and less than 15 days.

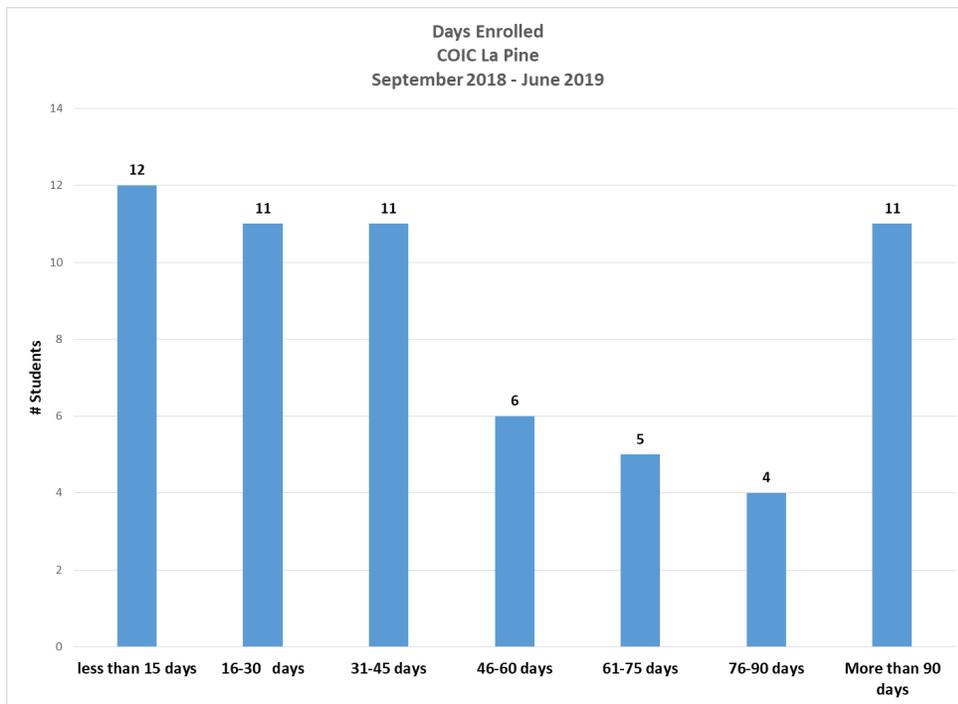


Figure 4

La Pine Center enrollment shown as number of students by number of days in the program.

La Pine Center Academic Profile

Figures 5 and 6 below compare school year 2017 and 2018 GED pre-score Math and Language Arts distributions for youth in the La Pine Center program. Scores below 150 indicate that passing the actual test is unlikely without remediation. As illustrated by the GED Math and Language Arts pre-score distributions, La Pine COIC students have greater challenges in passing the GED exam than their counterparts in Bend. Additionally, the distributions show that the students in 2018 had significantly higher Math and somewhat higher Language Arts pre-scores than those in 2019.

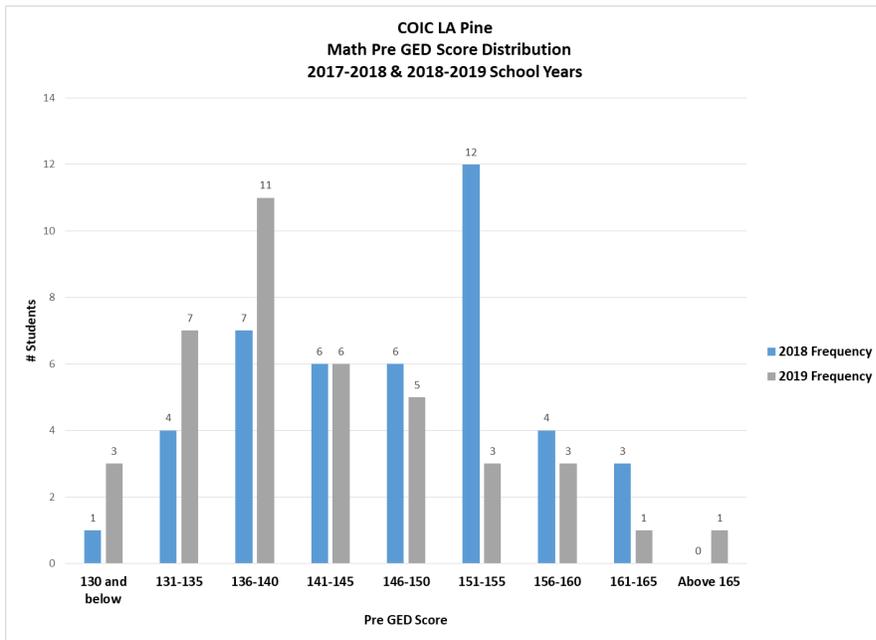


Figure 5
La Pine Center Pre-GED Math scores

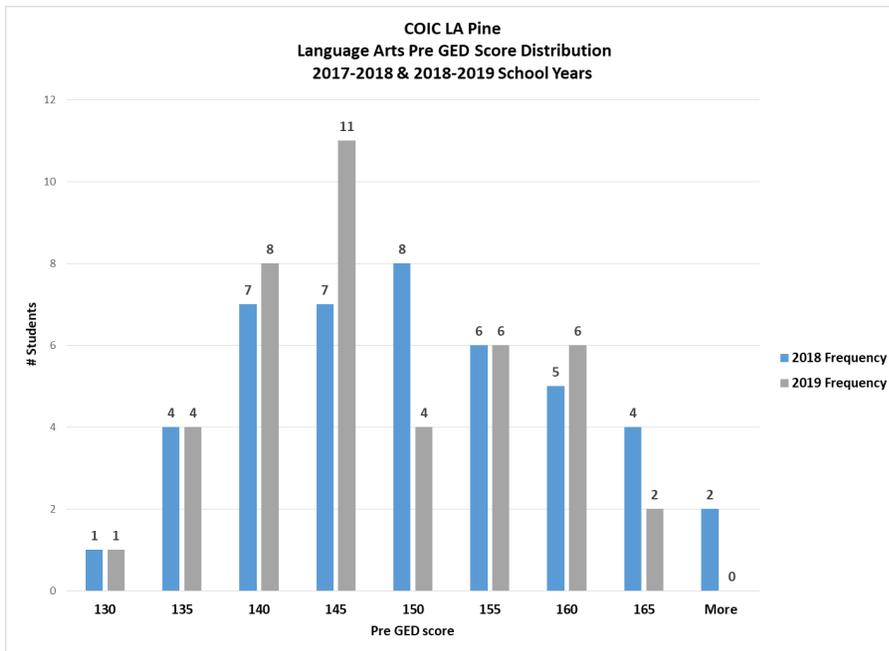


Figure 6
La Pine Center Pre-GED Language Arts scores

La Pine Center Outcomes

Table 2

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

	2016-2017	2017-2018	2018-2019
Students Referred for GED	37	37	45
Tests passed	55	110	66
GED Certificates	13	26 (includes 9 who went on to earn Diploma)	16 (includes 4 who went on to earn Diploma) ^a
Students Referred for HS Credits	15	15	12
Credits Earned	40	26.5 (does not include GED proficiency credits)	14 (does not include GED proficiency credits)
Students Graduated	1	20 (includes 9 GED to Diploma)	5 (includes 4 GED to Diploma)
Four Year Graduates	1	9	7 ^b
Four Year Completers	4	10	27 ^c
Five Year Graduates	1	9	- ^d
Five Year Completers	12	10	- ^e

Notes:

a: This includes 5 youth who will be part of the 2020 Four Year Completion Cohort and 2 who will be part of the 2021 Four Year Completion Cohort

b: This includes 2 youth who completed in 2017-2018 and are part of the 2018-2019 Four Year Cohort.

c: This includes 13 youth who completed in 2016-2017 and 3 who completed in 2017-2018 and are part of the 2018-2019 Four Year Cohort.

e and f: These totals will not be available until June 30, 2020.

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

1. Exceed the number of GED passers achieved in 2018-2019.
2. Exceed the number of credits recovered in 2018-2019.
3. Maintain work experience opportunities for WIOA eligible youth.

Progress on Goals for the 2018-2019 School Year – La Pine Center

- 1 Maintain the number of GED passers achieved in 2017-2018.
Not Met. There were 10 fewer GED certificates earned in 2019 than in 2018. However, in 2018, as noted above, there were 11 more youth scoring above 150 in the math pretest.

- 2 Maintain the number of credits recovered to assist district graduation rates.
Not Met. There were 12 fewer credits earned in 2019 than in 2018. As noted below, the COIC 20 year veteran La Pine teacher unexpectedly moved to Montana in April leaving a substitute to finish the year. And, as noted in the Student Profile section above, there were fewer 11th and 12th graders and more 9th and 10th graders.
- 3 Placed 7 COIC Youth in paid Work Experiences or Internships to provide on-the-job training and school elective credits.

2018-2019 Accomplishments and Events – La Pine Center

1. Establishment of Work Education agreement with La Pine High School! There is now a COIC work education component in La Pine where 5 youth per quarter will participate in paid work education projects for three days a week. The projects will range from the US Forest Service, La Pine State Park, infrastructure maintenance, and landscaping under the direction of a full time crew leader.
2. The interactive whiteboard purchased with the HECC grant was installed in the classroom.
3. In April, the 20-year veteran teacher unexpectedly moved to Montana, and COIC required a long term sub to fill in. A permanent replacement with long-time experience in Bend La Pine, Debra Sayre, was hired for 2019-2020.

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 2018-2019 school-year, roughly 76% of the students in detention were residents of the tri-county service area, 23% out of the tri-county service area in Oregon and 1% from out-of-state. These students are categorically at risk of dropping out.

Curriculum

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

Goals for the 2019-2020 School Year – Juvenile Center

1. Staff will continue professional development towards completion of Juvenile Corrections Certificate.
2. Deschutes Public Library changed tracking system which rendered library books as a safety and security hazard due to the metal in the tracking device. Library book services from the Deschutes Public Library have temporarily been suspended. Staff will work with library to come up with new options to provide library services to youth.
3. COIC juvenile detention classroom will integrate more fully with other COIC classrooms.

Progress on Goals for the 2018-2019 School Year – Juvenile Center

1. Train new substitutes to replace substitutes that have retired, moved or obtained full-time work.
Met - Three new substitutes were trained during the 2018-2019 school year.
2. Staff will complete professional development related to juvenile justice system.
Met - Teacher is completing courses toward a Juvenile Corrections Certificate. Teacher has completed seven courses and is currently completing a work experience/internship with juvenile department. Teacher will have three more courses to complete for certificate after work experience/internship.

3. Establish tracking system for school re-entry upon exit of juvenile facility.
Met - Teacher is piloting sending school entry and exit forms to Deschutes County Community Justice Officers. Meeting periodically with Community Justice Officer Supervisor to check school enrollment of youth after youth leave detention facility.

2018-2019 Accomplishments and Events – Juvenile Center

1. Obtained High School Success grant.
2. Staff has persisted in progress towards Juvenile Corrections Certificate.

Appendix A

COIC Cohort outcomes 2016 through 2019 school years

2015-2016

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

2014 Grad Year

Graduated and GED	1	0	0	0	1	0
Graduated HS	2	1	0	1	0	0
GED	4	1	1	1	1	0
Total	7	2	1	2	2	0

2015 Grad Year

Graduated HS	3	1	2			
GED	12	4	2	1	4	1
Total	15	5	4	1	4	1

2016 Grad Year

Graduated and GED	1	0	0	1	0	0
Graduated HS	15	6	5	1	3	0
GED	36	14	10	6	4	2
Total	52	20	15	8	7	2

2017 Grad Year

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

2018 Grad Year

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

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

Certificate Type	ALL	Mountain				
		View	Bend	Summit	Marshall	La Pine
Graduated and GED	91	35	17	24	6	9
Graduated HS	19	3	10	3	1	2
Modified Diploma	0	0	0	0	0	0
GED	75	19	13	15	17	10
Returned HS GED	16	5	1	3	1	6
Currently Enrolled GED	9	5	4	0	0	0
Total	210	67	45	45	25	27

2018 Grad Year

Graduated and GED	69	24	15	20	3	7
Graduated HS	15	3	7	2	1	2
Modified Diploma	0	0	0	0	0	0
GED	36	10	10	8	7	0
Returned HS GED	4	0	0	2	1	1
Currently Enrolled GED	3	3	0	0	0	0
Total	127	40	32	32	12	10

2019 Grad Year

Graduated and GED	14	8	0	4	0	2
Graduated HS	1	0	1	0	0	0
GED	26	3	2	5	8	8
Returned HS GED	11	4	1	1	0	5
Currently Enrolled GED	4	1	3	0	0	0
Total	56	16	7	10	8	15

2020 Grad Year

Graduated and GED	1	0	1	0	0	0
GED	4	2	0	1	0	1
Returned HS GED	1	1	0	0	0	0
Total	6	3	1	1	0	1

2015 Grad Year

Graduated and GED	0	0	0	0	0	0
Modified Diploma	0	0	0	0	0	0
GED	1	1	0	0	0	0
Total	1	1	0	0	0	0

2016 Grad Year

Graduated and GED	1	0	1	0	0	0
GED	3	1	0	1	1	0
Total	4	1	1	1	1	0

2017 Grad Year

Graduated and GED	8	3	2	0	3	0
Graduated and GED	2	0	1	1	0	0
Currently Enrolled GED	5	1	0	0	0	0
GED	1	2	1	0	1	1
Total	16	6	4	1	0	1

Certificate Type	Mountain					
	ALL	View	Bend	Summit	Marshall	La Pine
Graduated and GED	97	40	34	15	3	5
Graduated HS	1	0	1	0	0	0
Modified Diploma	2	2	0	0	0	0
GED	49	19	12	7	4	7
Returned HS GED	32	10	10	3	6	3
Currently Enrolled GED	15	4	4	4	2	1
Total	196	75	61	29	15	16

2019 Grad Year						
Graduated and GED	73	32	22	12	2	5
Graduated HS	1	0	1	0	0	0
Modified Diploma	1	1	0	0	0	0
GED	17	5	4	4	1	3
Returned HS GED	6	3	2	0	0	1
Currently Enrolled GED	6	2	2	1	1	0
Total	104	43	31	17	4	9

2020 Grad Year						
Graduated and GED	17	4	10	2	1	0
Graduated HS	0	0	0	0	0	0
GED	20	10	5	2	1	2
Returned HS GED	20	5	6	1	6	2
Currently Enrolled GED	6	2	0	2	1	1
Total	63	21	21	7	9	5

2021 Grad Year						
Graduated and GED	0	0	0	0	0	0
GED	8	1	2	1	2	2
Returned HS GED	5	2	1	2	0	0
Currently Enrolled GED	2	0	1	1	0	0
Total	15	3	3	3	2	2

2016 Grad Year						
Graduated and GED	1	0	1	0	0	0
Modified Diploma	1	1	0	0	0	0
GED	1	0	1	0	0	0
Total	3	1	2	0	0	0

2017 Grad Year						
Graduated and GED	1	1	0	0	0	0
GED	1	1	0	0	0	0
Returned HS GED	1	0	1	0	0	0
Total	3	2	1	0	0	0

2018 Grad Year						
Graduated and GED	5	3	1	1	0	0
Currently Enrolled GED	1	0	1	0	0	0
GED	2	2	0	0	0	0
Total	8	5	1	1	0	0



Oregon

Kate Brown, Governor



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Colt Gill

Director, Oregon Department of Education

June 5, 2019

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

RE: Private Alternative Education Program Registration for SY 2019-2020

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the COIC Dropout Re-engagement Program in Bend to be registered as a private alternative education program for 2019-2020 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2019-2020 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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

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

Please direct questions to Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

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

Letter #463



Oregon

Kate Brown, Governor



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Colt Gill

Director, Oregon Department of Education

June 5, 2019

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

RE: Private Alternative Education Program Registration for SY 2019-2020

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the COIC Dropout Re-engagement Program in La Pine to be registered as a private alternative education program for 2019-2020 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2019-2020 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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- The placements of students in the program.

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

Please direct questions to Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

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

Letter #463



Oregon

Kate Brown, Governor



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DEPARTMENT OF
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Colt Gill

Director, Oregon Department of Education

June 5, 2019

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

RE: Private Alternative Education Program Registration for SY 2019-2020

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for the COIC Skills Lab to be registered as a private alternative education program for 2019-2020 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2019-2020 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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

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

Please direct questions to Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

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

DESERT SKY MONTESSORI

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2018-2019

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2019

Evaluator: Kathy McCollum

School/Program: Desert Sky Montessori School

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: N/A

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2020-2021 school year with Desert Sky Montessori School.

Desert Sky Montessori School

November 2019

Desert Sky Montessori has just completed its second year as a charter school in the Bend-La Pine School District. This year we offered places in kindergarten through 4th grade. Next year we will add 5th grade; we hope to keep adding grades until our middle school is complete through 8th grade. Our vision is to provide all children with an environment for joyful exploration that fosters self-discovery and a life-long love of learning. We wish to guide the Desert Sky children's education so they become independent, intrinsically motivated learners, that are resilient and can cope with change.

Student Profile

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

Curriculum

The Montessori method of education was developed by Dr. Maria Montessori and has been time tested for over 100 years. It is a child-centered approach to education based on scientific observations of children. It is a pedagogy that views children as naturally eager for knowledge and capable of self-initiating their learning. It is a style that looks at the whole child, which includes cognitive, social, emotional and physical development.

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

- 1) Multi-age groupings that foster peer teaching and learning
- 2) A three-hour work cycle that enables the children to have uninterrupted blocks of work time
- 3) A full set of specially designed Montessori learning materials in every classroom, that are methodically arranged and available in a beautiful and orderly environment.

The Desert Sky Montessori curriculum encompasses and aligns both Montessori curriculum and the Oregon State Standards. While the Oregon Standards are organized into learning standards within content strands, much of the Montessori curriculum is based on the Five Great lessons, which present the emergence of the universe and the progression of the human civilization. The DSM curriculum will cover the state standards while adhering to the Montessori principle of presenting information in a whole-to-part progression. DSM plans and records the children's progress using the online program Transparent Classroom.

Goals for the 2018-2019 School Year

Goal	Status
Develop a 2- and 5-year strategic plan	The board had two strategic planning retreat days. We held focus group meetings for parents, staff and the board. We completed a parent survey. From here we developed goals for a one-year plan. We are now working on the 2-and 5- year plans.
Add an Upper Elementary program – grade 4	DONE
Add a private preschool program, including opening a second nonprofit 501c3	DONE
Further develop parent involvement, including developing a full functioning Parent Community Association	Well in progress. During this year we chose two co-presidents for our PCA. They took over the meetings and started being highly involved in all community events. They had a full year calendar out to parents at the beginning of the third year.
Increase academic achievement	A lot of time and effort was put into improving reading and language skills this year.
Strengthen RTI process	The phonics boost program was used this year for children needing language RTI. Some staff were trained in Child Study, a program that helps parents and teachers to develop plans for children who are struggling.
Continue to develop school climate, including supports for children with behavior needs	The staff did a day training in Collaborative Problem solving. We also used Title II and Title IV funds for mentoring and training in this area. A great deal of time and thought was put into developing plans for children with behavioral needs, including collaborating with the district behavior coach, autism specialist, OT and Sped team.
Increase diversity in DSM community	In progress.
Develop DSM playground and garden at both sites	Garden beds were built at both locations. A grant was received from the Environment Center to critter proof the beds at Bend River. The playground at One World was planned and improved, including a sand pit, boat, and wood chipped area.
Strengthen and increase community relationships	In progress. Many businesses sponsored a variety of events to raise money for DSM, including major sponsors: Sun Mountain Fun Center and Mt Bachelor Memory Care.
Continue to develop collaborative work with the Bend-La Pine District	Progressing nicely. We have a wonderful Sped team from the district, good working relationship with the staff in charge of testing, the finance department, synergy staff and many others.

Develop relationships with other charter schools in central Oregon and statewide	In progress due to all schools being very busy. The central Oregon charter schools are meeting quarterly. We are also building our relationships with other Montessori charter schools in Oregon, as well as the National Center for Montessori in the Public Sector (NCMPS). This is a national organization, helping provide resources, tools and training for Montessori public schools.
Continue program development and staff development	Progressing nicely. While keeping our program authentic to the Montessori pedagogy, we are also looking at the state standards to make sure our children have the best chance to be successful on Smarter Balanced.
Increase administration staff to accommodate the growing number of children/families and running two sites	No progress this year but the team will grow a small amount for the 2019-20 school year.
Facilities work at Scenic drive to enable two kindergarten classes and an extra Upper Elementary class (adding grade 5) for 2019/20	DONE

Goals for the 2019-2020 School Year

- Add 5th grade
- Open a 7th classroom, the second Upper Elementary at One World Center; this involves some internal facilities work at One World Center
- Finalize the 2-and 5-year strategic plans
- Formalize the PCA as a parent run organization that takes the lead with community events and fundraising
- Stabilize the DSM board and have the middle school and facilities task forces take the lead on research
- Decide whether to expand into middle school in 2021 and inform community of decision
- Continue to strength RTI process, to find RTI's that fit with the Montessori pedagogy and improve data collection
- Further develop and implement the Child Study program, to enable teachers the opportunity to work collaboratively to develop plans to help children struggling academically, socially or behaviorally
- Continue to increase diversity at DSM
- Increase administration staff to accommodate the growing number of children, families and running two sites
- Continue to improve academic achievement
- Develop a strong parent education plan so that families and staff can work together to increase student success
- Develop leadership skills and roles for senior teachers
- Develop facilities plan to accommodate all 7 classrooms and after care on one site

J BAR J

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2018-2019

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2019

Evaluator: Kathy McCollum

School/Program: 1) J Bar J Boys Ranch 2) J5 Juvenile Justice

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X_____

Does Not Meet: _____

8. Expenditures

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

Meets: X_____

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X_____

Does Not Meet: _____

10. Attendance

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

Meets: X_____

Does Not Meet: _____

School/Program

Meets Criteria: X_____

Does Not Meet Criteria: _____

Findings

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

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2020-2021 school year with J Bar J.

J BAR J Boys Ranch Program

November 2019

J Bar J Learning Center, an accredited school through AdvancEd since 1993, administers three school programs that have contracts with the Bend-La Pine School District as alternative programs. The three school programs are located at J Bar J Boys Ranch, the J5 Parole and Probation Revocation Program, and the Academy at Sisters. All Learning Center sites are registered with the Oregon Dept. of Education as a private alternative program. At J Bar J Boys Ranch education services are provided for adjudicated male offenders between the ages of 13-18 who have been placed there through the Oregon Youth Authority. J Bar J students who are a higher security risk are referred to J5, a short-term stabilization program that is housed in the Deschutes County Detention Facility. Teachers are licensed and highly qualified.

Student Profile

Students at J Bar J Boys Ranch & J5 programs are adjudicated male offenders, ages 13-18, which are placed through the Oregon Youth Authority as an alternative to placement in state institutional facilities. Students in this program have a chronic criminal history in the community. They have frequently missed school and are behind in credits with relatively low skill levels as a result of inconsistent attendance. J Bar J is known to be an effective facility in working with young sex offenders, and a number of the boys are receiving treatment related to those offenses. In recent years, the demographics of the students who attend J Bar J have changed. Students are older, tend to have a more extensive criminal history with more serious offenses, are in need of greater special 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. Character Education and Career standards are intertwined within the curriculum. This interfaces with the job planning work that the students do outside of school time with case managers. Curriculum is delivered in a variety of ways, and instruction is differentiated based on academic and emotional needs of students in our mixed ability classrooms. It blends whole class, small group, and individual instruction. All students are enrolled in the Accelerated Math program which incorporates math common core standards. The math program allows for careful diagnosis of skill levels and recommends math activities that are tailored to the needs of each student. Students in the J5 stabilization program utilize Odysseyware, a computer-based program, blended with direct instruction. J Bar J offers a GED pathway. It is a certified GED test site for J Bar J students.

All of J Bar J Youth Services programs operate with the same philosophy, using a cognitive behavioral therapy model, which emphasizes personal responsibility and character development. Students in the classrooms have the opportunity to complete a personal growth program in tandem with academic requirements. The highly structured environment balances both social, emotional, and academic performance.

Student education plans are developed for each student. These are updated every 90 days. Benchmark samples are evident, and pre and post testing, using WIAT and STAR tests, are done to help monitor achievement. Students have shown progress on all measures of achievement.

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

Goals for the 2018-19 School Year

- Develop a more comprehensive Reading and Writing program through the StudySync program
- Continue ongoing development of Vocational Education program
- Transition to Work Keys for meeting Essential Skills requirements

Yearly Accomplishments

- Tried using StudySync to establish a Reading and Writing program and determined it wasn't fundamental enough for J Bar J Students. Instead, we are developing a Reading/Writing Adolescent Literacy program using the Orton Gillingham approach.
- CTE or Vocational Program is beginning classes in February 2020. We have a new building with all new equipment and will be using the National Center for Construction Education and Research Curriculum.
- Using Work Keys for meeting Essential Skills requirements proved to be currently cost prohibitive for the J Bar J Boys Ranch and J5 programs. Our students continue to meet Essential Skills either through State Testing or with Work Samples.

Goals for the 2019-20 School Year

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



Oregon

Kate Brown, Governor



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Oregon achieves... together!

Colt Gill

Director, Oregon Department of Education

June 5, 2019

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

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Boys Ranch to be registered as a private alternative education program for 2019-2020 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2019-2020 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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

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

Please direct questions to Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

ACADEMY AT SISTERS

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2018-19

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2019

Evaluator: Kathy McCollum

School/Program: Academy at Sisters

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2012019-20 school year with the Academy at Sisters.

Academy at Sisters

November 2019

The Academy at Sisters is a licensed therapeutic program for girls with clinical diagnoses. Ages are 13-18. Education services are administered as part of J Bar J Learning Center, which is accredited by Cognia (formerly AdvancEd). The Learning Center at the Academy at Sisters site is registered with the Oregon Dept. of Education as a private alternative program. The campus is located in Bend. The students reside on site and receive their academic instruction there as well. At phase three of their treatment, students have the opportunity to transition to Bend HS. Teachers are licensed and highly qualified.

Student Profile

The young women who enroll in the Academy struggle with issues around depression, chronic anxiety, attachment disorders, PTSD. Many have a history of drug and alcohol use, trauma/victimization, grief & loss, poor social skills, and social media misuse. Behaviors exhibited are self-harm, eating disorders, running away, academic decline, and oppositional defiance.

Curriculum

J Bar J Learning Center offers a well-developed curriculum for students at the Academy at Sisters. It uses a variety of internal and external tools to evaluate its effectiveness. School is year round and addresses the needs of the mildly learning disabled student to the accelerated, high achieving student, offering remedial to advanced coursework.

Curriculum at the Academy at Sisters is customized to meet the individual needs and learning styles of the students. The curriculum is designed around state content standards, which students strive to meet through projects, activities, and scored work samples. Work samples and learning evidences are collected in student portfolios which students present at a formal portfolio presentation at the end of each semester. Work related applications can be met through community service and school "crews", which are job learning opportunities that support their community learning. Curriculum is delivered in a variety of ways, and instruction is differentiated based on the academic and emotional needs of students in their mixed ability classrooms. All students are enrolled in the school's Accelerated Math program which aligns with the new common core standards. Students in the classroom have the opportunity to complete a personal growth program in tandem with academic requirements. The highly structured environment balances both social, emotional, and academic performance.

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

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

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

Goals for the 2018-2019 School Year

- Continue to focus on Math improvement
- Explore and apply to be an ASPIRE site
- Via an acquired Wellness grant, develop a comprehensive Wellness program incorporating assessment, therapeutic goals, nutrition, exercise, & social skills with the overall objective of improving physical health, emotional and social wellbeing, and metacognition.
- Development of “advisory classes” focusing on learning strategies, career exploration, college prep

2018-19 Accomplishments

- Completion of a comprehensive Wellness Center as a result of a \$25,000 Wellness grant. A dedicated space has been refurbished to accommodate students and staff alike. The Wellness curriculum integrates academic and therapeutic goals including physical activity, mindfulness, & art therapy.
- Friday “advisory classes” were established focusing on learning strategies, career exploration, and college prep.
- Math test scores continue to improve due to individual tutoring in tandem with classroom instruction.
- Exploration of being an ASPIRE site continues to be explored.

As evidenced by my review, The Academy at Sisters has made satisfactory progress on their goals set for 2018-19 school year.

Goals for the 2019-20 School Year

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



Oregon

Kate Brown, Governor



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Oregon achieves . . . together!

Colt Gill

Director, Oregon Department of Education

June 5, 2019

The Academy at Sisters
63325 Silvis Rd
Bend, OR 97701

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Academy at Sisters Campus to be registered as a private alternative education program for 2019-2020 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2019-2020 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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- The annual evaluation of each program; and
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Please direct questions to Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,

OREGON YOUTH CHALLENGE PROGRAM (OYCP)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2018-2019

In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

Date: December 2019

Evaluator: Kathy McCollum

School/Program: Oregon Youth Challenge Program

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X _____

Does Not Meet: _____

8. Expenditures

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

Meets: X _____

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X _____

Does Not Meet: _____

10. Attendance

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

Meets: X _____

Does Not Meet: _____

School/Program

Meets Criteria: X _____

Does Not Meet Criteria: _____

Findings

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

Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written. I further recommend that the Bend-La Pine School Board approve a new contract for the 2020-21 school year with OYC.

Oregon Youth Challenge Program

November 2019

OREGON YOUTH CHALLENGE PROGRAM PURPOSE:

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

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

PROGRAM VISION:

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

PROGRAM MISSION:

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

Oregon Youth Challenge Program

Student Profile and Curriculum

Student Profile

Please refer to attached page.

Curriculum

EDUCATIONAL MODEL / REQUIREMENTS (Diploma, GED, credits):

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

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

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

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

The following guidelines are generally utilized for effective instruction:

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

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

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

ENHANCEMENT OF THE PERFORMANCE OF THE DISTRICT AND MEETING NEW DIPLOMA/GRADUATION REQUIREMENTS:

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

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

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

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

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

Class 56, 2018-2 Graduation

Ethnicity	Data	Gender		Hispanic/Latino		Female Total	Male		Male Total	Grand Total
		Female	Male	Female Total	Male					
		0	1	0	1					
American Indian/Alaskan	Count						2	2	2	
	Perce	0%	0%	0%	1%	0%	1%	1%	1%	
MultiRacial	Count	1		1	3	2	5	6	6	
	Perce	1%	0%	1%	2%	1%	4%	4%	4%	
White	Count	13	20	33	48	47	95	128	128	
	Perce	9%	14%	24%	35%	34%	68%	92%	92%	
Black	Count				2		2	2	2	
	Perce	0%	0%	0%	1%	0%	1%	1%	1%	
Pacific Islander	Count				1		1	1	1	
	Perce	0%	0%	0%	1%	0%	1%	1%	1%	
Total Count		14	20	34	56	49	105	139	139	
Total Percent		10%	14%	24%	40%	35%	76%	100%	100%	

Data	Total		Avg GPA = 1.31	78
Sum of IEP	36	26%		56%
Sum of ADD	18	13%	Special Needs = 52 (37%)	
Sum of ADHD	18	13%		
Sum of SpecialEdStudent	10	7%		
Sum of FamilyPublicAssistance	46	33%		
Sum of FoodStamps	31	22%		
Sum of TimesSuspended	116	times for 46 (33%) students		
Sum of UsedIllegalDrugs	47	34%		
Sum of Adopted	0	0%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	10	times for 6 (4%) students		
Sum of WardOfState	3	2%		
Sum of ParentsSeperated	13	9%		
Sum of ParentsDivorced	36	26%		
Sum of ResTreatProgram	4	3%		
Sum of AttemptedSuicide	6	4%		

Count of Ages at Start	16	17	18	19
	59	66	14	0
	42%	47%	10%	0%
Count of Ages at Graduation	38	63	33	5
	27%	45%	24%	4%

of Counties Represented = 18
 # of Schools Represented = 70
 Students East of Cascades: 14 (10%)
 Students West of Cascades: 125 (90%)
 Born in Oregon: 22 Female, 79 Male, Total 101 (73%)

Baker	0 e
Benton	0
Clackamas	15
Clatsop	0
Columbia	1
Coos	2
Crook	0 e
Curry	0
Deschutes	6 e
Douglas	2
Gilliam	0 e
Grant	0 e
Harney	0 e
Hood River	1 e
Jackson	4
Jefferson	0 e
Josephine	4
Klamath	1 e
Lake	0 e
Lane	3
Lincoln	0
Linn	0
Malheur	1 e
Marion	14
Morrow	1 e
Multnomah	30
Polk	3
Sherman	0 e
Tillamook	0
Umatilla	4 e
Union	0 e
Wallowa	0 e
Wasco	0 e
Washington	45
Wheeler	0 e
Yamhill	2
Other	0
Sum	139
Counties Represented	18

Class 57, 2019-1 Graduation

Ethnicity	Data	Gender		Hispanic/Latino		Female Total	Male		Male Total	Grand Total
		Female	Male	Female	Male					
		0	1	0	1					
American Indian/Alaskan	Count	0	6	6	2	3	5	11		
	Perce	0%	4%	4%	1%	2%	4%	8%		
MultiRacial	Count	0	3	3	2	0	3	3		
	Perce	0%	0%	0%	2%	0%	2%	2%		
White	Count	11	22	33	37	45	82	115		
	Perce	8%	16%	24%	27%	32%	59%	83%		
Black	Count	0	3	3	3	0	3	3		
	Perce	0%	0%	0%	2%	0%	2%	2%		
Asian	Count	1	2	3	2	1	3	4		
	Perce	1%	0%	1%	1%	1%	2%	3%		
(blank)	Count	0	1	1	0	0	0	1		
	Perce	0%	1%	1%	0%	0%	0%	1%		
Pacific Islander	Count	1	1	2	0	0	0	2		
	Perce	1%	1%	1%	0%	0%	0%	1%		
Total Count		13	30	43	47	49	96	139		
Total Percent		9%	22%	31%	34%	35%	69%	100%		

Data	Total		Avg GPA = 1.30	91
Sum of IEP	33	24%		65%
Sum of ADD	17	12%	Special Needs = 47 (33%)	
Sum of ADHD	27	19%		
Sum of SpecialEdStudent	13	9%		
Sum of FamilyPublicAssistance	49	35%		
Sum of FoodStamps	32	23%		
Sum of TimesSuspended	88	times for 48 (35%) students		
Sum of UsedIllegalDrugs	36	26%		
Sum of Adopted	0	0%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	11	times for 7 (5%) students		
Sum of WardOfState	0	0%		
Sum of ParentsSeperated	9	6%		
Sum of ParentsDivorced	26	19%		
Sum of ResTreatProgram	5	4%		
Sum of AttemptedSuicide	4	3%		

Count of Ages at Start	16	17	18	19
	77	56	6	0
Count of Ages at Graduation	55%	40%	4%	0%
	42	75	18	4
	30%	54%	13%	3%

of Counties Represented = 20
 # of Schools Represented = 64
 Students East of Cascades: 19 (14%)
 Students West of Cascades: 120 (86%)
 Born in Oregon: 30 Female, 73 Male, Total 103 (74%)

Baker	0 e
Benton	1
Clackamas	10
Clatsop	0
Columbia	0
Coos	1
Crook	1 e
Curry	0
Deschutes	10 e
Douglas	3
Gilliam	0 e
Grant	0 e
Harney	0 e
Hood River	0 e
Jackson	3
Jefferson	0 e
Josephine	3
Klamath	0 e
Lake	1 e
Lane	2
Lincoln	0
Linn	2
Malheur	2 e
Marion	11
Morrow	0 e
Multnomah	28
Polk	2
Sherman	1 e
Tillamook	0
Umatilla	3 e
Union	0 e
Wallowa	0 e
Wasco	1 e
Washington	51
Wheeler	0 e
Yamhill	3
Other	0
Sum	139
Counties Represented	20



Youth ChalleNGe Program Facts

National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe Program (NGYCP)

- Multi-phased intervention program targeting high school dropouts 16 to 18 years of age
- Comprised of a structured, disciplined 5 1/2-month Residential Phase focusing on education and practical life skills followed by a 12-month Post-Residential Phase involving skilled and trained Mentors supporting Graduates engaged in positive, durable placement
- Over 174,000 graduates since Youth Challenge inception in 1993 (including graduates from closed YCPs)
- There are 41 programs in 30 states plus Washington D.C. and Puerto Rico with approximately 2,750 employees
- Additionally, OH, WV(2), CA(4) and WA(2) are pursuing NGYCPs with 4 to 7 additional states researching

The ChalleNGe Model

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

ChalleNGe Eligibility Criteria

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

ChalleNGe Statistics 1993 – March 2019

- 410,812 Applicants
- 234,801 Enrollees
- 174,479 Graduates
- 131,627 Academic Credentials Awarded (GED, High School Diploma, High School and/or College Credit)
- 11,686,181 Hours of Service to Communities valued at \$225,504,395
 - Note: <https://www.independentsector.org/resource/the-value-of-volunteer-time/> (national average \$25.43 per hour)

Current Youth Challenge Programs

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

Current Job Challenge Programs

1. CA – California Job Challenge Program – Los Alamitos CA
2. GA – Georgia Job Challenge Program – Fort Stewart GA
3. LA – Louisiana Job Challenge Program – Gillis Long / Carville LA*
4. MI – Michigan Job Challenge Program – Fort Custer, Battle Creek MI
5. SC – South Carolina Post Challenge Program – McCrady ARNG Training Center, Eastover SC
6. WV – Mountaineer Job Challenge Program – Camp Dawson, Kingwood WV

**DoL funded Job Challenge Program*

September 2019

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

Goals for the 2018– 2019 School Year

- With our new expansion and increase in student numbers, we will be making changes in the daily schedule and our curriculum. The math curriculum continues to evolve. We have a tremendously academic diverse population and we have to add different levels to help our students become successful. This includes lower as well as higher-level areas.

Class sizes and rotation was adjusted to incorporate a “pod” style of classroom instruction. The “pods” were seeded with cadets of both genders and based upon a combination of their TABE scores in math and English, their overall academic ability, and their credit requirements. This allowed students with similar academic needs and levels to be placed in a comparable class makeup.

- We plan on hiring additional staff as we expand. This will keep our teacher-to-student ratios to approximately 30 students per classroom.

Staffing levels were increased by transitioning our .75 FTE Special Education teacher to a full-time position. Because of the demand and the increase of students with special needs, we have not been able to have this teacher assist in the classroom as much as needed. Our SPED/Learning Specialist continues to work with our local district to make sure all of our students needs are met and all IEPs are current. Additionally, an NGB-certified and licensed teacher was employed on several occasions to teach on a substitute basis, thus reducing the work load on our Lead Teacher.

- We will be adding more technology as our staff and student numbers increase.

In addition to issuing all teachers a portable, computer notebook, all classrooms were equipped with a “Smart Desk” – which incorporates a computer, CD/DVD player, receiver, stereo sound system and ceiling-mounted projector. This teaching aide is continually updated and modified to meet our fluctuating classroom needs.

Goals for the 2019– 2020 School Year

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

- To accommodate our expansion and increase in student population, it is planned to add two, additional FTE teachers to the staff. One teacher is slated to be a SpEd/Learning Specialist, while the other is expected to be a multi-subject instructor. The primary goal of these additional staff members is to not only provide help and support to challenged students, but also to maintain nominal class sizes of 30 students.
- OYCP's building expansion and remodeling plans will continue on into 2020. The goal is to complete construction by January 2020 in anticipation of increasing our student population to 166 cadets for fall of 2019 (Class #58), to 180 cadets for the first half of 2020 (Class #59), and 240 cadets for the second half of 2020 (Class #60).
- In order to become more streamlined, organized and standardized in the Education Department, a comprehensive staff handbook will be created. This handbook will establish general operating procedures and policies which support OYCP's Eight Core Components and the military-model used to support them .
- OYCP will continue to increase the outside activities we provide our students by 10 %. Currently we are providing approximately four events/special activities per class. We will be adding new activities. These activities will consist of book readings, theatrical events, guest speakers and community /service learning events.



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director, Oregon Department of Education

June 7, 2019

Oregon Youth Challenge Program
23861 Dodds Road
Bend, OR 97701

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for Oregon Youth Challenge Program to be registered as a private alternative education program for 2019-2020 has been approved.

Subject to the approval of each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2019-2020 school year.

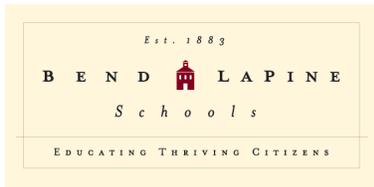
Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the [Institution Identification web page](#). School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

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

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

Please direct questions to Annie Marges at annie.marges@state.or.us or 503-934-0787

Sincerely,



REPORT: Attendance Boundary Process for Middle and High Schools

PRESENTED BY: Shay Mikalson, Superintendent

EXECUTIVE SUMMARY:

In August 2018, the district developed a two-phase Attendance Boundary Process to evaluate and establish attendance boundaries for all schools in the district. The process defined two phases of review: elementary only and middle and high school. Desired outcomes, parameters, timelines and process recommendations were set forth in the following summary.

With the assistance of an Attendance Boundary Review Committee, phase one of the two year process was facilitated by Kevin Gehrig, Brad Henry and Lora Nordquist. A recommendation was made by the committee in January 2019 to Superintendent Mikalson from which Mikalson announced the new elementary attendance boundaries in Spring 2019.

Chris Boyd, Brad Henry and Lora Nordquist will facilitate the middle and high school attendance boundary process. Phase two will use the same parameters, timelines, process, and Attendance Boundary Review Committee as phase one. A committee recommendation for middle and high school boundaries is anticipated for February 2020. Superintendent Mikalson will announce the new middle and high school boundaries following receipt of the committee's recommendations.

Bend-La Pine Schools
Attendance Boundary Process, 2018-19 & 2019-20

Phase One: Facilitated by Kevin Gehrig, Brad Henry and Lora Nordquist

Phase Two: Facilitated by Chris Boyd, Brad Henry and Lora Nordquist

Outcomes

- Develop recommendations to the superintendent for attendance boundaries at all school levels in two stages: 2018-19 (elementary only) and 2019-20 (middle and high school).
- Include in the recommendations strategies for implementation of new boundaries.

Parameters

Boundary recommendations shall include consideration of the following:

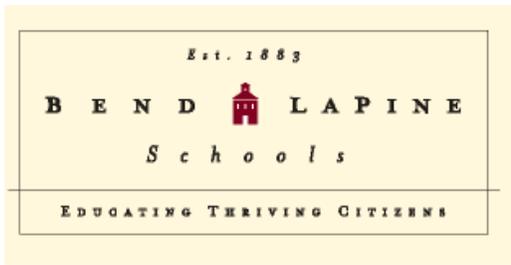
- Balanced enrollment
- Student safety
- Feeder school alignment
- Family and community connections
- Natural geographic, physical, and traffic boundaries
- Long-term district needs
- Socioeconomic balance
- Efficient, safe transportation, including safe walking routes
- Educational disruptions for students

Timelines

- Committee work and community forums for the elementary school boundary process will take place between October 2nd, 2018, and January 11th, 2019.
- The final recommendation for elementary school boundaries will be made to the superintendent by January 18th, 2019.
- Committee work and community forums for the middle and high school boundary process will take place between September, 2019, and February, 2020.
- The final recommendation for middle and high school boundaries will be made to the superintendent by February, 2020.

Recommended Process

- The superintendent will appoint a broad-based boundary recommendation committee, including representation from those affected by the boundaries under consideration.
- The committee will include parents, community members, staff members, and technical advisors.
- A staff resource group will meet between committee meetings to provide support to the committee and analyze proposals under consideration.
- The committee shall host at least two rounds of community forums for each phase of the process to gather community input and gain feedback on proposal options. In addition, the committee will use a variety of other communication tools to ensure broad-based feedback.



Business Office
520 NW Wall Street
Bend, OR 97701

December 5, 2019

To: Mr. Shay Mikalson, Superintendent

From: Roy Burling, Business Manager

RE: Q2 Financial update for FY2019-20

Mr. Mikalson,

This is the second quarter financial report on General Fund Operations FY2019-20. The financial information is based on actual data through December 4, 2019 and projections to the end of the fiscal year. For the 2nd quarter financial trends are beginning to develop and the financial picture is becoming a little clearer.

The estimated beginning fund balance of \$11,484,000 is \$11,700 less than the amount reported in the 1st quarter report. This is about \$303,000 more than the adopted budget amount of \$11,180,906. As previously stated I did not expect the annual audit would result in any material changes,

A draft of the FY2018-19 Comprehensive Annual Financial Report (CAFR) was submitted to SGA, the district's auditors on November 25th, and we are waiting for SGA's comments and suggestions. The CAFR is expected to be completed and filed with the appropriate agencies before the end of December.

For 2019-20, the projected total formula revenue of \$175.6 million is unchanged from the 1st quarter report. The projected total formula revenue still reflects an increase of \$419,950 to \$175.6 million to reflect the increase in enrollment. There was a small adjustment to Federal non-formula resources for \$182,000 to recognize Medicaid service revenues. We will continue to monitor and adjust the total formula revenue along with other revenues as required during FY2019-20.

The projected expenditures in the 2nd quarter financial report are projected to be about \$675,000 over budget, a slight increase compared with the 1st quarter report. The projected favorable balance for classified salaries is offset by the unfavorable variance in other salaries reflecting the difficulty of hiring and retaining custodians and bus drivers. The projections for other operating costs are based on expenditures through November and are projected conservatively.

The FY2019-20 ending fund balance is projected to be \$9.7million, about \$100,000 more than the adopted budget. As FY2019-20 progresses the projected ending fund balance will likely move closer to the budgeted amount as expenditure trends become more predictable.

The 2017 & 2019 Bonds – Investment of Proceeds report for October 2019 is included. The District had over \$170 million invested in United States Treasuries. The decreasing yield reflects the recent movement by the Federal Reserve Board to lower interest rates.

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

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended December 31, 2019 with Year-End Projections
General Fund - Operations Sub-fund
FY 2019-20

	<u>Adopted Budget</u>	<u>December 2019</u>	<u>Budget Variance</u>
Resources:			
<u>Beginning fund balance</u>	11,180,906	11,484,000	303,094
Revenue			
Formula revenue:			
Tax revenue	82,610,000	82,610,000	-
State school fund	90,423,584	90,843,213	419,629
Common school fund	1,752,206	1,752,527	321
<u>County school fund</u>	400,000	400,000	-
Total formula revenue	175,185,790	175,605,740	419,950
Earnings on investments	525,000	525,000	-
Local sources - other	1,622,500	1,622,500	-
Intermediate sources	2,400,000	2,400,000	-
State non-formula resources	500,000	500,000	-
<u>Federal non-formula resources</u>	28,000	210,000	182,000
Total revenues	180,261,290	180,863,240	601,950
<u>Total resources</u>	191,442,196	192,347,240	905,044
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	61,373,278	61,754,300	(381,022)
Classified	23,186,883	22,982,100	204,783
Administrators and supervisors	8,107,611	8,202,240	(94,629)
<u>All other salaries</u>	2,218,777	2,418,500	(199,723)
Total salaries	94,886,549	95,357,140	(470,591)
<u>Payroll costs & benefits</u>	54,324,459	54,203,000	121,459
<u>Total salaries, payroll costs and benefits</u>	149,211,008	149,560,140	(349,132)
Other operating costs			
Utilities & purchased services	18,731,830	18,802,725	(70,895)
Supplies, texts, tools	6,745,286	6,831,270	(85,984)
Equipment	1,579,440	1,744,000	(164,560)
Dues, fees and liability insurance	1,008,690	1,013,600	(4,910)
<u>Transfers</u>	4,593,832	4,593,832	-
Total other operating costs	32,659,078	32,985,427	(326,349)
<u>Total expenditures</u>	181,870,086	182,545,567	(675,481)
<u>Excess of revenues over expenditures</u>	9,572,110	9,801,673	229,563
<u>Fund balance, ending</u>	9,572,110	9,801,673	229,563
As budgeted			
Contingency	500,000	500,000	
<u>Fund balance</u>	9,072,110	9,175,691	
<u>Fund balance, ending</u>	9,572,110	9,675,691	
Fund Balance as a percent of resources			
Contingency	0.3%	0.3%	
Fund Balance	4.7%	4.8%	
Total reserve	5.0%	5.1%	

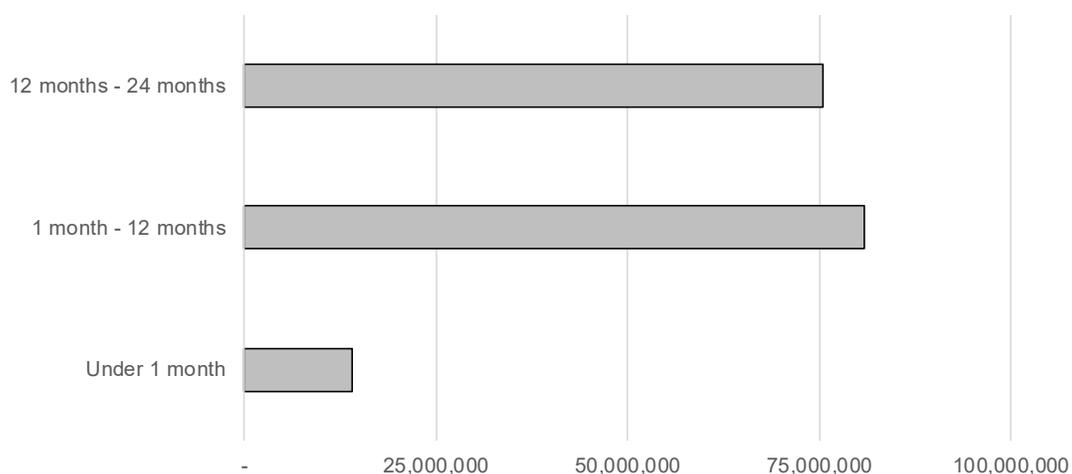
2017 & 2019 Bonds - Investment of Proceeds

October 31, 2019

Distribution by Maturity

Maturity	Number	Market Value	Percent of Holdings	Average Yield to Maturity
Under 1 month	3	14,054,181	8%	1.8%
1 month - 12 months	8	80,810,255	40%	1.6%
12 months - 24 months	9	75,476,976	44%	1.6%
Total	20	170,341,412		

Distribution by Maturity



Distribution by S&P Rating

S&P Rating	Number	Market Value	Average Yield to Maturity
AA+	20	170,341,412	1.6%

Distribution by Moody's Rating

Moody Rating	Number	Market Value	Average Yield to Maturity
Aaa	20	170,341,412	1.6%

Issuer	Market Value	% Assets	Yield
United States Treasuries Notes	121,400,690	71.3%	1.6%
United States Treasuries	48,940,722	28.7%	1.6%
Total	170,341,412		