

Bend-La Pine Schools School Board Regular Meeting Agenda

December 14, 2021, 5:30 PM

Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

1.	<u>Call to Order</u>		
	Speaker(s): Chair Barnes Dholakia		
2.	<u>Pledge of Allegiance</u>		
	Speaker(s): Chair Barnes Dholakia		
3.	<u>Review of Agenda</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Any changes to the Agenda after posting on December 10, 2021, are shown below.		
4.	<u>Board and District Recognitions</u>		
	A. Certificate of Appreciation		
	Speaker(s): Chair Barnes Dholakia		
	B. Champion for Students Award		
	Speaker(s): Superintendent Cook		
5.	<u>Public Comment</u>	4	
	Speaker(s): Chair Barnes Dholakia		
	Description: This is the time provided for individuals to address the Board.		
	Public Comment is accepted via Google Form until 12:00 p.m. on December 14, 2021.		
	Attachments:		
12.14.21	Public Comment		4
6.	<u>Board and District Recognitions</u>		
	A. ABCD - Above and Beyond the Call of Duty Award		
	Speaker(s): Superintendent Cook		
7.	<u>Consent for Action</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.		
	A. Approval of Minutes		5
	Description: November 9, 2021 Regular Board Meeting and November 19, 2021, Board Retreat		
	<i>Reference: ORS 192.650 and ORS 332.057</i>		
	Attachments:		
11.9.21	Minutes - DRAFT		5
11.19.21	Minutes - DRAFT		13
	B. Approval of Personnel Recommendations		

Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements

Reference: ORS 332.505

Attachments:

Certified Board Report 12.14.21	18
Classified Board Report 12.14.21	20

8. Reports

A. Alternative Learning Options (ALO) Annual Comprehensive Report	23
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Speaker(s): Kathy McCollum, HDESD Director of Alternative Learning Options

Description: High Desert Educational Service District (HDESD) will provide their Annual Comprehensive Report on Alternative Learning Options (ALO).

Attachments:

Bend-La Pine School Board Presentation 2021	23
2020-21 Bend-La Pine Schools - ALO Report	32

B. Healthy Schools Presentation	110
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Speaker(s): Jennifer Hauth, Director of Social, Emotional and Mental Well-being

Description: Overview of mission of Healthy Schools in conjunction with Aimee Snyder, Healthy Schools Supervisor, Deschutes County.

Attachments:

Healthy Schools Presentation PowerPoint	110
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C. Finance Report	127
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Speaker(s): Leah Bibeau, Finance Director

Description: Finance Report 2 of 4 for the year

Attachments:

Financial Statements Dec 14 2021 Board Meeting	127
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9. Action Items

A. Budget Committee Vacancies	129
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Speaker(s): Brad Henry, Chief Operations and Financial Officer

Attachments:

Executive Summary - Budget Committee Vacancies	129
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B. Board Policies for Action	130
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Speaker(s): Chair Barnes Dholakia

Description: Board Policies that require School Board approval.

Attachments:

Executive Summary Executive Limitation and Board Policy for Adoption	130
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11.10-11.23 Public Comment Received on Policies and Regulation in Review	132
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EL 12 11.9.21 draft update	136
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GBJ-BP draft 10.2021	137
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JFCJ-BP draft 10.2021	140
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KGBB-BP draft 10.21	144
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KL-BP draft update 9.2021	145
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10. Administrative Policy and Regulation Report

Speaker(s): Chair Barnes Dholakia

A. Administrative Policies and Regulations in Review	147
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Speaker(s): Superintendent Cook

Description: List of District Policies and/or Regulations that are currently under review by the District.

Public feedback regarding the policies in review is accepted beginning Wednesday, December 15, 2021, through Tuesday, December 28, 2021, via Google Form.

Attachments:

Executive Summary Policy and Regulation for Review	
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ACB-BP draft 12.14.21	148
ACB-AR draft 12.14.2021	150
IICA-AR - Field Trips final 12.14.2021 draft	153
IKA-AR 11.2021 draft	156
B. Administrative Policies and Regulations for Adoption	160
Speaker(s): Superintendent Cook	
Description: List of Administrative Policies and/or Regulations that the District is adopting.	
Attachments:	
Executive Summary Administrative Regulation for Adoption	160
KL-AR draft 9.2021	161
11. <u>Board Comments</u>	
Description: Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.	
12. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for January 11, 2022.	



PUBLIC COMMENT

December 14, 2021

Non-Agended Items:

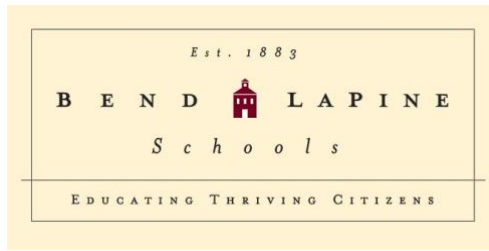
1. Mike LaTorre

- I will encourage the board to revisit the outdated police policy in light of the drugs that were let at an elementary school by police last month.

Comments submitted to the Board for record only; speaker has chosen not to join live to read their comments.

1. Katherine Hudson – Non-Agended Item

- First, a big thank you to this board for their hard work and dedication to students. Before COVID there was momentum in the BLP district with training and building awareness with teachers and staff regarding equity and inclusion and consideration of implementing a restorative justice model for discipline. There were some great town hall meetings involving BIPOC and LGBT students and staff. I am hoping to see that interest and momentum again and feel there is a real need for administrative and teacher training and awareness. My daughter, who is a POC sophomore at Summit has encountered obstacles with leadership in the Diversity and Social Justice clubs. Mainly she has encountered white leadership unwilling to listen or elevate POC voices within the clubs which goes counter to what those groups say they believe. When sponsor teachers are questioned for guidance they side with the white student leaders in supporting the current leadership structure within the clubs. This is problematic and demonstrative of how much understanding is still missing. This is exactly the status quo that the club's own mission statements purport to change. This kind of disconnect is at the heart of the whole issue of racism within the social systems and perpetuates the problem. One member of the board has been incredibly helpful with time and energy in direct contact with my daughter and I want you all to know how appreciate I am of that. I hope that the entire district can really get behind education for administration and staff and, of course start hiring more of both with an effort to create a more diverse team. Thank you for all you are doing to help our kids and also putting up with difficult community members during this time of tremendous, but long overdue, social change. No one volunteering for their community should feel unsafe ever. Thank You.



Bend-La Pine Schools School Board Regular Meeting Minutes

Meeting Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

Meeting Date: November 9, 2021

Board Members

Melissa Barnes Dholakia:	Present
Marcus LeGrand:	Absent
Janet Sarai Llerandi Gonzalez:	Present
Carrie McPherson Douglass:	Absent
Shimiko Montgomery:	Present
Shirley Olson:	Absent
Amy Tatom:	Present

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:30 p.m. It was noted that Marcus LeGrand, Shirley Olson, and Carrie McPherson Douglass were not in attendance. ASL interpreters were Erin Trimble and Kayla Celedon and Joel Vargas provided a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

Discussion: The Pledge of Allegiance was led by Chair Barnes Dholakia.

3. Board Statement

Speaker(s): Chair Barnes Dholakia

Description: Physical and Health Education

Discussion:

Chair Barnes Dholakia read a statement on behalf of the board addressing a discussion that took place between district administration and members of the board at the October board meeting about the statutorily required minutes of physical education classes for students. The board apologized for any harm the discussion and words may have caused. She shared that the board recognizes the value and importance of health and physical education in our schools and that the board joins the health and physical educators in supporting and championing high quality health and physical education for all Bend-La Pine students.

4. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on November 5, 2021, are shown below.

Discussion: Superintendent Cook noted that two documents had been added to the board packet; the Classified/Confidential Board Report was updated and the findings of fact for the exemption from competitive bidding and direct award of a public improvement contract. There were no other changes to the agenda.

5. District Recognitions

Speaker(s): Superintendent Cook

A. Champion for Students Award

Discussion: Superintendent Cook presented the Champion for Students award to the Transportation Department in recognition of their dedication and tireless service for providing an essential service to our students and schools. Kim Crabtree, Director of Transportation, accepted the award on behalf of the department.

Crabtree thanked the district and the Board for their continued support.

6. Public Hearing

Speaker(s): Chair Barnes Dholakia

Description: Exemption from competitive bidding requirements.

Discussion:

Chair Barnes Dholakia recessed the regular meeting at 5:38 p.m. and called the public hearing to order. She noted that the public hearing was called to order acting as the Local Contract Review Board. The purpose of the public hearing was to hear testimony regarding the proposed findings of facts for the use of the Direct Award method of procurement for a project to add a turn lane on Brinson Blvd at Realms High School prior to adoption by the Board of Directors. There were no requests to provide testimony. Barnes Dholakia noted that final Board action to approve the findings of fact by resolution would take place later in the meeting. She closed the public hearing and reconvened the regular board meeting at 5:39 p.m.

7. Public Comment

Speaker(s): Chair Barnes Dholakia

Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 12:00 p.m. on November 9, 2021.

Discussion: Chair Barnes Dholakia reminded the audience that the Board and District leadership value communication from students, families, staff, and community members as it helps to guide the work of Bend-La Pine Schools. She reminded the audience that board meetings are a meeting in public and not with the public. She advised the audience that public comment would be heard in the order of the agenda, with a maximum of 10 minutes per agenda item and a total of 10 minutes for non-agendized items and individual speakers would be afforded a maximum of two minutes.

Sean Micken, Bend resident, parent, and spouse of a Bend-La Pine Schools staff member, discussed the one and a half percent green energy technology program, the 2021 Sustainability Plan as it relates to installing solar energy and renewables in new schools, and how the district can achieve its sustainability goals in a more cost effective way. Chair Barnes Dholakia stopped Mr. Micken after his two-minute time limit had lapsed and encouraged him to email the Board with his full comments for their review.

Jamie Bowman, former Bend-La Pine School parent and community educator, shared her hopes for the future. She hopes teachers can be trained in ways that are intersectional and for the training to be required regularly, that state curriculum is followed, that students feel comfortable and valued, that staff is up-to-date on student rights, that compassion drives the system, and that all kids know their needs are a priority. She thanked the Board for their time and efforts in moving towards these goals.

Erin Foote Morgan, Bend-La Pine Schools parent, thanked the Board for their service to the children of the community and encouraged the Board to continue to keep pressing forward on equity-focused work. She found the new COVID dashboard to be a revelation and wondered about a dashboard to show the community about the impact of equity-focused policies on learning outcomes.

Barnes Dholakia noted that the Board had also received public comment from other community members that chose not to read their comments live and that those comments would be added to the official board records for the meeting.

8. Consent for Action

Speaker(s): Chair Barnes Dholakia

Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.

Action(s): I move to approve the Consent for Action as presented. This motion, made by Amy Tatom and seconded by Janet Sarai Llerandi Gonzalez, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Absent, Amy Tatom: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 3

A. Approval of Minutes

Description: October 12, 2021, Regular Board Meeting, and October 26, 2021, Board Work Session
Reference: ORS 192.650 and ORS 332.057

Attachments:

10.12.21 Minutes - DRAFT

10.26.21 minutes - DRAFT

B. Approval of Personnel Recommendations

Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements

Reference: ORS 332.505

Attachments:

Certified Board Report 11.9.21

Classified Board Report 11.9.21

9. Discussion

A. Board Policies in Review

Speaker(s): Chair Barnes Dholakia

Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, November 10, 2021, through Tuesday, November 23, 2021, via Google Form.

Attachments: Executive Summary Board Policies in Review 11.9.21, EL 12 11.9.21 draft update, GBJ-BP draft 10.2021, JFCJ-BP draft 10.2021, KGBB-BP draft 10.21, and KL-BP draft update 9.2021

Discussion: Chair Barnes Dholakia shared that as part of policy governance, the governance processes, executive limitations, board ends, board staff linkages, and specific district policies require board approval. The following policies, Executive Limitation 12: Legally Required Policies, GBJ-BP: Weapons in Schools (Staff), JFCJ-BP: Weapons in Schools (Students), KGBB-BP: Firearms Prohibited, and KL-BP: Public Complaints are currently being reviewed by the Board.

Barnes Dholakia noted that the recommended changes to Executive Limitation 12: Legally Required Policies (EL-12) include a proposed update to help clarify what falls under the purview of the Board (and

requires Board approval) versus that of the District; a new naming structure with BP used for Board Policy, AP used for Administrative Policy, and AR used for Administrative Regulation; and clarification of the review and adoption process of policies. She shared that GBJ-BP: Weapons in Schools (Staff) and JFCJ-BP: Weapons in School (Students) have proposed policy title amendments from Administrative Regulation (AR) to Board Policy (BP) and that the policies have been updated to include provisions set forth in Senate Bill (SB) 554 (2021) to align with new board policy, KGBB-BP. Barnes Dholakia noted that new board policy KGBB-BP: Firearms Prohibited, allows the district to prohibit even those with concealed carry licenses from carrying firearms on school grounds and in school buildings, per Senate Bill (SB) 554 (2021), by adopting a policy and posting notice at entry points. In regards to KL-BP: Public Complaints, she noted the proposed policy title was amended from Administrative Policy (AP) to Board Policy (BP) and that the policy was rewritten to identify a process and timeline for complaints made against a board member.

Barnes Dholakia shared that the policies would be reviewed for the next 30 days and public feedback would be accepted via Google Form, which is linked in the board packet and available on the Policies page of the district website, until 5:00 p.m. on Tuesday, November 23, 2021. She noted that the Board would discuss the recommended changes, as well as any feedback received, at the December 14, 2021, board meeting.

10. Action Items

A. Exemption from Competitive Bidding Requirements

Speaker(s): Mike Tiller, Executive Director of Facilities

Description: Addition of a turn lane on Brinson Blvd.

Action(s): I move to approve Resolution 1924 as presented. This motion, made by Janet Sarai Llerandi Gonzalez and seconded by Amy Tatom, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Absent, Amy Tatom: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 3

Attachments: Executive Summary Exemption from Competitive Bidding Requirements, Resolution 1924 Granting Competitive Bidding Exemption, and Exemption Findings - REALMS

Discussion: Mike Tiller, Executive Director of Facilities, discussed the requirement set forth by the City of Bend for the District to add a turn lane on Brinson Blvd as part of the operation at Realms High School. He shared the District's desire to work with the development across Brinson Blvd to allow the project to be more efficient, cost-effective, and less wasteful. In order for the District to directly award Sage Ridge, Inc., the other developer's contractor, the board was asked to act as the Local Contract Review Board to review the findings, conclusions, and proposed Resolution 1924.

Chair Barnes Dholakia appreciated the District's thoughtfulness in saving money as well as lessening the impact on the environment.

B. Merging of Skyline High School with Realms High School

Speaker(s): Superintendent Cook

Description: The Oregon Department of Education (ODE) requires the Board to approve the merging of two schools as part of the Institution Request Form.

Action(s): I move to approve the merging of Skyline High School with Realms High School as described in the attached Oregon Department of Education Institution Request Form. This motion, made by Amy Tatom and seconded by Shimiko Montgomery, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Absent, Amy Tatom: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 3

Attachments: Executive Summary Skyline and Realms Merging – ODE and ODE Institution Request Form

Discussion: Superintendent Cook shared that the Oregon Department of Education (ODE) requires the Board to approve any consolidation of district institutions. In May 2021, Skyline High School was consolidated into Realms High School, requiring the District to complete the Oregon Department of Education Institution Request Form, which is in the board packet, and seek Board approval for the consolidation.

C. OSBA Legislative Policy Committee (LPC) Election

Speaker(s): Chair Barnes Dholakia

Description: Position 3 (Central Region) LPC position

Attachments: Courtney_Snead_Nomination_Form_LPCPos3pdf and Courtney_Snead_Questions_Resume_LPCPos3pdf

Discussion: Chair Barnes Dholakia shared that in odd-numbered years, elections are held for all Oregon School Board Association Legislative Policy Committee (LPC) positions. Bend-La Pine Schools is in Region 3, the Central Region, and this year there was only one candidate on the ballot; Incumbent Courtney Snead from Jefferson County 509J. Barnes Dholakia shared that the nomination form, questionnaire, and resume for Ms. Snead are in the board packet.

Amy Tatom, Janet Sarai Llerandi Gonzalez, Shimiko Montgomery, and Melissa Barnes Dholakia all voted in favor of Courtney Snead for the Region 3 LPC position with OSBA.

D. Board Policies for Action

Speaker(s): Chair Barnes Dholakia

Description: Board Policies that require School Board approval.

Action(s): I move to approve the Board policies as presented. This motion, made by Janet Sarai Llerandi Gonzalez and seconded by Amy Tatom, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Marcus LeGrand: Absent, Janet Sarai Llerandi Gonzalez: Yea, Carrie McPherson Douglass: Absent, Shimiko Montgomery: Yea, Shirley Olson: Absent, Amy Tatom: Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 3

Attachments: Executive Summary Board Policy for Adoption 11.9.21, GP 6 draft 9.21.21, EL 3 draft 10.12.21, EL 4 draft 10.12.21, and EL 10 draft 10.12.21

Discussion: Chair Barnes Dholakia shared that the final part of the review process for board policies, governance processes, executive limitations, board ends, and board staff linkages is for them to come before the Board for approval. No public comments were received on any of the policies before the board. Barnes Dholakia noted that the recommended updates for Governance Process 6: Governance Process (GP-6) included a revision in the process for prioritizing speakers for public comment during meetings, clarifying the typical time allotted for public comment during meetings, and clarifying item 4 regarding the majority voting requirement. She noted that Executive Limitation 3: Treatment of Students, Parents/Guardians & the Public (EL-3); Executive Limitation 4: Treatment of Staff (EL-4); and Executive Limitation 10: Financial Planning & Administration (EL-10) all included minor grammatical corrections. There were no additional comments or questions by the Board for the policies presented.

11. Reports

A. Staffing Report

Speaker(s): Steve Herron, Chief Human Resources Officer

Attachments: BLS Staffing Report 11.9.21

Discussion: Steve Herron, Chief Human Resources Officer, provided an overview of the current human resources information systems (HRIS) and explained that the current system does not allow for extraction of real-time data, which hinders the department's ability to present information. He stated that the Human Resources Department has fallen behind in regards to an integrated information system, but that the department is currently working with the IT department and business office to review the platforms currently in use to better utilize the systems available and that they are committed to undertaking the task of improving the systems.

Herron provided an overview of the district's total staffing and shared that the staffing is currently lean in regards to the administrative landscape in comparison to industry standards. He shared the demographic data from the 2018 and 2020 biennial federal reports and reiterated that the lack of an updated information system hinders his ability to extract real time data. He shared that the numbers are reflective of the current community demographics per the 2020 census data. In relation to hiring, he shared that the percentage of outside hires would traditionally be alarming, but at this point it is reflective of the district's hiring opportunities due to school investment account (SIA) funds. He again reiterated that the lack of an updated information system hinders the department's ability to determine how many of the hires were actual vacancies versus newly opened positions. He provided an overview of the hiring trends across both certified and classified positions.

In regards to next steps, Herron shared that expanding the functionality of the HRIS platform to be able to provide more granular analysis and to breakdown details of patterns seen is a priority as is driving the hiring cycle earlier in the calendar year.

Amy Tatom asked for clarification on the span of control in regards to managerial ratios and whether that was specifically related to educational settings. Herron shared that he intends to research that information further. Tatom also inquired as to whether the demographic data presented could be broken down by certified and classified employees. Herron shared that the only information currently available is that which is required to be reported to the federal government. He shared that he is confident that the certified data is fairly accurate, but that the information regarding classified employees is incomplete.

Janet Sarai Llerandi Gonzalez noted the importance of including a non-binary category, not just male and female, when collecting data internally, even if not required by the federal government. She also noted that racial categories should clearly reflect race as opposed to cultural identifiers.

Shimiko Montgomery inquired as to the demographic percentage of staffing in relation to students and families and not just the community as a whole. Herron shared that he would gather that information and share it with the Board. Montgomery also inquired as to the demographic breakdown in all areas of staffing, specifically administrative positions.

Chair Barnes Dholakia thanked Herron for the most extensive human resources report she had seen during her time on the board and noted that when the Chief Human Resource Officer position was filled, that this was the type of work the board had hoped to see. She also thanked him for his sense of urgency in regards to investing in an HRIS and echoed that staffing, including leadership positions, should reflect the demographics of students and not the community as a whole.

B. Oregon At-a-Glance-District-Profile

Speaker(s): Dave VanLoo, Director of School Improvement

Attachments: At-a-Glance Report Cards 11.9.21

Discussion: Dave VanLoo provided an update of the Oregon Department of Education (ODE) Oregon At-A-Glance District Profiles sharing that the profiles are designed for parents and more specifically for historically underserved families. He noted that in 2017-2018 the At-A-Glance Profiles (District Report Cards) were redesigned based on information parents had requested be reported. He reviewed the 2018-2019 profiles as those were the last years that had complete data due to COVID, noting that annually there are report cards for the district as a whole as well as for each individual school. VanLoo also shared that the ultimate goal of the ODE is to create a dashboard of all information available, but that there is not an estimation on when that will be complete.

Shimiko Montgomery asked if context is provided for parents in relation to data presented and what the interest level of parents is in regards to the data. VanLoo shared that in his experience, parents have shown very little interest in the reports. He also noted that there is a lot of data presented, but little to no context on the data itself and whether the data is relevant for district and school success.

Chair Barnes Dholakia asked VanLoo to expand on why tracking K-3 attendance is important. He shared that research has shown it to be a strong predictor for the future as it is an indicator of family connections and how they value education and the system as a whole. Barnes Dholakia also asked how alternative learning programs affect our graduation rates? VanLoo shared that Bend-La Pines Schools has many programs, specifically Oregon Youth Challenge (OYC), which operate under the district even though the district does not operate the program. Students come from all over the state to participate in OYC and, in fact, the program is soon doubling in size to approximately 600 students. He noted that the district's graduation rate is approximately in the 80th percentile, while our individual schools are much higher, in the 90th percentile. OYC, specifically, has a large impact on our graduation rates. Barnes Dholakia shared that she values the reports as they highlight the gaps and that she is excited about the opportunity to develop a district dashboard of data for our families.

Janet Sarai Llerandi Gonzalez shared that she values the fact that the data shows indicators in specific categories that are lacking. VanLoo agreed and noted that it is a systemic issue that needs to be addressed across the state, not only in our district.

12. Administrative Policy and Regulation Report

A. Administrative Policies and Regulations in Review

Speaker(s): Superintendent Cook

Description: List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted beginning Wednesday, November 10, 2021, through Tuesday, November 23, 2021, via Google Form.

Attachments: Executive Summary Policy and Regulation for Review 11.9.21 and KL-AR draft 9.2021

Discussion: Superintendent Cook shared that KL-AR: Public Complaints is currently being reviewed by the district. The regulation has been rewritten to identify a process and timeline for complaints made against a board member to align with new language presented in board policy KL-BP: Public Complaints. Cook shared that the administrative regulation would be reviewed for the next 30 days and that feedback from both the board and the public would be accepted via Google Form, which is linked in the board packet and on the Policies page of the district website, until 5:00 p.m. on Tuesday, November 23, 2021.

13. Board Comments

Description: Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.

Discussion: Chair Barnes Dholakia appreciated the public interaction at the listening session that was held last week at Three Rivers.

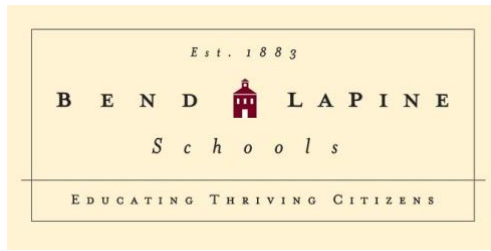
14. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for December 14, 2021.

Discussion: Chair Barnes Dholakia adjourned the meeting at 6:52 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



Bend-La Pine Schools School Board Retreat Minutes

Meeting Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

Meeting Date: November 19, 2021

Board Members

Melissa Barnes Dholakia:	Present
Marcus LeGrand:	Present
Janet Sarai Llerandi Gonzalez:	Present
Carrie McPherson Douglass:	Present
Shimiko Montgomery:	Absent
Shirley Olson:	Present
Amy Tatom:	Present

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The board retreat was called to order by Chair Barnes Dholakia at 2:06 p.m. It was noted that Shimiko Montgomery was absent.

Barnes Dholakia shared that public comment is not taken during a board retreat as it is an opportunity for the Board to engage in discussion on key Board work and initiatives.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

Discussion: The Pledge of Allegiance was led by Chair Barnes Dholakia.

3. Opening Activity

Speaker(s): Chair Barnes Dholakia

Description: An opportunity to build connection, communication and an understanding of diverse perspectives.

Discussion: Chair Barnes Dholakia led fellow board members and members of Cabinet in an opening activity. Each person wrote their "7-word why" of why they do the work they do for the District and shared their thoughts with the group as they posted it on the bulletin board.

4. Finance and Facilities

Discussion: Chair Barnes Dholakia noted that Mike Tiller, Executive Director of Facilities, and Brad Henry, Chief Operations and Financial Officer, would be providing information to provide the board an opportunity to build background of why they do the work they do.

A. Facilities

Speaker(s): Mike Tiller, Executive Director of Facilities

Description: Overview of facility needs of a growing district

Discussion: Mike Tiller shared the facilities history of the district as well as population growth rates since 1990 and enrollment history since 2000. He reviewed the 20-year Sites and Facilities long-range plan, noting that it's updated every five years, during which time a Sites and Facilities Committee evaluates all existing schools and sites for asset preservation and expansion to accommodate growth and adapt to meet curriculum and best practices needs. The committee then brings their findings to the Board with a formal report and then the Board must determine if a bond is needed to fund the committee's findings. Tiller noted that the Sites and Facilities Committee is currently meeting and should have their formal report prepared in February or March.

Carrie McPherson Douglass inquired as to the length of time needed to prepare a bond for the ballot. Tiller shared that ideally the district would want about six months after the board's decision is made that a bond is needed. Shirley Olson inquired as to when a bond could be put on the ballot. Brad Henry shared that typically the district will not place a bond on a special election but rather use the May/November timeframe.

Tiller shared a history of past bond measures and the major work done with each. He noted that all district buildings are touched in some manner during a bond to keep them preserved and for retrofitting to meet the sustainability plan. He noted that Realms middle and high schools as well as the Tamarack program on Twin Knolls Drive are all housed in facilities leased by the district. Brad Henry shared that for the current sites and facilities review, the district has asked the Portland State Population Research Project to forecast for individual schools rather than for the district as a whole as they have in the past.

B. Finance

Speaker(s): Brad Henry, Chief Operations and Financial Officer

Description: Overview of overall budget distribution across the District

Discussion: Brad Henry provided an overview of the district's fund structures, noting that the general fund is the main operating fund, including staff expenses. He shared that the formula revenue is approximately 91% of total resources for 2021-22.

Discussion ensued about how the state of Oregon pools all property taxes in the state and distributes them evenly and that the board has the purview to place a local option on the ballot for additional funding; it was noted that many districts in the state have a local option, but that BLS does not. A benefit of a local option is that it can be used for salaries and other expenditures, whereas a bond can only be used for buildings and facilities. Henry noted that, similarly to a bond, a local option must clearly state the purpose of the funds when placed on the ballot.

Henry discussed weighted ADM (average daily membership) and explained that the most weight a single student can carry is 2.0. Discussion ensued and Henry pointed out that the formula is a revenue formula, not an expenditure formula per student.

In regards to the use of funds, Henry shared that annually 5% is budgeted for contingencies and reserves. Of the remaining 95%, 84% is for direct personnel costs with an additional 7% for substitute costs through the ESD. He shared that approximately 62% of the personnel costs are in schools. He also shared that class sizes are smaller this year due to lower enrollment, but that next year those numbers would need to be adjusted based on actual enrollment. Lora Nordquist added that, historically, BLS has had smaller class sizes, K-12, than similar districts in the state, even those with a local option. Janet Sarai Llerandi Gonzalez inquired as to when staffing will be adjusted based on enrollment and what that means. Henry shared that in looking into next year for staffing, generally open positions will go unfilled

and that the district can adjust if enrollment numbers rebound.

The Special Revenue Fund includes the Student Investment Account (SIA). Henry noted that the approved plan was based on a \$14 million allocation but that the actual allocation was \$13.2 million with next year forecast at roughly \$13.6 million. The district has chosen to fully fund the original plan with ESSER (elementary and secondary emergency relief) funds.

Henry noted that the 2022-23 budget process includes filling 4 vacant budget committee vacancies, a budget workshop with the board and the budget committee in March, formal budget committee meetings beginning in April, and the final budget being adopted by the board by June 30th.

Superintendent Cook shared that in his short time in the district, it is striking to him the level of acuity and attention to the long term the district has in regards to finance and facilities.

1. Equity and Excellence

Speaker(s): Deputy Superintendent Nordquist

Description: Spending prioritization across the District

Discussion: Superintendent Cook shared that the upcoming work in the next portion of the meeting was going to be a reflection of knowing that a large amount of funding was coming to the district with SIA funds and how the district planned to use it. It will be a look at how the strategic priorities were developed in conjunction with community feedback and how the specific actions are being implemented with fidelity across the district and expectations in the years ahead. He noted that the fifth strategic priority, diversifying staff, would not be addressed tonight as it will be a full presentation at the January work session with the board. The goal is to provide an understanding of coherence in the strategic priorities and how they align with the board goals and how we get clear expectations across the systems and what the adult actions are that should be occurring in all of our schools.

Chair Barnes Dholakia recessed the meeting at 3:19 p.m. for a short break.

5. Board Ends

Speaker(s): Deputy Superintendent Nordquist

Description: An exploration into the strategic initiatives that support work in each of the five goals areas:

- * Academic Achievement
- * Passion, purpose, and plan
- * Engagement
- * Inclusion and belonging
- * Reflective staffing

Discussion: Chair Barnes Dholakia called the meeting back to order at 3:32 p.m.

Superintendent Cook noted that Deputy Superintendent Nordquist was going to lead the team in a Critical Friends Protocol to allow them to reflect deeply on issues important to the district.

Deputy Superintendent Nordquist provided some background on the journey to developing the strategic priorities, noting that true listening sessions with honest conversations with all groups within the community were held at all district sites. She noted that in 2020-21, \$4.5 million in SIA funds were used to reduce class sizes to bring students back into schools safely after COVID and to build up the district's online programs. She also noted that for the 2021-22 school year, \$13.2 million was used for social, emotional, and mental well-being and class size reductions.

Kinsey Martin, Director of Diversity, Equity, and Inclusion, provided an overview of the first priority:

empower student, family, community, and staff voice; strengthen sense of inclusion and belonging for all students, families and staff.

Sean Reinhart, Executive Director of Student Services, provided an overview of the second priority: create safer, healthier, more equitable school environments for students, families, and staff from marginalized populations.

Stephen Duval, Director of College and Career Readiness, provided an overview of the third priority: review and implement evidence informed curricula, using an equity lens to ensure diverse inclusive perspectives in all content areas.

Dave VanLoo, Director of School Improvement, provided an overview of the fourth priority: focus on core curricula, instruction, and assessment practices that elevate learning for all students, but especially those from underserved populations.

Nordquist provided the Board with ten minutes to ask questions to make sure they understood the action steps, the rationale, and the monitoring data presented. Carrie McPherson Douglass inquired as to whether there was a goal or metric of success for the work. Nordquist noted that evidence of implementation is the shortest measure and that there are also mid-term and long-term outcomes as well. Vice Chair Marcus LeGrand inquired how outcomes are measured and how we know that student voices have been amplified. Nordquist shared that level leaders will work with school leaders to hold them accountable to their individual school design plans with evidence of implementation and evidence of outcomes. This will be an ongoing work in progress and each school will be different. Shirley Olson noted that professional development is powerful and necessary and inquired as to whether SIA funds had been set aside for that. Nordquist noted that there are ample funds for extensive professional development, but the current barrier to that is lack of substitute teachers to cover classes. Olson also asked for an overview of the district's contract with Doug Reeves. Duvall shared that the district has a group of approximately 30 that is working with Doug Reeves and his team regarding equitable grading practices. He shared that the district has a group of approximately 10 that is taking the best practices from the shared work and providing professional development to implement those best practices.

Nordquist provided the Board with 15 minutes to discuss amongst themselves to provide quick affirmations and feedback before digging into their wanderings, concerns, and next steps. At the end of the time period, Nordquist thanked the board for their visions and for supporting the district's work. Superintendent Cook provided his final thoughts on the afternoon's work, summarized key ideas and questions that he heard from the board.

6. Closing Activity and Appreciations

Speaker(s): Chair Barnes Dholakia

Description: An opportunity to build connection, communication and an understanding of diverse perspectives and to acknowledge the work of others.

Discussion: Chair Barnes Dholakia thanked everyone for their work and asked everyone to think about things that were learned during the retreat.

Shirley Olson appreciated learning the Critical Friends Protocol.

Chair Barnes Dholakia appreciated seeing the timeline of bonds and work done within each, learning the plans for measuring adult actions in the district, and that the district is working on K-12 mapping for CTE.

Amy Tatom appreciated learning that we are one of few large districts in the state that doesn't have a local option and thinks that this might a conversation for the district to have in the future. She also appreciated

seeing the amount of work that has been done in the last 20 years due to growth and how well the district has kept up with those needs.

Vice Chair LeGrand appreciated learning that the ADMw is capped at 2.0 and the further explanation of the SEL work of the district.

Janet Saria Llerandi Gonzalez also appreciated learning about the ADM point system and sees a need for a push at the state level for a different design to better meet the needs of our students and staff.

Carrie McPherson Douglass appreciated hearing about the work being done in a different format than the monthly reports, as well as the clarity of defining needs and not always just adding more wants.

Superintendent Cook appreciated learning something new from the staff every time he hears them speak, the staff sharing their passion for their work, and for the board's recognition of the zone of control.

Shirley Olson thanked Chair Barnes Dholakia for listening to board members during their one-on-one sessions with her to develop the board retreat.

Vice Chair LeGrand asked the team to take time for themselves and to appreciate themselves. He also congratulated the sports teams in the district that have won recent championships and those that are continuing to compete at the state level.

Janet Saria Llerandi Gonzalez shared that she is hopeful and proud of the commitment to the work being done in the district.

Amy Tatom shared her appreciation with all of the adults that continue to show up every day to make our schools better and to meet the student needs.

Carrie McPherson Douglass appreciated the passion and care that our staff show our students, especially the long hours outside of the classroom. She also shared her excitement around the excellence in equity work, how it continues to be used in the district's work, and that it is a gold standard across the nation.

Chair Barnes Dholakia also appreciated the dedication of the district surrounding the excellence in equity work and how the district continues to work to elevate voices in the community.

7. Adjourn

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for December 14, 2021.

Discussion: Chair Barnes Dholakia adjourned the meeting at 5:06 p.m.

Recorded by: Janet Bojanowski, Board Clerk



HUMAN RESOURCES

Education Center

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

DATE: December 7, 2021
 TO: Dr. Steven Cook, Superintendent
 Board of Directors for Bend-La Pine Schools
 FROM: Steve Herron, Chief Human Resources Officer
 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 August 3, 2021. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Brunner, Brett	PE Teacher PS109416	Pilot Butte MS	Temporary Full Time	11/12/2021
Campbell, Megan	Language Arts Teacher PS109443	La Pine MS	Temporary Full Time	
Crowder, Tyler	Language Arts/Social Studies Teacher PS109436	Cascade MS	Temporary Part Time	11/16/2021
Dagleish, Alyssa	Certified Teacher, Floater PS109446	Bend Senior HS	Temporary Part Time to Temporary Full Time	11/8/2021
Haggard, Shannon	Study Skills Teacher PS109426	Skyview MS	Temporary Part Time	11/08/2021
Hill, Charles	Welding Instructor PS109451	Bend Senior HS	Temporary Part Time	11/15/2021
Jackson, Benjamin	Special Education Teacher PS108749	SPED	Temporary Full Time	12/06/2021
Stoefen, Lori	SPED Teacher PS108749	Rosland Elementary	Temporary Full Time	11/29/2021
Sweigert, William	SEL Teacher PS#109421	Ensworth Elementary	Temporary Part Time	
Wilson, Kate	Math Teacher PS109464	Pacific Crest MS	Regular Part Time to Temporary Full Time	02/08/2022



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CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Haggard, Shannon	Study Skills Teacher	Skyview MS	11/08/2021 – 11/19/2021
Howard, Lindsey	Speech Therapy Teacher	Rosland Elementary/La Pine HS	07/01/2021 – 128/18/2021
McAllister, Lauren	SRC Teacher	Pacific Crest MS	08/30/2021 – 12/17/2021
Reynolds, Holly	ERC Teacher	William E Miller Elementary	08/27/1991 – 12/31/2021
Roberts, Patricia	Art Teacher	Pilot Butte Middle School	09/07/1993 – 11/30/2021
Saubier, Julie	Primary Teacher	Bear Creek Elementary	08/28/1995 – 12/31/2021
Taggart, Petra	SED Teacher	La Pine Middle School	08/27/2018 – 11/30/2021

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES
Reynolds, Holly	ERC Teacher	William E Miller Elementary	01/01/2022 – 06/30/2022
Roberts, Patricia	Art Teacher	Pilot Butte Middle School	12/01/2021 – 06/30/2022

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Logan, Deon	Director of Recruitment & Retention	Human Resources	1/11/2021 – 11/22/2021
Tiller, Michael	Executive Director of Facilities	Facilities	9/12/1990 – 12/31/2021

ADMINISTRATIVE RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES
Tiller, Michael	Executive Director of Facilities	Facilities	1/1/2022 – 12/31/2022



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December 7, 2021

TO: Steve Cook, Superintendent
Bend-La Pine School Board of Directors

FROM: Steve Herron, Chief Human Resources Officer
Paul Dean, Director of Human Resources – Classified Staff

RE: Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements.

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on December 14, 2021.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Becker, Sidney	EA – Inclusion PS108867	High Lakes	Reg 5.3 hrs / day	11/09/21
Brandl, Medley	EA – Inclusion PS108867	Special Programs	Reg 6.5 hrs / day	12/09/21
Celandar, Maya	EA – Student Instruction PS109380	Amity Creek	Temp 3.4 hrs / day	11/08/21
Chally, Ashley (Elizabeth)	Office Manager PS109441	Highland	Temp 8.0 hrs / day	11/17/21
Connet, Donna	Fan Advocate PS109440	Ensworth	Reg 6.4 hrs / day	01/03/22
Franco Bernardino, Griselda	Family Liaison PS109389	ESL	Reg 1.60 hrs / day	11/15/21
Gray, Daniel	Custodial Crew PS109456	Caldera	Temp 8.0 hrs / day	12/02/21
Hackworth, Shelley	EA – Inclusion PS108867	North Star	Reg 6.5 hrs / day	11/17/21
Hansen, Amber	Bus Driver PS109192	Transportation	Reg 4.0 hrs / day	11/29/21
Holler, Christina	EA – Inclusion PS108867	Special Programs	Reg 7.0 hrs / day	12/07/21
Jimenez, Molly	Office Manager II PS109437	Silver Rail	Reg 8.0 hrs / day	12/02/21
Koslick, Rachelle	Behind the Wheel Trainer (La Pine) PS109021	Transportation La Pine	Reg 6.5 hrs / day	12/01/21
Medeiros, Patricia	EA – Inclusion PS108867	Pilot Butte	Reg 7.0 hrs / day	12/06/21
Mendiola, Sarah	Nutrition Server I PS109160	Buckingham	Reg 3.0 hrs / day	11/17/21
Newman, Lindsay	Nutrition Server I PS109160	Buckingham	Reg 3.75 hrs / day	11/15/21
Page, Natalie	EA – Student Success PS108840	Elk Meadow	Reg 7.0 hrs / day	11/09/21



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Paulsen, Sienna	Nutrition Server I PS109160	Three Rivers	Reg 3.75 hrs / day	11/17/21
Ruiz DeZarate, Maximilian	EA – Student Success PS108840	Ensworth	Reg 7.0 hrs / day	11/29/21
Scott, James	Building Services Manager PS109472	Maintenance	Reg 8.0 hrs / day	12/06/21
Sims, David	Transportation Specialist PS109396	Transportation	Reg 8.0 hrs / day	11/15/21
Smith, Clark	Bus Driver PS109192	Transportation	Reg 4.0 hrs / day	11/30/21
Souter, Guy	Bus Driver PS109192	Transportation – La Pine	Reg 4.0 hrs / day	11/29/21
Stapp, Darren	EA – Student Success PS108840	Silver Rail	Reg 7.0 hrs / day	11/04/21
Veek, Joshua	Repair Technician PS109455	Transportation – La Pine	Reg 8.0 hrs / day	12/01/21
Walker, Anthony	EA – Inclusion PS108867	Caldera	Reg 6.6 hrs / day	11/08/21
Wasson, Jenny	EA – Instruction PS109422TMP	Ponderosa	Temp 3.0 hrs / day	11/29/21

Classified Resignations

Name	Position	Location	Resign Date
Aas, Clayton	Outside Services Crew II	Maintenance	07/31/17 – 11/23/21
Bright, Stefanie	Media Manager	La Pine Middle School	01/04/21 – 12/17/21
Brunner, Brett	EA – Inclusion	Pilot Butte	02/18/20 – 11/11/21
Byrne, Robert	Bus Driver	Transportation- La Pine	09/06/21 – 10/18/21
Campbell, Megan	EA- Alternative Ed.	La Pine High	08/27/19 – 11/28/21
Chamberlain, Tabitha	Office Secretary II	La Pine High	02/06/20 – 12/17/21
Everest, Thomas	Building Services Manager	Maintenance	08/30/06 – 11/26/21
Goslin, Nathan	Building Upkeep Asst 2	Summit	12/04/17 – 12/29/21
Jackson, Benjamin	EA – Inclusion	Mountain View	01/26/21 – 12/03/21
Jentzsch, Sherry	Bus Driver	Transportation – La Pine	10/12/09 – 11/30/21
Le, Oanh	EA – Instruction	La Pine Elementary	02/08/21 – 12/17/21
Marino, Sara	EA – Inclusion	Caldera	08/14/21 – 12/16/21
Smallwood, Erin	EA – Alternative Ed.	Summit High	10/22/20 – 12/17/21
Veek, Joshua	Bus Driver	Transportation – La Pine	06/19/17 – 12/01/21
Warfield, Shawn	EA – Inclusion	Juniper	02/28/14 – 11/19/21
Westbrook, Lisa	Bus Driver	Transportation – La Pine	09/11/17 – 12/17/21

Classified Retire-Rehires

Name	Position	Location	Retirement Date
Silcocks, Diana	Staff Accountant/Auditor	Business Office	11/15/00 – 06/30/22



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Reeves, Wendy	Staff Accountant/Auditor	Business Office	05/20/02 – 06/30/22
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Classified Retirements

Name	Position	Location	Retirement Date
Saunders, James	School Bus Monitor	Transportation – La Pine	02/14/01 – 06/16/22

ALO/Charter School Presentation

Bend La-Pine School Board

December 14, 2021

Presented by Kathy McCollum, Director,
Alternative Learning Options, HDESD



ALO/Charter School Educational Leaders

- Bend International School—Senora’ Meera Rupp
- Central Oregon Intergovernmental Council—Patrick Jordan
- Desert Sky Montessori—Jodie Borgia
- J Bar J Boys Ranch—Crystal Mooney
- The Academy at Sisters—Crystal Mooney
- Oregon Youth Challenge Program—Cindi Krauger

- Special thanks to
 - Eric Powell, ALO Liaison for Bend-La Pine Schools
 - Annie Marges, Alternative Learning Options Specialist, ODE

Significant Accomplishments

- **Bend International School:** The number one accomplishment was successfully completing its whole school Eco-Unit in spring 2021 and winning the award and distinction of becoming an Eco-School, an International Recognition for schools who achieve high levels of global sustainability through student and community involvement.



Central Oregon Intergovernmental Council

- **COIC:** Its most significant accomplishment was successfully balancing a hybrid model of instruction that allowed students to earn 97 GEDs and 41 diplomas.




Desert Sky Montessori

- **Desert Sky Montessori:** The year 2020-21 will be a year to remember as it held many challenges with the COVID-19 pandemic. DSM added 6th grade to complete all primary, lower, and upper elementary grades. The most significant achievement, however, is the incredible job the teachers did of pivoting constantly to new expectations and needs required between distance learning and in-person learning. Montessori is a hands-on pedagogy and the teachers developed and implemented a program that helped all students continue to learn during all the changes. They maintained connection and care with children and families, at the same time as supporting academic growth.



J Bar J Boys Ranch

- **J Bar J:** Students participating in a Vocational Education Program, which is provided onsite. Vocational students are getting “hands-on” experience and learning skills volunteering at the Veterans Village Project.
 - **The Academy at Sisters:** A special education teacher now serves students at the Academy two days a week.
- 

Oregon Youth Challenge Program

- **Oregon Youth Challenge Program:** Pandemic restrictions did not allow students to physically leave campus for the entire 22-week program duration for any home breaks, visitations with parents, or any activities out in the community. Through the staff's flexibility, perseverance, and great teamwork, Class 61 (Jan-June 2021) graduated 107 students which included our highest number to date of 31 High School Diplomas, and 11 GED recipients.




Statistics

- **Total students served: 944 Students**
 - **% of IEPs range from 11% to 37% per site**
 - **% of ELLs range from 1.5% to 15% per site**
 - **% of Economically Disadvantaged range from 27% to 100% per site**
 - **% of Ethnic Diversity: Most students are White/Caucasian, although approximately 50% of students enrolled at the COIC Juvenile Program, J Bar J Boys Ranch, and Oregon Youth Challenge Program are ethnically diverse**
 - **# of Students earning GEDs: 122**
 - **# of Students earning Diplomas: 86**
-



Thank you!

- 
- All of our Alternative Learning Option Schools and Charter Schools sincerely thank the Bend La-Pine School District and School Board for your support of our programs.

Contract & Charter School Evaluations

2020-2021

Bend-La Pine Schools

December 14, 2021

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

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS 2020-2021

Prepared by Kathy McCollum

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

Summary results for the 2019-2020 school year are included as **Attachment B** and are titled *Contract/Charter School Qualifiers – 2020-2021*. Data from the matrix qualifiers include: 1) students served; 2) assessment results; 3) credits earned; 4) students achieving a high school diploma; and 5) students achieving a GED. This data has been graphed and is included as **Attachment C**. Contract and Charter Schools' Smarter Balanced Assessment Results for school year 2020-2021 are not available, as assessments were not administered due to COVID-19.

A written statement from the Bend-La Pine School District Business Office, **Attachment D**, confirms that for the fiscal year 2020-2021 all independent Alternative Learning Option (ALO) providers and Charter Schools have submitted financial and enrollment information as required, and that all providers are in compliance with their contracts regarding expenditures.

For the purposes of ORS 336.635(1), all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Each private alternative education program must register with the Oregon Department of Education. Applications are due by March 31, although were extended to May 14, 2021 due to COVID-19. Included in this report are letters from ODE, which verify the contract programs sponsored by Bend-La Pine applied within the required timelines and have been approved for the 2021-2022 school year. These contract programs include COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge.

Goals set for the 2020-2021 school year for the Contract and Charter Schools were reviewed during the evaluation cycle, and goals for the 2021-2022 school year have been established.

Included with this Executive Summary are the 2020-2021 evaluation reports for:

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

The most significant accomplishments of these programs for 2020-2021 were:

- **Bend International School:** The number one accomplishment was successfully completing its whole school Eco-Unit in spring 2021, and winning the award and distinction of becoming an Eco-School, an International Recognition for schools who achieve high levels of global sustainability through student and community involvement.
- **COIC:** It's most significant accomplishment was successfully balancing a hybrid model of instruction that allowed students to earn 97 GEDs and 41 diplomas.
- **Desert Sky Montessori:** The year 2020-21 will be a year to remember as it held many challenges with the COVID-19 pandemic. DSM added 6th grade to complete all primary, lower, and upper elementary grades. The most significant achievement, however, is the incredible job the teachers did of pivoting constantly to new expectations and needs required between distance learning and in-person learning. Montessori is a hands-on pedagogy and the teachers developed and implemented a program that helped all students continue to learn during all the changes. They maintained connection and care with children and families, at the same time as supporting academic growth.
- **J Bar J:** Students participating in a Vocational Education Program, which is provided onsite. Vocational students are getting “hands-on” experience and learning skills volunteering at the Veterans Village Project.
- **The Academy at Sisters:** A special education teacher now serves students at the Academy two days a week.
- **Oregon Youth Challenge Program:** Pandemic restrictions did not allow students to physically leave campus for the entire 22-week program duration for any home breaks, visitations with parents, nor any activities out in the community. Through the staff's flexibility, perseverance, and great teamwork, Class 61 (Jan-June 2021) graduated 107 students which included our highest number to date of 31 High School Diplomas, and 11 GED recipients.

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 accept these reports as written.

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

2020-2021 Qualifier Matrix

Bend-La Pine Schools Contract/Charter School Qualifiers

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	194/25	257	59	136/17	3/94	1/33	7/118
% on IEPs	11%	17.5%	36%	8.5%	37%	20%	29%
% of ELLs	3%	1.5%	3%	2.6%	7%	0%	15%
% of Economically Disadvantaged	27%	40%	100%	31.3%	100%		45%
Ethnicity: White/Latino	181 Latino: 38	229 Latino: 33 (25 identify as both Latino and White)	46 (5 identify as both Latino and White)	145 Latino: 8	50% Latino: 23 Multi-racial: 6 Black: 9 Native American: 6	25% Latino: 0 Asian: 1 Black: 4 Native American: 1	47 Latino: 46 Other: 14

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		N/A	No testing due to COVID and Building Construction at Detention (Noise)	19: 14 3 rd and 5 6 th graders			No testing due to COVID
MAPS		N/A	N/A	0			N/A
easyCBM		N/A	N/A	0			N/A
DIBELS		N/A	N/A	0			N/A
STAR: Reading Math		N/A	N/A	0 0	Reading: Average Grade Level Gain: .78 Math: Average Grade Level Gain: .50	Reading: Average Grade Level Gain: 1.295 Math: Average Grade Level Gain: .96	N/A
Work Keys		N/A	N/A	0			No testing due to COVID
TABE Reading Math		5.3 5.1	N/A	0			107 TABE In/Out. Overall Grade Equivalent improved 1.4 levels (COVID impacted)
WIAT		N/A	N/A	0			N/A
PSAT: Reading Math		N/A	N/A	N/A			N/A
SAT: Reading /Writing Math		N/A	N/A	N/A			N/A
ACT: Reading/Writing Math		N/A	N/A	N/A			N/A

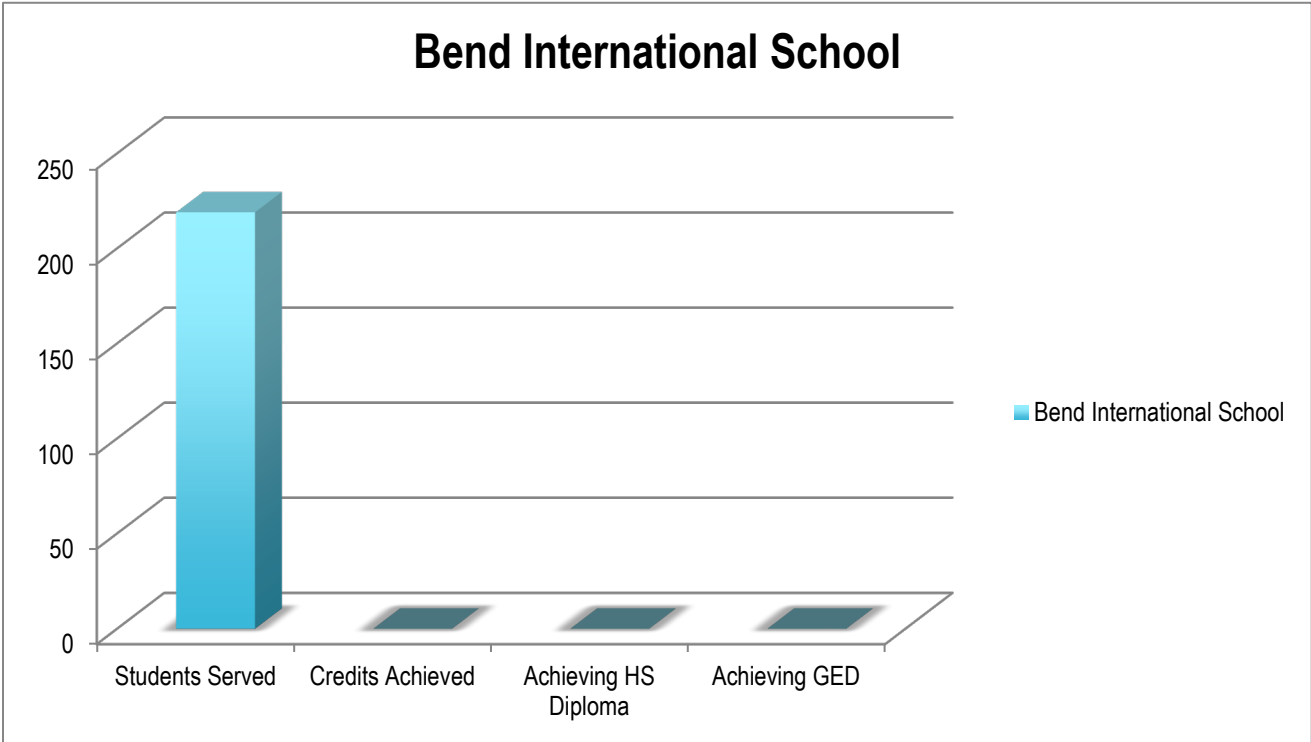
Coursework	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
# of Credits Attempted		538.25	14.75	N/A	325.165	193.3	1125.25
# of Credits Earned		538.25	14.75	N/A	322.71	193.65	1125.25

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		N/A	N/A	N/A		8	114
# Dropped from Program		41	N/A	N/A		7	11
Return to High School		21	Not available yet; ODE has not released 2020-21 Dropout Report	N/A	21 students retained for the 20-21 school year	12 students retained for the 20-21 school year	70
Median Length of Program Stay		87 days	6.5 days	N/A	128 days	254 days	153
# of Students Earning Diplomas		41	0	N/A	10	4	31
# of Students Earning GEDs		97 Total (35 earned both GED and Diploma)	0	N/A	12	2	11

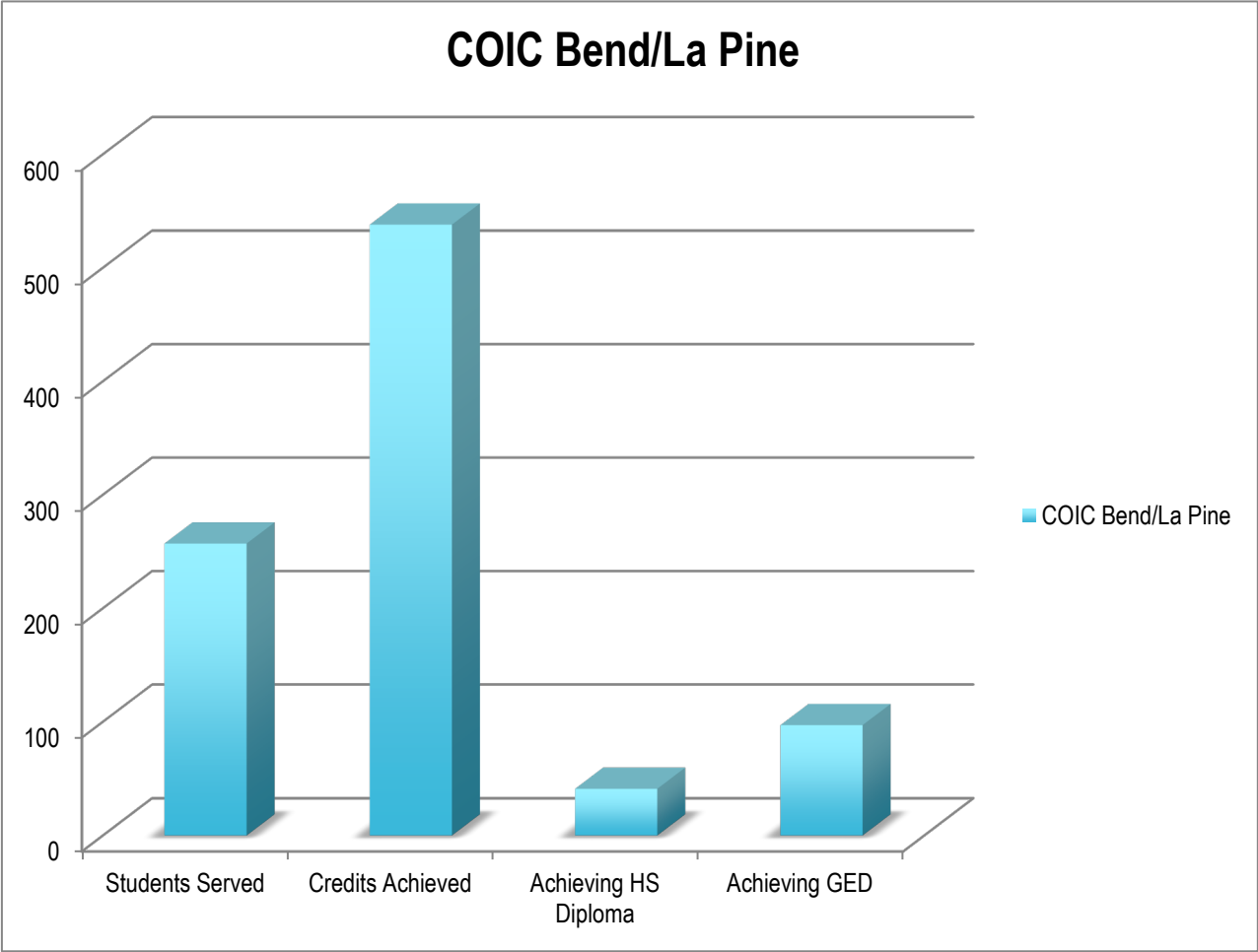
Other Accomplishments	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
		30 – Paid Work Experience \$59,945 Wages Earned					Total Hours of Community Service: None due to COVID
		Became an official Private Test Center for GED Testing					# of students passing ASVAB: 74 (COVID impacted)
		Partnered with HDESD to offer free Drivers Ed to students					

ATTACHMENT C

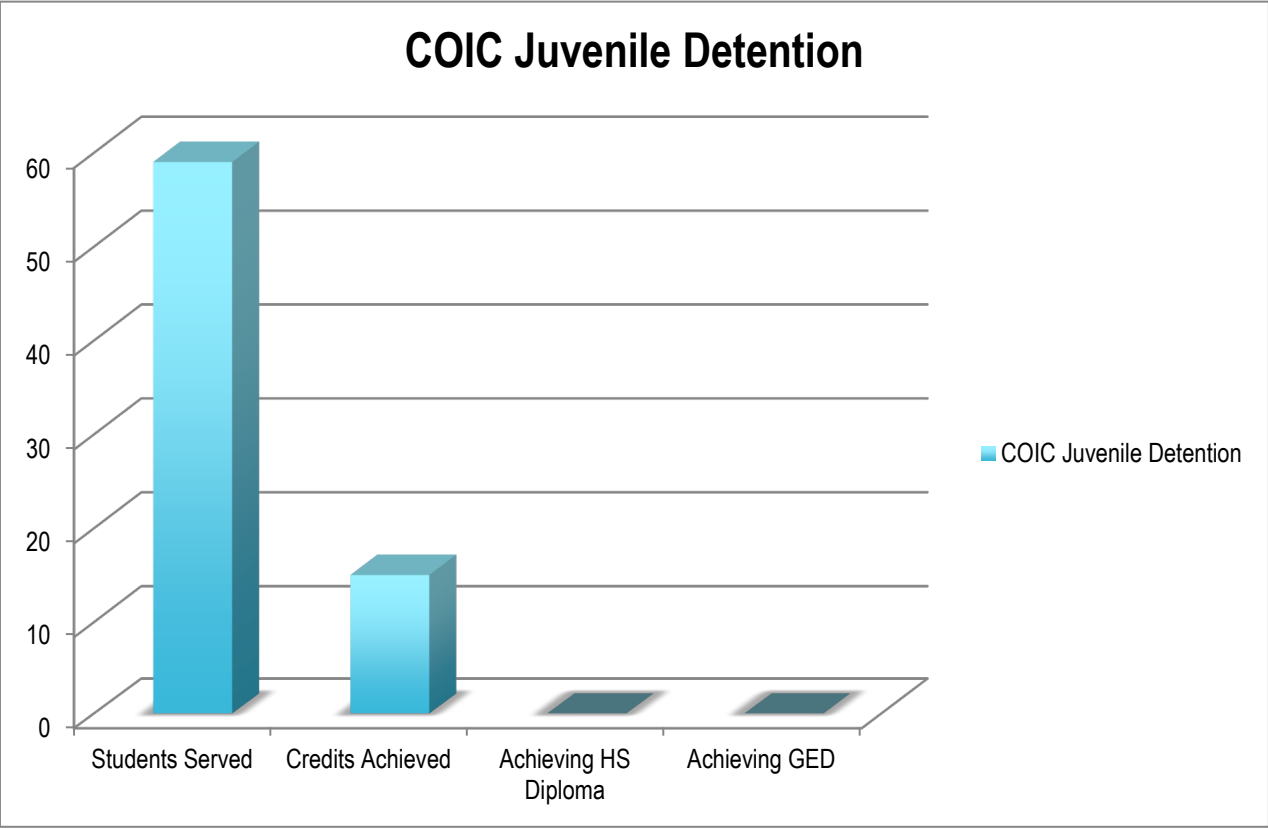
Data and Graphs



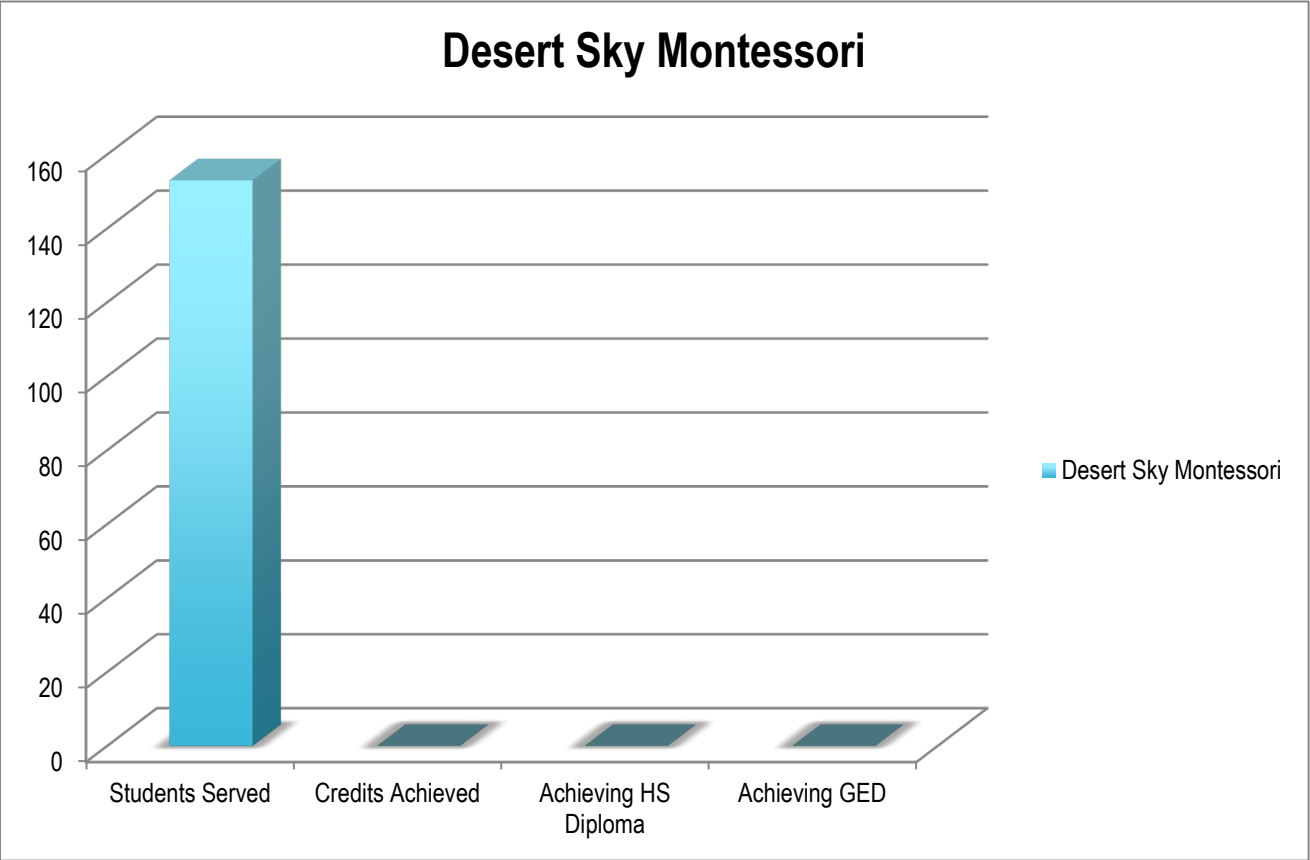
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Bend International School	219	N/A	N/A	N/A



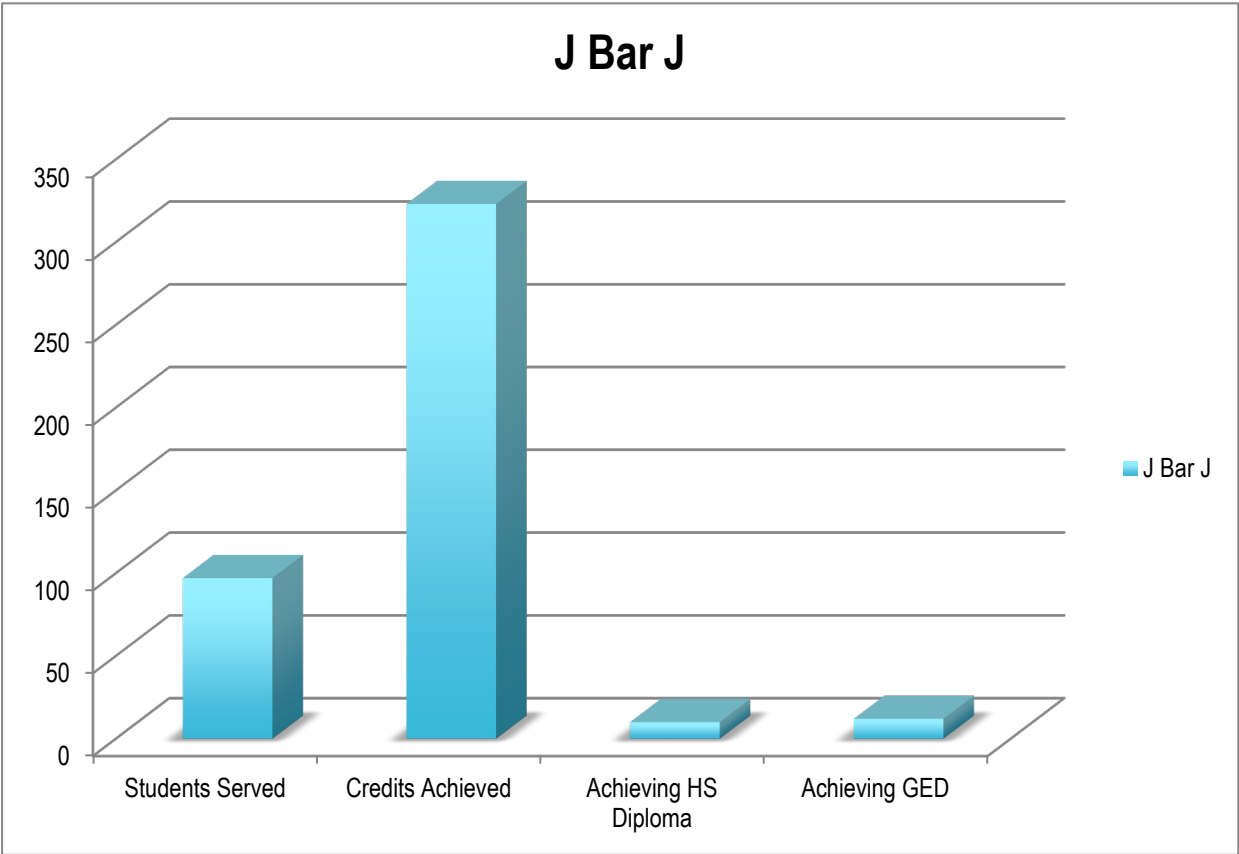
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Bend/La Pine	257	538	41	97



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Juvenile Detention	59	15	N/A	N/A

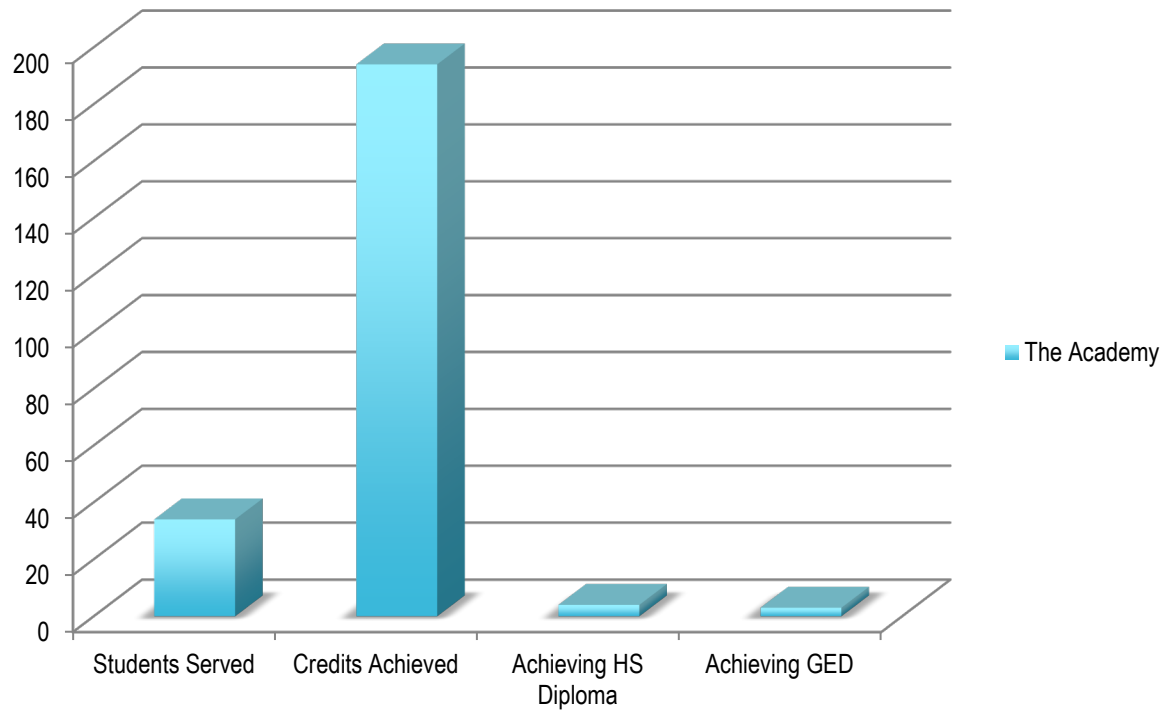


	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Desert Sky Montessori	153	N/A	N/A	N/A

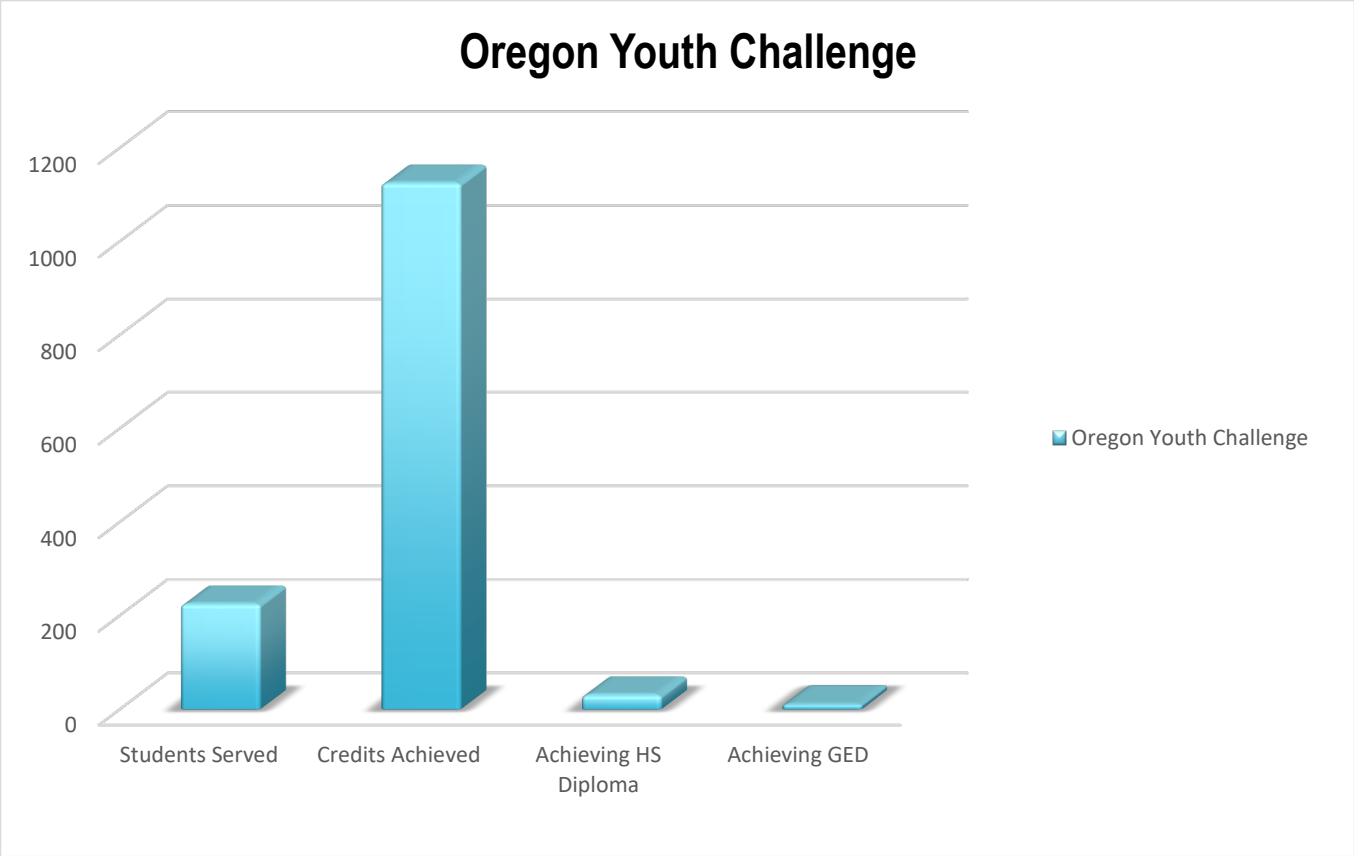


	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
J Bar J	97	323	10	12

The Academy



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
The Academy	34	194	4	3



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Oregon Youth Challenge	225	1,125	31	11

ATTACHMENT D

Fiscal Compliance

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 FY2020-21, 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,



Leah Bibeau
Finance Director
Bend-La Pine Schools

BEND INTERNATIONAL SCHOOL (BIS)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2020-2021

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: November 2021

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.



Bend International Charter School Annual Report November 2021

Bend International School (BIS) is now in its seventh 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 with 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 been unsuccessful in more traditional school settings.

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

Curriculum:

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

The three main components of the BIS Curriculum include:

International Education

- a) Units of study that promote global competence
- b) Promotes a diverse student and staff population
- c) World Language Program: Spanish (Immersion and more)

Academic Excellence






- a) High standards (CCSS, NGSS, International Curriculum - Singapore Math) STEAM
- b) 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 and Objectives:

Goals:	History/Status:
<p>Develop and deepen the Spanish Immersion/Spanish Program at BIS</p>	<p>2019-20</p> <ul style="list-style-type: none"> ● Increased number of bilingual staff from 12-14 ● Added Spanish as a foreign language (2x/week)for grades K-8 ● Provided training and resources for Spanish Immersion teachers ● Purchased more Spanish curricular materials <p>2020-21</p> <ul style="list-style-type: none"> ● Formed Spanish Program Committee to develop and strengthen program - work as a team to formulate plan and implement. (Unfortunately, Committee work was delayed due to COVID.) ● Increased Immersion element by adding Math and Science in Spanish in gr. K/1/2 ● Secured Grow your Own grant to train BIS Spanish Teacher to receive MA Ed and PhD <p>2021-22 Objectives</p> <ul style="list-style-type: none"> ● Return to Spanish Immersion Electivas K-8 ● Increase bilingual staff ● Research/secure a Spanish Language Assessment to measure fluency and progress for K-8 students ● Build back a bilingual lunch period ● Begin Advanced Spanish Group for gr 6-8 to promote literacy and academic fluency for advanced and bilingual students. Book Club books. ● Train Spanish Teacher with current curriculum, Realidades

<p>Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)</p>	<p><2018</p> <ul style="list-style-type: none"> The BIS Board of Directors provided guidance for the plan and formed a School Site/Facilities Committee comprised of individuals with experience in facilities, capital campaigns, finance, and real estate. The committee prioritized expanding our facility and ultimately adding a gym. The classroom expansion was completed summer of 2018. <p>2019-2021</p> <ul style="list-style-type: none"> The Facilities Committee developed a plan withowner to develop the gym and pay for it with higher rent Construction started on the gym Fall 2020 (but faced significant delays due to COVID) <p>2021-22 Objectives</p> <ul style="list-style-type: none"> Gym completed (DONE - November 2021!) Hire Facilities Manager (DONE) Green Team actively works on native gardens and eco habitat around the facility/campus Install solar panels (pending All Points North Grant site visit December 1)
<p>Continue with program development and staff development goals</p>	<p>2019-20</p> <ul style="list-style-type: none"> BIS PD focused primarily on tolerance/equity education, science/environmental education, and technology training regarding Distance Learning. In August 2019, BIS hosted a Teaching Tolerance workshop that was open for all local educators. <p>2020-21</p> <ul style="list-style-type: none"> BIS PD focused on: <ul style="list-style-type: none">  Equity/Implicit Bias - Teaching Tolerance  Culturally Relevant Inclusive Teaching - Indigenous/Shared Tribal History Training for all BIS Teachers (6 hours)  Building Math Minds - Training for K-5 and MS Math Teachers re: Singapore Math curriculum  Hybrid/Distance Learning - individualized support for teachers  Technology trainings as needed for teachers from 2 Tech Coordinators

	<p>2021-22 Objectives</p> <ul style="list-style-type: none"> • BIS PD will be focused on: <ul style="list-style-type: none"> ✚ Math Differentiation Training for MS Students, workshop for MS Math teacher at Stanford University ✚ PE – SHAPE Conference- Professional Development Workshop for BIS PE Teacher
<p>Continue to increase parent-community engagement and support</p>	<p>2019-20</p> <ul style="list-style-type: none"> • We successfully established a high functioning PTC (Parent Teacher Community) organization, to coordinate parent involvement throughout the school. The organization became the BIS Amigos at the end of the school year. <p>2020-21</p> <ul style="list-style-type: none"> • We developed the Amigos Classroom Ambassadors to take on more of a leadership role in fundraising and whole school events. • Fundraising plan revised/delayed due to COVID <p>2021-22 Objectives</p> <ul style="list-style-type: none"> • This year we are trying to unite our parent community by focusing on what we are all about - what is best for students. We will focus on our program/program goals, promoting parental engagement with clear communication strategies and a fabulous program that is student-centered. • Empowering our BIS Classroom Ambassadors to engage with their classes to promote more involvement and support • Build the BIS Athletics Program with athletes, fans, supporters, etc.
<p>Strengthen local and international partnerships</p>	<p>Ongoing Goal</p> <p>Continued partnerships include:</p> <ul style="list-style-type: none"> ✚ Latino Community Association ✚ Bethlehem Inn

	<p>New partnerships include:</p> <ul style="list-style-type: none">  Guadalajara Department of Education  Jalisco, Sister Schools in Tlaquepaque, Mexico  Rotary Club of Greater Bend  OSU-Cascades  Deschutes County (providing wrap around services) <p>2021 Objectives</p> <ul style="list-style-type: none"> • Develop BIS Athletics Program - join with District schools and host games at BIS (through Bend Parks and Rec.)
<p>Strengthen partnership and collaborative efforts with the Bend-La Pine School District</p>	<p>Ongoing Goal</p> <ul style="list-style-type: none"> • Developed close SPED collaboration with Josh Marks, Sean Reinhart and Behavior Trainers • Developed loose mentorship with BIS District Liaison, Dana Pedersen • Opened BIS PD opportunities to District Staff (e.g. we invited District staff to our Teaching Tolerance Training August 2019) • Throughout the pandemic, going on year 3, BIS has stood united with the District, participated in all planning meetings, and continues to follow all state guidelines to ensure the health and safety of our shared community.
<p>Increase social-emotional / progress of BIS students</p>	<p>Ongoing Goal</p> <ul style="list-style-type: none"> • BIS Data continually shows very high levels of student engagement levels (please refer to Academic Achievement section) • Stay in person instruction as much as possible, follow safety guidelines

<p>Increase diversity and global competence of BISstudents</p>	<p>Ongoing Goal</p> <ul style="list-style-type: none"> • BIS students report feeling more connected globally and have increased their knowledge of the world according to school wide student survey data. • BIS students work towards eliminating racism and all forms of discrimination. Examples include: student conversations, conflict resolution, and collaborative problem solving about inclusion, discrimination, and related topics. <p>2020-21 Objectives</p> <ul style="list-style-type: none"> • BIS Social Justice and Equity (SJE) Committee formed, comprised of BIS Staff members, parents, and Board member/community member. Task is to select for adoption \$20,000 of educational resources for classrooms. <p>2021-22 Objectives</p> <ul style="list-style-type: none"> • The SJE Committee complete the work and present their recommendations for materials purchase to the BIS Board. • SJE materials and resources purchased and implemented into classroom activities.
<p>Develop the BIS School Garden and school-wide Global Sustainability Plan</p>	<p>Early years</p> <ul style="list-style-type: none"> • The BIS Green Team was formed - comprised of parent volunteers, teachers, and students - to increase “green” and ecological practices at BIS. • The BIS Garden and Greenhouse was constructed spring 2017. Students and staff use a rotating schedule for care and maintenance in the garden over the summer months. <p>2019-20</p> <ul style="list-style-type: none"> • The Green Team worked closely with the BIS Board to ensure the Gym is built as a Globally Sustainable Gym, or “Green Gym.” The Gym will be built Solar Ready. <p>2020-21</p> <ul style="list-style-type: none"> • BIS Green Team wrote a grant for the purchase of Solar Panels for the BIS Gym. <p>2021-22 Objectives</p> <ul style="list-style-type: none"> • BIS is a finalist for the All Points North Foundation Solar Panel Grant of \$70,000. The site visit is scheduled for December 1 to determine grant decision status. BIS Green Team - Spring student/staff committee working to improve BIS’ environmental efforts, campus and stewardship.

COIC - CENTRAL OREGON INTERGOVERNMENTAL COUNCIL

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2020-2021

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: November 2021

Evaluator: Kathy McCollum

School/Program: COIC: 1) Bend Classroom 2) La Pine 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.

Central Oregon Intergovernmental Council

Bend and La Pine Programs

November 2021

Program Overview

The COIC partnership with the Bend La Pine School District began in the 1990's and is constantly evolving – especially during the last year-and-a-half of changing COVID-19 guidelines. Through the joint efforts of District partners and its dedicated teaching staff, COIC's GED-to-Proficiency Program continues to help students succeed and improve the District's graduation and completion rates.

COIC's Bend classroom has three teachers and a youth employment counselor and is located in the Worksource building opposite Pilot Butte. It serves Mountain View HS, Bend Senior HS, Summit HS, Bend Tech Academy at Marshall HS, REALMS, BLSOL, and now Caldera HS. The La Pine Classroom employs one teacher and a youth employment counselor and is located approximately ¼ mile from La Pine High School, which it serves.

The COIC youth work education component, funded by the Workforce Innovation Opportunity Act (WIOA), provides further assistance to at-risk youth in the form of a paid natural resources work-based component, funded on-the-job training, and employment counseling. The model aligns growth and progress in both the classroom and the workplace, pedagogically linking the two with the persistence and conscientiousness of work ethic. The program also provides payment for drivers licenses and IDs, fuel vouchers, rent assistance, auto insurance assistance, work tools, clothing for work and interviews, and test and placement fees. Additionally, there are Work Experiences with local businesses in which the program pays student wages.

COIC's Youth Education Program is currently focused primarily on the GED exam that is given in four parts: Math, Language Arts, Social Studies and Science. Proficiency credits are awarded to students choosing to continue high school in pursuit of the diploma after the exam. GED Testing Service 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. Testing, however, is not free – each official subject exam costs \$38.00 and each pre-test costs \$6.00 – and total fees per student often run over \$200.00. COIC pays all fees.

COIC students present challenges and rewards to our teaching staff. The challenges lie in the reason(s) each youth was not successful in a standard classroom setting and include deficiencies in math, literacy or social skills, and/or significant health issues (both mental and physical). As pronounced as those challenges are, the rewards are even more profound. It is a privilege to witness, and assist, students as they write their comeback story, and thankfully most youth overcome their challenges and succeed in our program. Because all students are unique those eventual successes are uniquely their own.

COIC offers rolling enrollment – students enroll when they are ready – and all learning plans are individualized to fit each student's academic needs and goal(s). This process is the hallmark of the COIC system and is based on the simple idea that every student counts, so we owe it to them to make their time efforts count too.

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

- Grade level: Grade 12 (113) [147]; Grade 11 (68) [71]; Grade 10 (18) [25]; Grade 9 (2) [1]
- SPED or 504: (46) [52]
- Race and Ethnicity: Hispanic or Latino (31) [28]; Not Hispanic (170) [216]; White (229) [217]; American Indian or Alaska Native (5) [7]; Hawaiian or Pacific Islander (12) [9]; African American (3) [9]; Asian (5) [0].
- Gender: Female (97) [108]; Male (104) [136]
- Socio Economic: Pregnant or Parenting (4) [4]; Receiving social services (76) [66]; Enrolled WIOA (21) [16] In the Juvenile Justice System (23) [17]; Homeless (12) [15].

Goals for the 2021-2022 COVID-19 School Year – Bend Center

1. Exceed the number of Graduates from 2020-2021.
2. Maintain the number of GED passers achieved in 2020-2021.
3. Maintain the number of credits recovered to assist district graduation rates.

Progress on Goals for the 2020-2021 School Year – Bend Center

1. Maintain the number of Graduates.
Not Met – 88 graduates last year compared to 39 graduates this year. In light of the ongoing pandemic, more students opted to stick with the GED this year than last year rather than continuing studying for their diplomas.
2. Maintain the number of GED passers achieved in 2019-2020.
Met – 90 compared to 99 last year. Despite operating the entire year under COVID-19 restrictions and with fewer students referred for GED prep (185 down from 230), the Bend school produced nearly as many GED completers as the previous year.
3. Maintain the number of credits recovered to assist district graduation rates.
Nearly Met – 813 credits were earned last year by the 244 youth referred or 3.1 credits per student. This year 510.75 credits were earned by the 201 youth referred, or 2.5 credits per student. Many of our students opted to remain in distance learning throughout the year due to COVID-19 concerns which significantly slowed their academic progress.

2020-2021 Accomplishments and Events

1. Staff was able to successfully balance a hybrid model of instruction that offered two to four days per week of in-person learning and a distance learning model for those students who elected not to attend in person.
2. COIC's Youth Employment and Training performance (Bend and LP shared accomplishment):
 - a. 30 youth were placed in paid Work Experiences in local businesses from Bend to La Pine utilizing both Federal and State grants in excess of \$59,000.

3. COIC partnered with High Desert ESD to provide a free, Driver Education course to eligible students during second semester. Youth Employment Counselor, Matt Mahoney, led the collaboration that saw 8 students complete the course. WIOA funding paid for the course and driver licenses for students who successfully completed the class. We plan to continue this partnership this year.
4. GED Testing Services established COIC Bend as an official, private testing center for GED exams. These exams are proctored with the same level of security as any other testing center, and helped COIC students complete the GED despite greatly reduced testing availability at traditional test centers in the region.
5. Additionally, COIC set up private testing stations for students to take the official GED tests online with a virtual proctor to further accommodate the testing needs of our students.
6. COIC 2021 graduation ceremony: a drive-through, socially-distanced ceremony was held on top of Pilot Butte and attracted over 70 family and friends. It was a beautiful and memorable day for our graduates, families and staff.

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

- Grade level: Grade 12 (32) [28]; Grade 11 (22) [19]; Grade 10 (2) [18] Grade 9 (0) [8].
- SPED or 504: (10) [14].
- Race and Ethnicity: Hispanic or Latino (2) [3]; Not Hispanic (54) [64]; White (53) [64]; American Indian or Alaska Native (0) [0]; Hawaiian or Pacific Islander (2) [2]; African American (1) [1].
- Gender: Female (26) [29]; Male (30) [37].
- Socio Economic: Pregnant or Parenting (4) [1]; Receiving social Services (28) [41]; Enrolled WIOA (18) [11] In the Juvenile Justice System (3) [7]; Homeless (7) [17].

Goals for the 2021-2022 School Year – La Pine Center

1. Exceed the number of GED passers achieved in 2020-2021.
2. Exceed the number of credits recovered in 2020-2021.
3. Maintain work experience opportunities for WIOA eligible youth.

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

- 1 Exceed the number of GED passers achieved in 2019-2020.
Met – Despite an entire year of COVID-19 restrictions, seven students earned GED's in 2020-2021 compared to the six GED completers from the previous year.
- 2 Maintain the number of credits recovered to assist district graduation rates.
Not Met – 27credits were earned in 2020-2021 versus the 51.75 credits earned in 2019-2020. Many students faced technical challenges in both the distance learning and hybrid instructional models COIC offered throughout the year due to COVID-19 concerns. These challenges significantly slowed their academic progress.
- 3 Maintain work experience opportunities for WIOA eligible youth.
Exceeded – Placed 15 COIC Youth in paid Work Experiences or Internships to provide on-the-job training and school elective credits in 2020-2021 versus 12 in 2019-2020.

2020-2021 Accomplishments and Events – La Pine Center

1. Staff was able to successfully balance a hybrid model of instruction that offered two to four days per week of in-person learning and a distance learning model for those students who elected not to attend in person.
2. COIC set up private testing stations for students to take the official GED tests online with a virtual proctor to accommodate the testing needs of our students.
3. COIC's Youth Employment and Training performance (Bend and LP shared accomplishment):
 - a. 30 youth were placed in paid Work Experiences in local businesses from Bend to La Pine utilizing both Federal and State grants in excess of \$59,000.

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 2020-2021 school year, roughly 39% of the students in detention were from Bend-La Pine School District. All detention 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 2021-2022 School Year – Juvenile Center

1. Staff will complete intensive course on Restorative Practices to further integrate those strategies in the classroom.
2. Staff will do at least one site visit to another Juvenile Detention Education Program (JDEP) to explore best practices that may enrich our program.
3. Staff will collaborate with districts/programs to better facilitate students' transition when leaving our program.

Progress on Goals for the 2020-2021 School Year – Juvenile Center

1. Staff will complete online SB 13 Tribal History course to integrate more Oregon Indigenous People's history into the curriculum.
Met – Staff completed the entire course.
2. Staff will use training gained during Juvenile Corrections Certificate studies to create Trauma Based presentations and activities geared for students.
Met – Staff conducted multiple trainings for other COIC teachers on Trauma-Based Strategies.
3. In alignment with the HSS grant, staff from detention and other COIC classrooms will work on getting students who have attended school at both the detention facility and another COIC classroom to continue to engage in their education and gain work experience in the COIC program.
Met – Staff worked closely with other COIC classroom staff to ensure students were able to seamlessly continue their academic progress despite their stay in detention.

2020-2021 Accomplishment and Event – Juvenile Center

1. Staff was able to successfully balance a hybrid model of instruction that only allowed two days per week of in-person learning and three days of distance learning, keeping students engaged in school while at the detention facility.



Oregon

Kate Brown, Governor



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Colt Gill

Director, Oregon Department of Education

June 4, 2021

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

RE: Private Alternative Education Program Registration for SY 2021-2022

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 2021-2022 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 2021-2022 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 4, 2021

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

RE: Private Alternative Education Program Registration for SY 2021-2022

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 2021-2022 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 2021-2022 school year.

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

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Letter #463



Oregon

Kate Brown, Governor



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Colt Gill

Director, Oregon Department of Education

June 4, 2021

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 2021-2022

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 2021-2022 has been approved.

Subject to the approval if 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 2021-2022 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



This is to certify that

Central Oregon Intergovernmental Council Skills Lab

has met the criteria for educational quality established by the
AdvancED® Accreditation Commission and is hereby presented this

Certificate of Accreditation

by the NCA Commission on Accreditation and School Improvement,
the Northwest Accreditation Commission, and the
SACS Commission on Accreditation and School Improvement.

June 30, 2023
Valid Through Date

Creating a world
of opportunities for
every learner.

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED®

DESERT SKY MONTESSORI

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2020-2021

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: November 2021

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.

Desert Sky Montessori

November 2021

Desert Sky Montessori has now completed its fourth year in the Bend La Pine district. In the 2020/21 school year we added our final grade to complete the Upper Elementary cycle. DSM now offers kindergarten through 6th grade and intends to open middle school as soon as we have a larger facility. The 2020/21 school year began with full time distance learning, due to the COVID-19 pandemic. In February we transitioned to a hybrid schedule. The kindergarten – 3rd grade children attended in-person learning 4 days per week and had one day of distance learning. The 4th and 5th grade children had 3 days a week in-person and the 6th graders had 2 days a week in-person. The main reason for this was to enable the children to be 6 feet apart in class. From April 19th all children were offered four days a week of in-person learning.

All families had the option of staying on distance learning full time if they did not feel comfortable return to the school building. 17% of families chose this option. Teachers were asked to run an in-person program as well as a distance learning program, from February through June.

During the full-time distance learning and the hybrid schedule, the children had a mix of live Zoom lessons, recorded lessons, paper packets of work, work on Google classroom, See-saw and other online platforms. The younger grades focused a lot on paper packet work, so they could be set up with Montessori materials as much as possible.

During this time, it was important to make sure all children were able to access their education. We provided a device for 20% of our children.

This was an incredibly challenging year and a lot of focus needed to be on mental health and social/emotional goals, when the children returned to in-person learning. The DSM community worked together to support the children, the families, and the staff during this time.

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 fourth 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 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.

This year we needed to continue with online programs, as well as our Montessori curriculum. We used Google classroom, virtual Montessori classrooms, Kahn academy, See-saw, Epic reading, Lexia for IEP children, Imagine Learning for ELL children

Goals for the 2020-2021 School year.

Goal	Status
Add 6 th grade to our Upper Elementary program.	Done: 6 th grade in Montessori is the final year in our Upper Elementary cycle. With COVID only 5 th and 6 th grade were together, so we could maximize the amount of in-person time of the 4 th graders and socially distance all children.
Prepare the 6 th graders both academically and social/emotionally for middle school outside of DSM.	Ongoing: Achieved as much as COVID allowed. Academically the 6 th graders did well on distance learning and returning to the classroom. We were hoping to organize a visit to a middle school to prepare them emotionally, but this was not allowed.
Plan, develop and run a successful and engaging comprehensive distance learning program and an in-person program abiding by the ODE COVID-19 regulations	Done: The teachers at DSM did an amazing job of running a distance learning program. In February when we returned to in-person the teachers had to run both in-person and distance learning simultaneously. That was a heavy workload but was done successfully and with grace.
Maintain enrollment numbers to cover the 2020-21 budget.	Done: DSM finished out the year with 153 enrollments from kindergarten through 6 th grade. This was down by 8 children on the revised budget. We are very fortunate to have been granted the ESSER funds and kept our spending to a minimum, so that we still ended the year in a healthy position. It also enabled us to not take in new children during a very challenging time of the year.

<p>Maintain and support the positive mental and emotional health of staff, students and families during the covid-19 pandemic.</p>	<p>Ongoing: As the pandemic continues so does the need for extra support for all our community in the area of mental and emotional health. The students are getting a lot of this in the classroom, both with resources and direct instruction. The relationships built with between staff and parents are a vital part of everyone feeling brave enough to reach out in their times of need. An open-door policy, even though virtual, with Head of School, enabled some extra support to be offered and received.</p>
<p>Maintain and support qualified staff during the Covid-19 pandemic.</p>	<p>Ongoing: Staff were surveyed by the Board of Directors at the end of the school year. 87% of staff responded by strongly agreeing/agreeing they felt supported during this difficult time. DSM had all head teachers, except one, return for the 2021/22 school year. DSM definitely needed/needs more substitute staff. It was stressful for teachers and administration knowing the hardship created when someone was not able to turn up for work.</p>
<p>Create and run a fundraising campaign that is different to any previous ideas due to the community gathering restrictions from Covid-19.</p>	<p>Done: DSM could not run its usual major fundraisers, the Harvest Festival and the RPS tournament. Therefore, the giving campaign became the large fundraiser for the year. We raised \$20,627, which was 233% of our goal.</p>
<p>Continue to develop facilities plan to accommodate all 7 classrooms and after care on one site.</p>	<p>Ongoing: DSM hired a consulting team to help to lead us through an initial project development phase, including planning, organizing, coordinating efforts to accomplish our campus development goals. A primary objective of these initial steps was to produce a pitch package for use in applying for grants and launching a capital campaign. DSM continues to look for an existing site to house all 7 seven classrooms, plus an extra space for add our 7th and 8th grade middle school.</p>
<p>Continue to develop leadership skills and roles for senior teachers.</p>	<p>Ongoing: During distance learning a lot of time was put into developing a leadership team. This team met weekly. When DSM returned to in-person all the senior teachers were teaching in-person and online, so these meetings were put on hold due to workload.</p>

Goals for the 2021-22 School Year

- To plan and maintain a COVID-19 safety plan, that will aim to keep all children in school, in-person, for as much time as possible.
- To plan and maintain a safe space for both students and families, to help with social/emotional and mental health during the pandemic and beyond.
- To return to more normalized Montessori classrooms, with children regularly using hands-on materials, participating in small group lessons, and utilizing peer teaching.
- Plan, train staff, and put into practice, appropriate RTI, for children who may be struggling academically.
- Continue to develop facilities plan to accommodate all 7 classrooms and after care on one site.
- Continue to develop leadership skills and roles for senior teachers.
- To develop pathways for Montessori teachers to obtain their Oregon Teaching License.
- To reintroduce the Parent Community Association and transfer the role of community events and fundraising from staff to the PCA.

J BAR J

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2020-2021

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: November 2021

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 2022-23 school year with J Bar J.

J BAR J Boys Ranch Program

November 2021

J Bar J Boys Ranch and the J5 Parole and Probation Revocation Program (J5) are accredited schools through Cognia and contract with the Bend-La Pine School District as alternative programs. J Bar J Boys Ranch and J5 Parole 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 Edgenuity for math and credit recovery courses. Students in the J5 stabilization program utilize Edgenuity, a computer-based program, blended with direct instruction. J Bar J offers a GED pathway. It is a certified GED test site for J Bar J students.

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

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

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

Goals for the 2020-21 School Year

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

Yearly Accomplishments

- Completed and successfully closed GED Wrap-Around Grant.
- Students participating in Vocational Education Program. Onsite and learning hands on skills at Veterans Village Project.
- Utilizing Work Keys with students at J5.

Goals for the 2021-22 School Year

- Accreditation renewal with Cognia as a System.
- Continue to work with HDES as a program of study and develop and expand our CTE program with the NCCER Curriculum/Paxton-Patterson trades curriculum modules to expand our CTE curriculum and allow for more independent studies.
- J5: fully implement career and college readiness curriculum for youth.

THE ACADEMY AT SISTERS

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2020-2021

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: November 2021

Evaluator: Kathy McCollum

School/Program: The 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.

The Academy at Sisters

November 2021

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

Student Profile

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

Curriculum

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

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

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

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

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

Goals for the 2020-2021 School Year

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

2020-21 Accomplishments

- Started fundraising for development of art studio/program. Total of \$30,000 donated YTD.
- On-going re-designing curriculum and instruction and exploring STEM School certification.
- Began process of Cognia Accreditation Renewal. We are getting the System 'J Bar J Learning Centers' accredited with the Academy at Sisters being accredited as its own 'school'.
- Credit deficient students awarded GED.
- Special education teacher serving students at the Academy two days a week.

Goals for the 2021-22 School Year

- Develop an Art Studio and art program
- Continue to develop curriculum and instruction with a focus on STEM to become earn STEM school certification
- Accreditation renewal with Cognia as a System.

OREGON YOUTH CHALLENGE PROGRAM (OYCP)

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2020-2021

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: November 2021

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.

Oregon Youth Challenge Program

November 2021

OREGON YOUTH CHALLENGE PROGRAM PURPOSE

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

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

PROGRAM VISION

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

PROGRAM MISSION

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

Oregon Youth Challenge Program Student Profile and Curriculum

Student Profile

Please refer to attached page.

Curriculum

EDUCATIONAL MODEL / REQUIREMENTS (Diploma, GED, credits)

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

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

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

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

- ★ Note: COVID health and safety procedures/protocols are a top priority and may require flexibility in the delivery of the standard instructional guidelines outlined.
- ★ Classroom atmosphere shall be conducive to effective learning and instruction. Rooms will be well ventilated, well lit, and kept at a desirable temperature.
- ★ Equipment required for each class will be obtained and double-checked before each lesson.
- ★ Seating arrangements will be conducive to small group instruction.
- ★ Lesson training aids will be used when appropriate. They will be re-evaluated for effectiveness and updated on a regular basis.

- ★ Instructors perform in a manner that establishes and promotes a safe and positive learning environment. Allowing infractions of good conduct and failing to control a class will compromise effective learning. Failure to have enthusiasm for the subject and a proper attitude toward the cadets can degrade the learning experience. Instructor professionalism is important at all times. Profanity or racial slurs are not tolerated from either cadets or instructors at OYCP.
- ★ Maintaining a good rapport with the cadets is essential in order to keep them motivated and engaged with the Oregon Youth Challenge Program. Instructors will not use sarcasm or ridicule, a condescending attitude, impatience with slow learners, or any impression of insincerity.
- ★ Cadets will be required to participate in a variety of learning experiences designed to increase interest in academic subjects, increase individual positive self-esteem, focus on setting and achieving personal goals and help with developing a drug-free lifestyle.

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

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

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

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

- ★ 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-La Pine 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 (Cognia) through 2022 and works with the Bend-La Pine School District to ensure that our curriculum continues to meet the standards of the Oregon Department of Education. Within the 8 core components of the National Guard Bureau standards for Challenge Programs, our Education, Service to Community, Job Skills, and Cadet Action Plans for post-residential placement, OYCP provides the integration for Essential Skills, Credit for Proficiency, and Career-Related Learning Experiences and Standards requirements of the more rigorous high school diploma.



ChalleNGe Program Facts

National Guard Youth ChalleNGe Program

The National Guard Youth ChalleNGe Program (NGYCP)

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

The ChalleNGe Model

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

ChalleNGe Eligibility Criteria

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

Youth ChalleNGe Statistics FY93-FY20

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

FY20 (a/o 16 Jul 2020)

Current Youth Challenge Programs

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

FY20 (a/o 16 Jul 2020)

Class 61, 2021-1 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	1	1	2	3	3	3	0%	3	5
	Percent	1%	1%	2%	3%	0%	3%		3%	5%
MultiRacial	Count	1	1	1	2	1	3		3	4
	Percent	0%	1%	1%	2%	1%	3%		3%	4%
White	Count	5	15	20	42	25	67		67	87
	Percent	5%	14%	19%	39%	23%	63%		63%	81%
Black	Count	2	0	2	2	1	3		3	5
	Percent	2%	0%	2%	2%	1%	3%		3%	5%
Asian	Count	1	0	1	1	0	1		1	2
	Percent	1%	0%	1%	1%	0%	1%		1%	2%
Pacific Islander	Count	0	0	0	2	2	4		4	4
	Percent	0%	0%	0%	2%	2%	4%		4%	4%
Total Count		9	17	26	52	29	81		81	107
Total Percent		8%	16%	24%	49%	27%	76%		76%	100%

Data	Total
Sum of IEP	31
Sum of ADD	3
Sum of ADHD	32
Sum of SpecialEdStudent	5
Sum of FamilyPublicAssistance	60
Sum of FoodStamps	37
Sum of TimesSuspended	11
Sum of UsedIllegalDrugs	22
Sum of Adopted	1
Sum of FosterChild	0
Sum of TimesArrested	9
Sum of WardOfState	2
Sum of ParentsSeperated	4
Sum of ParentsDivorced	22
Sum of ResTreatProgram	3
Sum of AttemptedSuicide	2

Avg GPA = 1.52

29% Special Needs = 49 (45%)

30% Economic Disavantaged = 65 (45%)

5% times for 7 (7%) students

21%

1%

0%

9 times for 7 (7%) students

2%

4%

21%

3%

2%

60
56%

Count of Ages at Start	16	17	18	19
	36	45	11	0
Count of Ages at Graduation	39%	49%	12%	0%
	38	42	25	2
	41%	46%	27%	2%

of Counties Represented = 19
 # of Schools Represented = 50
 Students East of Cascades: 5 (5%)
 Students West of Cascades: 102 (95%)
 Born in Oregon: 18 Female, 53 Male, Total 71 (66%)

Baker	0 e
Benton	1
Clackamas	11
Clatsop	0
Columbia	2
Coos	4
Crook	0 e
Curry	2
Deschutes	1 e
Douglas	2
Gilliam	0 e
Grant	0 e
Harney	0 e
Hood River	1 e
Jackson	13
Jefferson	0 e
Josephine	7
Klamath	0 e
Lake	0 e
Lane	0
Lincoln	1
Linn	2
Malheur	0 e
Marion	12
Morrow	0 e
Multnomah	13
Polk	1
Sherman	0 e
Tillamook	0
Umatilla	2 e
Union	0 e
Wallowa	0 e
Wasco	1 e
Washington	27
Wheeler	0 e
Yamhill	4
Other	0
Sum	107
Counties Represented	19

Goals for the 2020– 2021 School Year

- Full technology integration for all students to increase engagement, encourage critical thinking skills, support different learning styles, accessibility tools to provide more equitable entry points for a wide range of academic abilities, expand learning opportunities for all subject matters, and more individualized pacing through the conversion to google platform-based classrooms and student Chromebooks.

Technology integration began. Due to a shortened school year and other pandemic impacts, full integration was not completed. Chromebooks were utilized in all classes, yet with the extent of comprehensive distance learning that all students in schools participated in prior to coming to OYCP; we implemented phases in smaller step ups. Additionally, we provided more non-technology direct instruction than was originally planned. This goal will be carried forward into the 2021-2022 school year working towards full technology integration.

- Develop an English Language Learner (ELL) Policy with standardized strategies to be implemented across all content areas, provide ongoing professional development for staff on best practices and resources that will best support our English Learners to overcome language-based barriers that impede their academic success.

Standardized instructional practices were established across all classroom settings to support English language learning students. Practices included: daily vocabulary acquisition support through increased visuals, resources, access to translation devices, and accessibility supports.

- Develop and implement a new well-structured, engaging Language Arts Curriculum with relevancy that builds the foundation for better communication and lifelong learning based on current Oregon state standards.

Initial research and the implementation of more relevant engaging cross-curricular language arts writing standards and projects were successfully embedded across all core contents.

Goals for the 2021– 2022 School Year

- Continuance towards full technology integration for all students to increase engagement, encourage critical thinking skills, support different learning styles, accessibility tools to provide more equitable entry points for a wide range of academic abilities, expand learning opportunities for all subject matters, and more individualized pacing through the conversion to Google platform-based classrooms and student Chromebooks.
- Implementation of a new highly interactive, fully customizable standards-aligned curriculum across all content areas. The flexibility to easily differentiate for learners with a wide range of entry points will increase engagement, relevancy, and provide more opportunities for significant learning gains.
- Increase students' ability to self-identify their personal strengths, and how that will influence their career choices through active participation in a research-based career aptitude and exploration program, and school-wide implementation of growth mindset activities.

June 18, 2021

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 2021-2022 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 a contractual, per student basis during the 2021-2022 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,



THIS IS TO CERTIFY THAT

Oregon Challenge High School

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School
Improvement, the Northwest Accreditation Commission, and the Southern
Association of Colleges and Schools Council on Accreditation and
School Improvement.



Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia

Valid through 6/30/2022

Prevention and Health Promotion

Healthy Schools

Bend-La Pine Schools



School Board | Dec 14, 2021

Mission of Healthy Schools

Provide public health services directly to schools and school communities using collaborative, systemic, and integrative approaches . . .

so that . . .

Students, families, and school staff in Deschutes County have access to high quality health promoting programs.



Goals

1. Increase mental, social, emotional, and physical health supports in schools
2. Increase students reaching Positive Youth Development benchmark
3. Reduce unmet physical and mental/emotional health needs amongst students
4. Reduce disparities by race/ethnicity, gender/sexual orientation, and income levels
5. Increase on-time graduation rates



Healthy Schools Strategies



School Health “Core Capacity”

School Health Core Capacity

1. School Health Coordinator
2. School Health Team
3. Evidence-based Assessment
4. Health Goal in Improvement Plan

Oregon schools with “Core Capacity”:

- More evidence-based practices
- More Positive Youth Development*
- More healthy student behaviors*
- Higher grades*
- Fewer attendance violations
- Fewer disciplinary actions
- Higher 4-year graduation rates*

*statistically significant

(Oregon Health Authority, 2013)



Alignment with District Initiatives

Planning and implementation support for public health-related initiatives:

- **Excellence and Equity Strategic Plan**
 - Inclusive Culture and Experience Goal in School Design Plans
- **School-wide Social and Emotional Learning**
- **Suicide Prevention Plan**
- **Restorative Practices, Alternatives to Suspension**
- **Health Education Scope and Sequence, Curricula**



Positive Youth Development

Positive Youth Development

...increasing positive learning experiences,
relationships, and environments

...in order to increase youth strengths and
opportunities

...rather than reducing or controlling problem
behaviors.

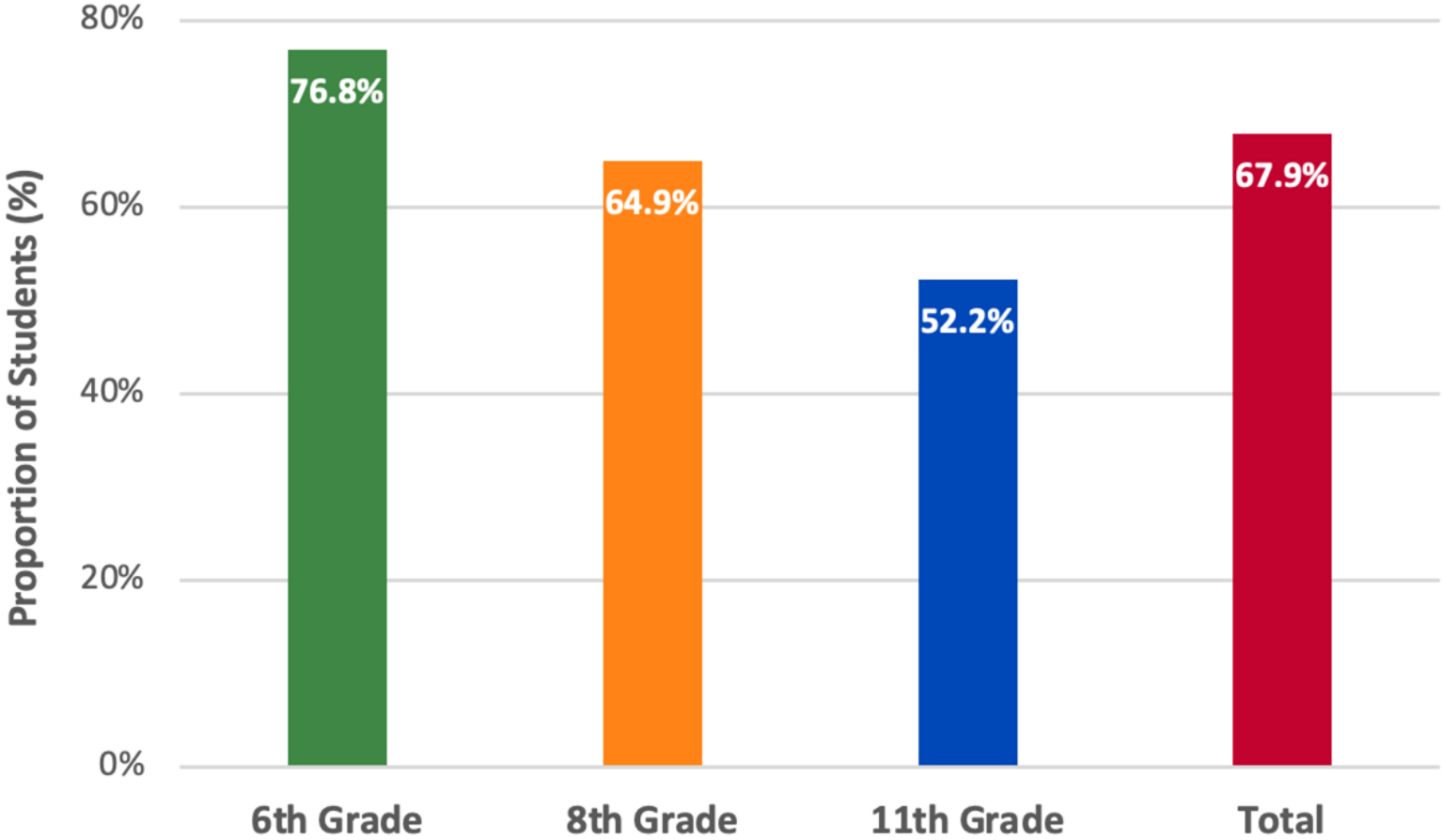


Positive Youth Development

- Oregon's PYD Benchmark
 - Physical and Emotional Health
 - Competence
 - Confidence
 - Connection/Support
 - Service
- PYD strongly associated with:
 - Mostly As and Bs
 - More healthy behaviors
 - Less suicide consideration, being in a fight at school, being suspended, substance use, and having sex



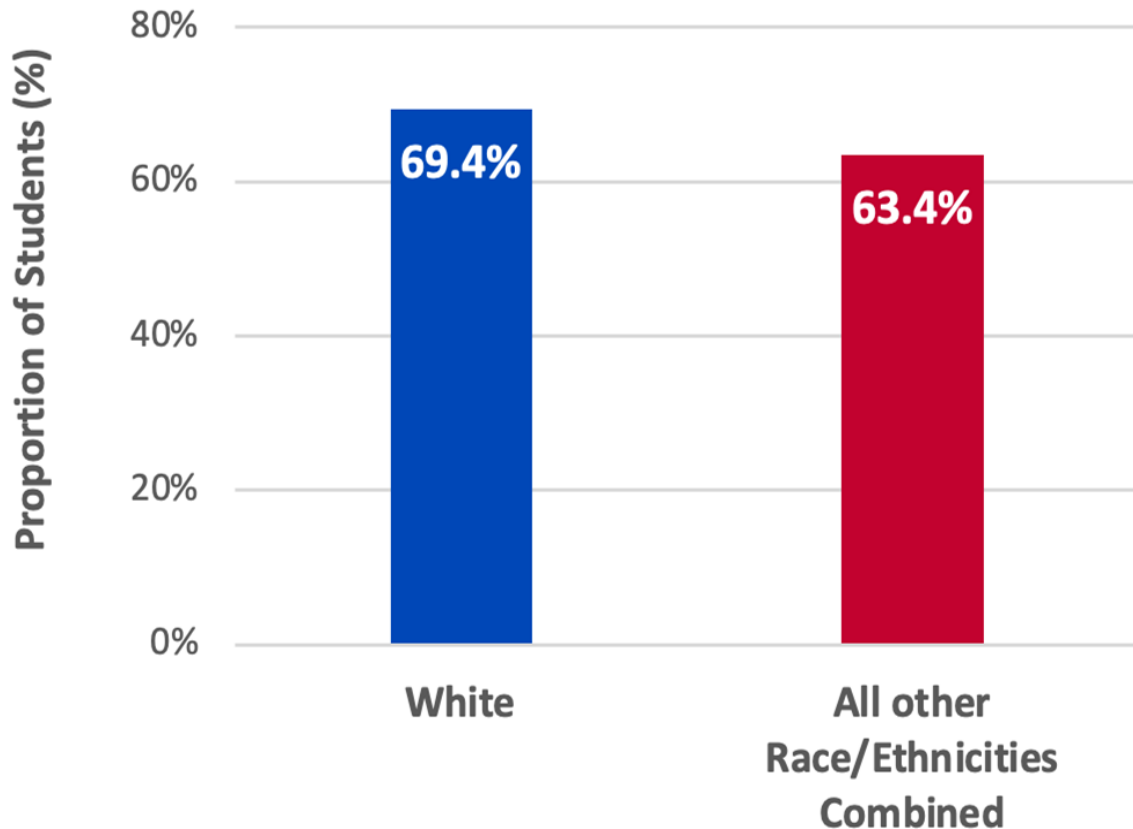
Students who Meet the Positive Youth Development Benchmark



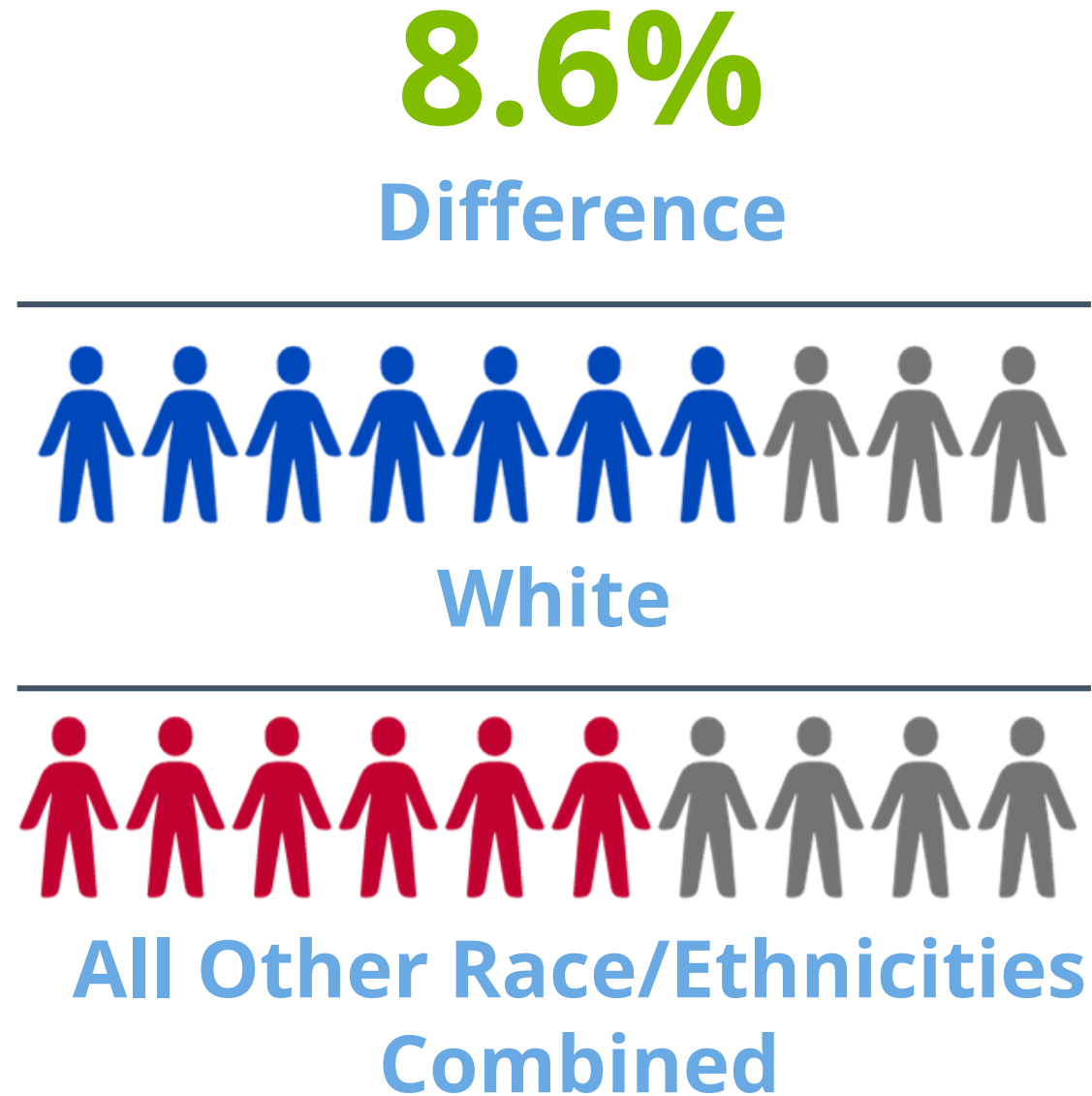
2 out of Every
3 Students

An infographic enclosed in a rounded rectangle with a dark blue border. It features three stylized human figures standing side-by-side. The two figures on the left are red, and the one on the right is grey. Below the figures, the text '2 out of Every' is in blue, and '3 Students' is in red.

Proportion of Students who Meet the Positive Youth Development Benchmark by Race/Ethnicity



All other Race/Ethnicities Combined: American Indian, Alaskan Native, Asian, Black, Native Hawaiian or Pacific Islander, Multiple Races/Ethnicities, Hispanic/Latino, Other, Don't Know



Proportion of Students who Meet the Positive Youth Development Benchmark by Sexual Orientation

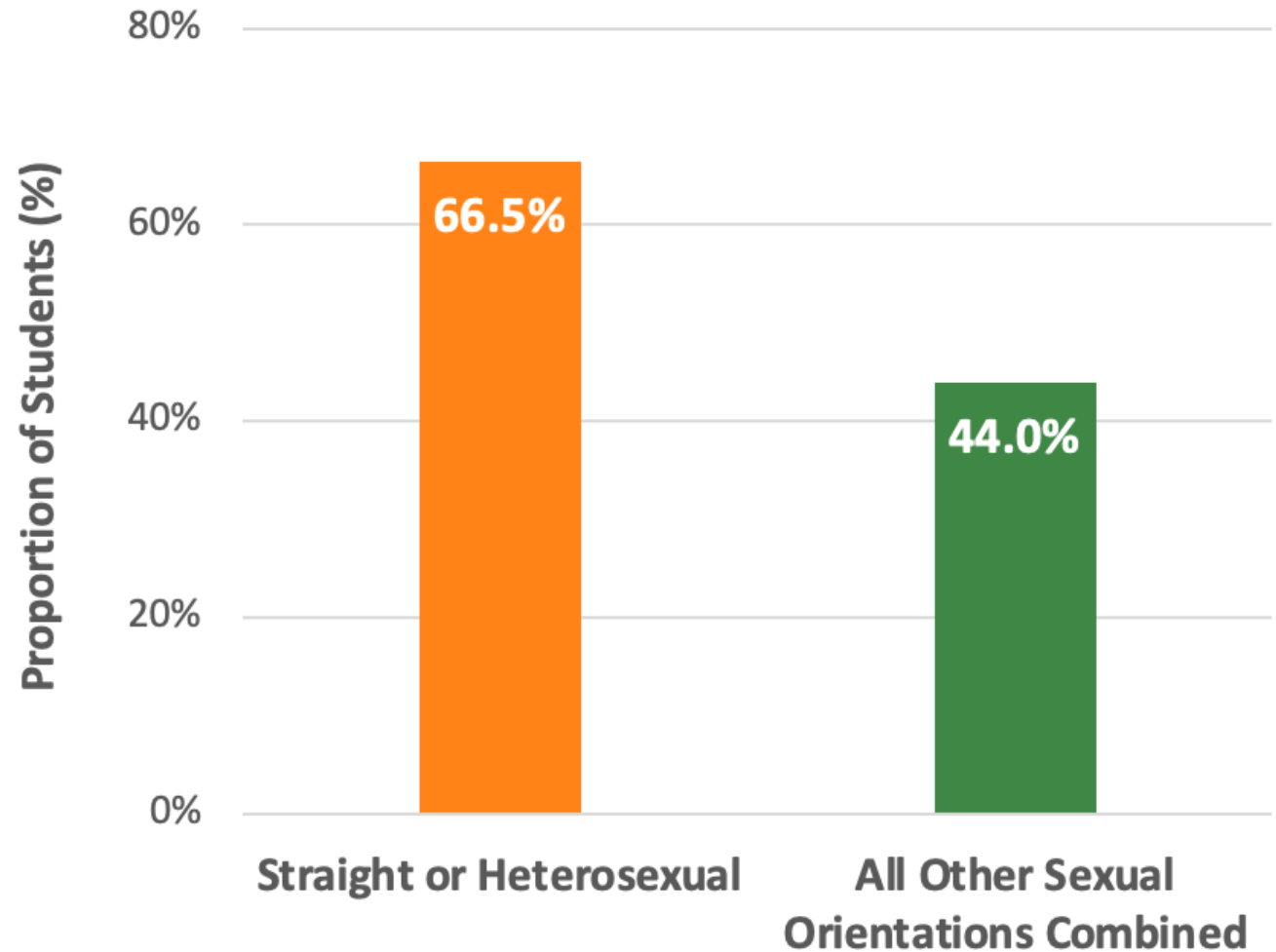
33.8%
Difference



Straight

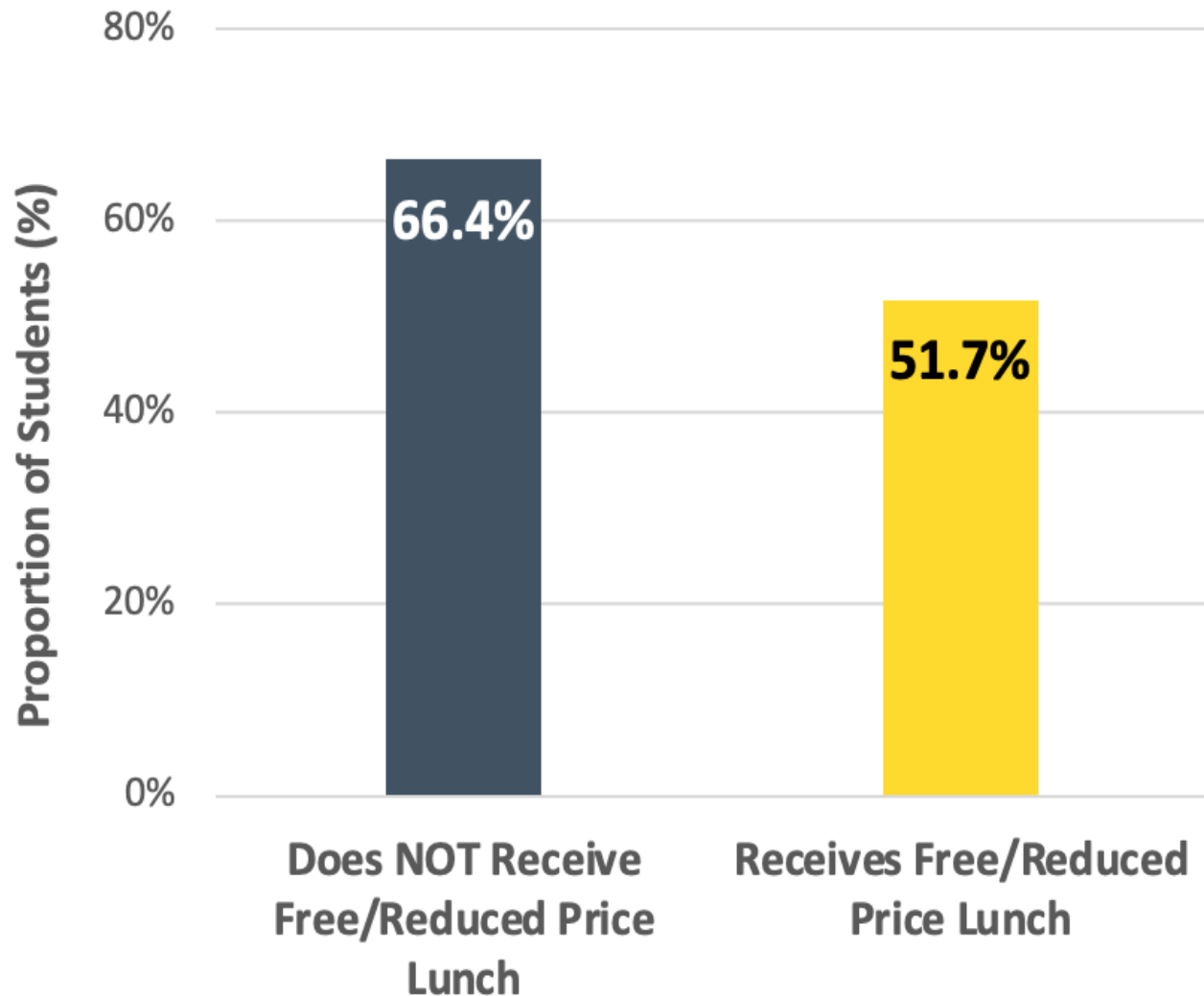


All Other Sexual Orientations Combined



All other Sexual Orientations Combined:
Lesbian, Gay, Bisexual, Something Else, Unsure

Proportion of Students who Meet the Positive Youth Development Benchmark by Free/Reduced Price Lunch



22.1%

Difference



**Does NOT Receive
Free/Reduced Price Lunch**



**Receives Free/Reduced
Price Lunch**

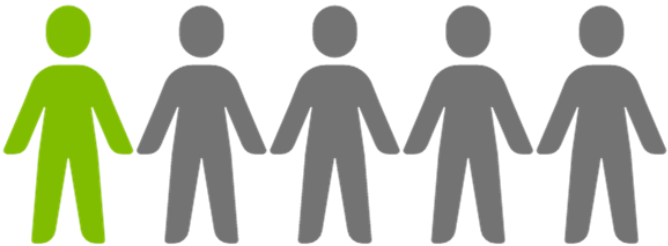
Students Who Seriously Considered Suicide in the Past Year by Positive Youth Development Benchmark

500%

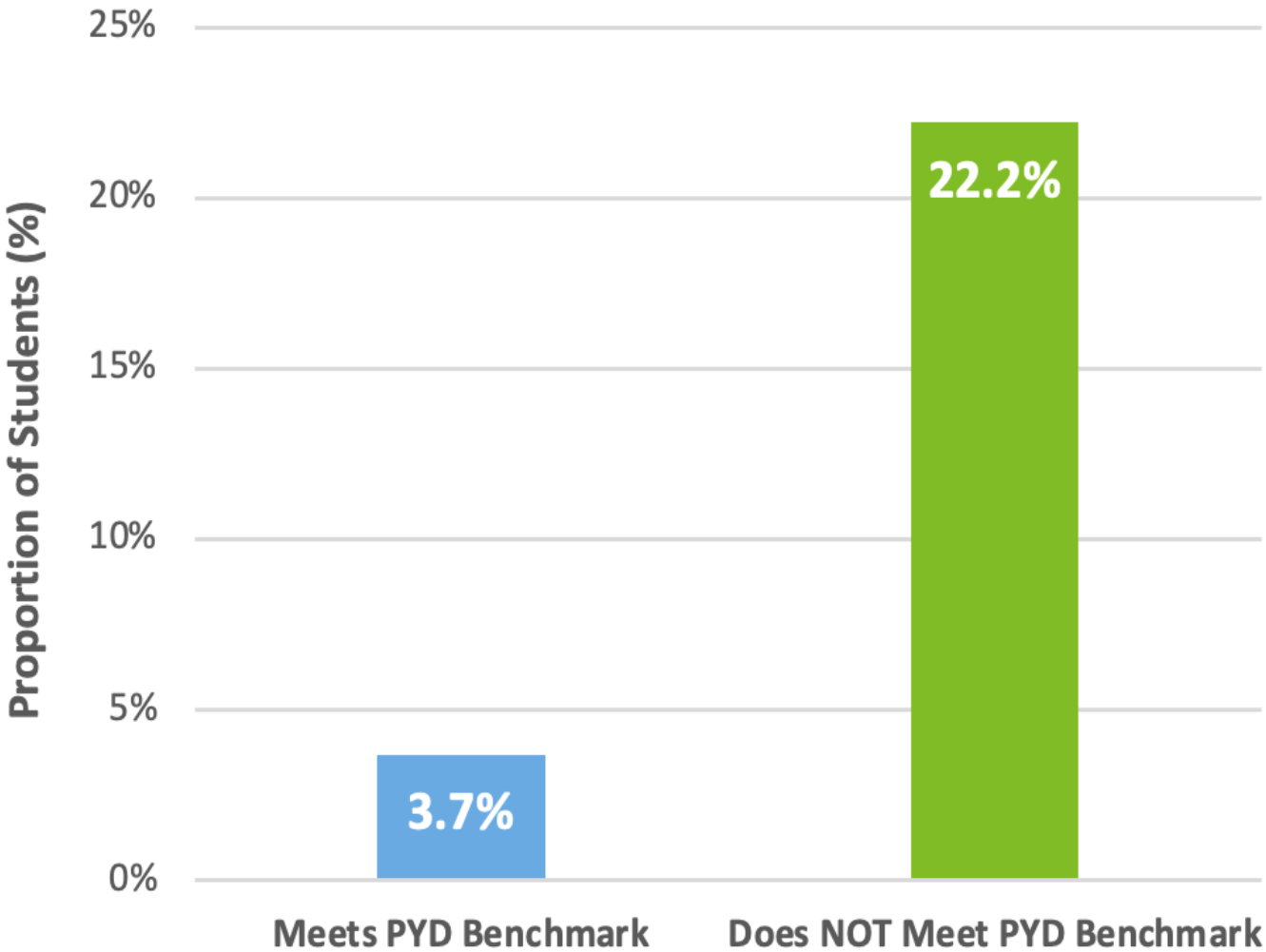
Difference



Meets PYD Benchmark



Does NOT Meet PYD Benchmark



Questions and Discussion

References

Oregon Health Authority (2011). Addressing the whole child: Linking health and academic achievement through Positive Youth Development. Found at:
<https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/YOUTH/HEALTHSCHOOL/HKLB/Documents/PYDBenchmark.pdf>

Oregon Health Authority (2013). Investment in school health capacity: Payoffs in health, achievement, and stronger communities. Found at:
https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/YOUTH/HEALTHSCHOOL/HKLB/Documents/Report_SHC.pdf



Aimee Snyder, DrPH, CHES

Healthy Schools Supervisor

Aimee.Snyder@nonstaff.bend.k12.or.us





Business Office
520 NW Wall Street
Bend, OR 97703

December 14, 2021

To: Dr. Steve Cook, Superintendent

From: Leah Bibeau, Finance Director

RE: Q2 Financial update for FY2021-22

Dr. Cook,

This is the 2nd Quarter financial update for the FY 21-22. The financial information is based on actual data through November 30, 2021 with projections to June 30, 2022, the end of the fiscal year. For the 2nd quarter patterns from which we can form more accurate projections are becoming clearer.

The estimated beginning fund balance in the 2nd quarter financial statements is \$18,238,441 about \$4.6 million more than the adopted budget amount of \$13,608,886. As discussed in prior meetings, it is intended that this positive variance will help in covering the estimated loss of revenue due to the less than projected enrollment as noted below.

The preparation of the FY2020-21 Annual Comprehensive Financial Report (ACFR) is almost finalized and SGA, the district's auditors will be issuing their independent auditors report shortly. I do not expect the audit will result in any material changes to the FY2020-21 financial statements and the estimated FY2021-22 beginning fund balance. The ACFR is expected to be completed and filed with the appropriate agencies before the end of December.

As reported prior, enrollment at October 1, 2021 was 932 below projection and 112 less than enrollment on October 1, 2020. ODE has completed a rebalancing of the state school fund to adjust for the decreased enrollment around the state. Our revenue projections have been updated to reflect this and we are projecting an estimated \$6.2 Million-dollar shortfall, for our state school fund. There were no other significant adjustments made to the projected revenues since the 1st quarter financial report. All revenues will be monitored and adjusted as required during FY2021-22.

The projected expenditures in the 2nd quarter financial report reflect a more accurate picture of our salary & benefit costs now that much of the late hiring has been completed. We are still projecting our expenses in this area to come in approx. \$2 million under budget primarily due to unfilled positions. As reported in Q1 we anticipate a reduction in costs due to a number of factors, including receipt of a \$1 million-dollar tech grant, a reduction in costs for pass-thru to our ALO's, and a decrease in costs due to lack of substitute teacher availability.

We would also like to note, we have completed the refunding of our 2013 Bonded debt. While this does not directly impact our General fund reporting, the final savings over the next ten years to taxpayers will be approx. \$7.5 million dollars.

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

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended November 30, 2021 with Year-End Projections
General Fund - Operations Sub-fund
FY 2021-22

	Adopted Budget	Nov 2021	Budget Variance
Resources:			
<u>Beginning fund balance</u>	<u>13,608,886</u>	<u>18,238,441</u>	<u>4,629,555</u>
Revenue			
Formula revenue:			
Tax revenue	93,190,100	93,190,100	-
State school fund	88,994,100	82,796,838	(6,197,262)
Common school fund	1,918,400	1,872,347	(46,053)
County school fund	390,000	390,000	-
<u>Total formula revenue</u>	<u>184,492,600</u>	<u>178,249,285</u>	<u>(6,243,315)</u>
Earnings on investments	300,000	300,000	-
Local sources - other	1,584,600	1,584,600	-
Intermediate sources	2,000,000	2,000,000	-
State non-formula resources	1,140,000	1,140,000	-
Federal non-formula resources	160,000	160,000	-
<u>Total revenues</u>	<u>189,677,200</u>	<u>183,433,885</u>	<u>(6,243,315)</u>
<u>Total resources</u>	<u>203,286,086</u>	<u>201,672,326</u>	<u>(1,613,760)</u>
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	65,003,700	64,761,391	242,309
Classified	25,134,002	24,286,648	847,354
Administrators and supervisors	9,778,283	10,515,201	(736,918)
All other salaries	2,305,561	2,305,561	-
<u>Total salaries</u>	<u>102,221,546</u>	<u>101,868,801</u>	<u>352,745</u>
<u>Payroll costs & benefits</u>	<u>55,947,570</u>	<u>54,215,778</u>	<u>1,731,792</u>
<u>Total salaries, payroll costs and benefits</u>	<u>158,169,116</u>	<u>156,084,579</u>	<u>2,084,537</u>
Other operating costs			
Utilities & purchased services	21,235,679	20,235,679	1,000,000
Supplies, texts, tools	7,066,399	6,666,399	400,000
Equipment	74,740	93,398	(18,658)
Dues, fees and liability insurance	1,374,266	1,422,210	(47,944)
Transfers	5,201,540	5,201,540	-
<u>Total other operating costs</u>	<u>34,952,624</u>	<u>33,619,226</u>	<u>1,333,398</u>
<u>Total expenditures</u>	<u>193,121,740</u>	<u>189,703,805</u>	<u>3,417,935</u>
<u>Excess of revenues over expenditures</u>	<u>10,164,346</u>	<u>11,968,521</u>	<u>1,804,175</u>
<u>Fund balance, ending</u>	<u>10,164,346</u>	<u>11,968,521</u>	<u>1,804,175</u>
As budgeted			
Contingency	500,000	500,000	
<u>Fund balance</u>	<u>9,664,304</u>	<u>11,468,521</u>	
<u>Fund balance, ending</u>	<u>10,164,304</u>	<u>11,968,521</u>	
Fund Balance as a percent of resources			
Contingency	0.2%	0.2%	
Fund Balance	4.8%	5.7%	
Total reserve	5.0%	5.9%	



DISCUSSION ITEM: 2021-22 Budget Committee

PRESENTED BY: Brad Henry, Chief Operations and Financial Officer

EXECUTIVE SUMMARY:

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

The following Budget Committee member's terms expired on June 30, 2021:

- Natasha McFarland
- Rick Olegario

Prior to being sworn in as new members of the BLS Board of Directors, the following Budget Committee members resigned their terms on June 30, 2021:

- Marcus LeGrand (original term end date June 30, 2022)
- Shirley Olson (original term end date (June 30, 2023)

Natasha McFarland has expressed her desire to continue to serve on the Budget Committee. Rick Olegario has decided to not continue. The Board can choose to reappoint McFarland by majority vote. Bend-La Pine Schools will advertise the vacant positions to the community.

RECOMMENDED MOTION:

I move to reappoint Natasha McFarland to a 3-year term on the Bend-La Pine Schools' Budget Committee and to advertise the vacant seats to the community.



REPORT: Executive Limitation & Board Policies for Adoption (12/14/2021)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

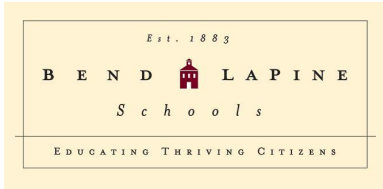
EXECUTIVE SUMMARY:

The following Executive Limitation and Board Policies were presented at the November 9, 2021, Board meeting. A brief summary of the proposed changes and public comment received are listed below. A redline version of each follow this executive summary. The Governance Process and Executive Limitations will be adopted as presented.

Policy / Regulation Title	Reason for Update
Executive Limitation 12: Legally Required Policies	<p>Proposed updated naming scheme and clarification of Board Policy (BP), Administrative Policy (AP) and Administrative Regulation (AR). Review and adoption process is also clarified in detail. No changes made to proposed version presented on 11/9/2021.</p> <p>NO public comment received</p>
GBJ-BP: Weapons in Schools (Staff)	<p>Policy title amended from an Administrative Regulation to Board Policy. Policy has been updated to include provisions set forth in Senate Bill (SB) 554 (2021) and aligns with new board policy, KGBB-BP. No changes made to proposed version presented on 11/9/2021.</p> <p>See attached public comment received</p>
JFCJ-BP: Weapons in Schools (Students)	<p>Policy title amended from an Administrative Policy to Board Policy. Policy has been updated to include provisions set forth in Senate Bill (SB) 554 (2021) and aligns with new board policy, KGBB-BP. No changes made to proposed version presented on 11/9/2021.</p> <p>See attached public comment received</p>
KGBB-BP: Firearms Prohibited	<p>New Board Policy Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points. This policy prohibits concealed carry licenses from carrying firearms on school grounds and in school buildings. No changes made to proposed version presented on 11/9/2021.</p> <p>See attached public comment received</p>
KL-BP: Public Complaints	<p>Policy title amended from an Administrative Policy to Board Policy. Policy has been rewritten to identify a process and timeline for complaints made against a board member. Policy has also been renamed from an administrative policy (AP) to a board policy (BP). No changes made to proposed version presented on 11/9/2021.</p> <p>NO public comment received</p>

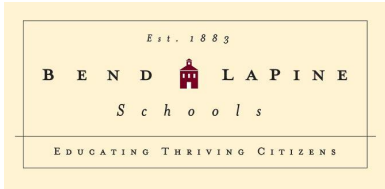
RECOMMENDED MOTION:

I move to approve EL 12: Legally Required Policies, GBJ-BP: Weapons in Schools (Staff), JFCJ-BP: Weapons in Schools (Students), KGBB-BP: Firearms Prohibited, and KL-BP: Public Complaints as presented.



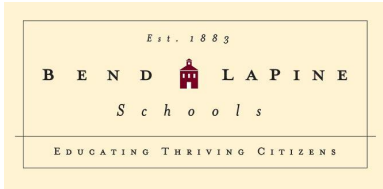
Policy and Regulation Public Comment
 Received by 5:00 p.m. November 23, 2021

Policy/Regulation	Policy/Regulation Name	Public Comment	Submitted by:
GBJ:BP	Weapons in Schools (Staff)	<p>As a Bend resident and parent of a Bend-La Pine School District student I urge the school board to pass the drafted Administrative Regulation GBJ-BP prohibiting weapons from all school grounds including for concealed carry permit holders.</p> <p>I ask that the Bend-La Pine school board use its power under Senate Bill 554 to keep all guns out of our schools to keep students and staff safe. Additionally, I urge the district to actively notify parents of this new policy as well as the school district's safe storage resolution. The safe storage resolution was passed unanimously by the school board in 2019 and directs the superintendent to communicate to parents the importance of securely storing firearms in homes and vehicles.</p> <p>Thank you for your dedication and commitment to our students and staff and for your continued efforts in keeping our schools safe from gun violence.</p> <p>With sincere appreciation</p>	Caroline Skidmore
JFCJ-BP	Weapons in Schools (Students)	<p>As a Bend resident and parent of a Bend-La Pine School District student I urge the school board to pass the drafted Administrative Regulation JFCJ - BP (Students) prohibiting weapons from all school grounds including for concealed carry permit holders.</p> <p>I ask that the Bend-La Pine school board use its power under Senate Bill 554 to keep all guns out of our schools to keep students and staff safe. Additionally, I urge the district to actively notify parents of this new policy as well as the school district's safe storage resolution. The safe storage resolution was passed unanimously by the school board in 2019 and directs the superintendent to communicate to parents the importance of securely storing firearms in homes and vehicles.</p>	Caroline Skidmore



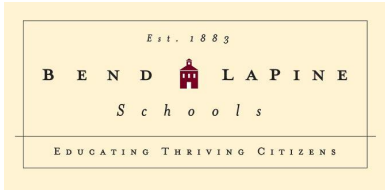
Policy and Regulation Public Comment
 Received by 5:00 p.m. November 23, 2021

Policy/Regulation	Policy/Regulation Name	Public Comment	Submitted by:
		<p>Thank you for your dedication and commitment to our students and staff and for your continued efforts in keeping our schools safe from gun violence.</p> <p>With sincere appreciation</p>	
KGBB-BP	Firearms Prohibited	<p>My name is Heather McNeil. I live in Bend. My daughter attended Highland Elementary, Cascade Middle, and graduated from Summit High.</p> <p>First, I want to thank you for your work at keeping students healthy and safe. I applaud your dedication.</p> <p>I am a member of Moms Demand Action, the largest nationwide group of volunteers focused on gun safety and the responsibility of gun owners. We worked hard over the past two years to encourage legislators to address school safety and the storage of firearms, which they did with SB554. As you know, the Oregon School Board Association then contacted local school boards and I am delighted that you have so quickly responded to the importance of this law, and to make sure that all elementary, middle and high schools are as safe as they can be.</p> <p>Here are a few facts for you to consider during your discussion. From 2013 to 2019, Everytown Research identified 549 incidents of gunfire on school grounds. Of these, 347 occurred on the grounds of an elementary, middle, or high school, resulting in 129 deaths and 270 people wounded. An additional 31 incidents have been recorded in 2020-2021. In incidents of gunfire, up to 80% of shooters under age 18 obtained the gun they used from their home or the homes of friends or relatives. This is why the law also addresses the necessity for safe and locked storage.</p>	Heather McNeil



Policy and Regulation Public Comment
 Received by 5:00 p.m. November 23, 2021

Policy/Regulation	Policy/Regulation Name	Public Comment	Submitted by:
		<p>In 77% of the school shootings at least one person, most often a peer, knew of the shooter's plan.</p> <p>In 2005-2006 40% of American public schools drilled students on lockdown procedures. Now it's 95%. Yet, there is almost no research affirming the value of these drills. Secure firearm storage and disallowing ALL guns on campuses are ways we can actually help prevent school shootings.</p> <p>Nearly 40 million guns were purchased in 2020, the most since 1998 when gun sales started being recorded. January of 2021 saw a surge of 60%, the largest single month since 1998.</p> <p>For me, it is a head shaker that anyone would consider carrying a firearm into a school. The potential for an unintentional shooting causing harm, or just plain fear felt by a student who sees the gun, are very concerning.</p> <p>It is tragic that the words "school shooting" have become well-known in America. It is also tragic that names like Columbine, Parkland, and Sandy Hook, are easily recognized for their tragedy. In Oregon, Roseburg, Troutdale, Eugene and Portland have all dealt with the horrific aftermath of a school shooting. I am grateful that you recognize the importance of not allowing guns on school grounds, and of encouraging parents to remember safe and locked storage at home, in order to ensure the health and safety of students.</p> <p>Thank you again for your commitment to the students and faculty of Bend La Pine.</p>	
KGBB-BP	Firearms Prohibited	<p>As a Bend resident and parent of a Bend-La Pine School District student I urge the school board to pass the drafted Administrative Regulation KGBB-BP prohibiting weapons from all school grounds including for concealed carry permit holders.</p> <p>I ask that the Bend-La Pine school board use its power under</p>	Caroline Skidmore



Policy and Regulation Public Comment
 Received by 5:00 p.m. November 23, 2021

Policy/Regulation	Policy/Regulation Name	Public Comment	Submitted by:
		<p>Senate Bill 554 to keep all guns out of our schools to keep students and staff safe. Additionally, I urge the district to actively notify parents of this new policy as well as the school district's safe storage resolution. The safe storage resolution was passed unanimously by the school board in 2019 and directs the superintendent to communicate to parents the importance of securely storing firearms in homes and vehicles.</p> <p>Thank you for your dedication and commitment to our students and staff and for your continued efforts in keeping our schools safe from gun violence.</p> <p>With sincere appreciation</p>	

LEGALLY REQUIRED POLICIES

The Superintendent shall not fail to take all necessary steps to assure that all previously approved Board policies, which are legally required, are addressed by [Board Policies](#), Administrative Policies and [Administrative Regulations](#).

Accordingly, the Superintendent shall not fail to:

1. Amend [Board Policies](#) and Administrative Policies to comply with local, state and federal law.
 1. Proposed changes to Board Policies (BP) and Administrative Policies (AP) shall be presented to the board for review at a regularly scheduled board meeting.
 2. Following the meeting, the district shall provide time for public feedback on the proposed changes.
 3. After the period for public feedback has closed, the district shall provide the board with a summary of feedback received and new proposed changes, if any.
 4. Board Policies will be voted on and adopted by the school board.
 5. Administrative Policies will be presented to the school board and adopted by the district.
2. Amend Administrative Regulations (AR) to reflect district practice in accordance with local, state and federal law.
 1. Proposed changes to Administrative Regulations (AR) shall be presented to the board for review at a regularly scheduled board meeting.
 2. Following the meeting, the district shall provide time for public feedback on the proposed changes.
 3. After the period for public feedback has closed, the district shall provide the board with a summary of feedback received and new proposed changes, if any.
 4. Administrative Regulations (AR) will be presented to the school board and adopted by the district
3. Provide the School Board with information regarding any substantive changes made to the [Board Policies](#), [Administrative Policies](#) and [Administrative Regulations](#) listed above.
4. Create [Board Policies](#), Administrative Policies and/or [Administrative Regulations](#) consistent with new laws.
5. Inform the School Board when the law necessitates the adoption of new [Board Policies](#) ~~administrative policies~~ required of school boards.

Replaces:

Originally Adopted: 1/26/2016

Updated: 9/15/2020, [11/9/2021](#)

Monitoring Method: report to the board

Monitoring Frequency: quarterly

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Weapons in Schools

Section: Staff

Code: GBJ-BP AR

Employees, district contractors and/or their employees, Building Usage Permit Holders, and district volunteers shall not bring to, possess, conceal or use a weapon or firearm at any property under the jurisdiction of Bend-La Pine Schools, any activities under the jurisdiction of the district, or any interscholastic activities administered by a voluntary organization (i.e., Oregon School Activities Association). ~~possess a weapon or firearm on district property or at school-sponsored events.~~ This prohibition includes those who may otherwise be permitted by law to carry such weapons or firearms.

Bend-La Pine Schools has a zero-tolerance policy for firearms.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

The Superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property (including but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports). The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS 166.370).

For the purposes of this regulation, and as defined by state and federal law, a "weapon" includes:

1. A "dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is capable of causing death or serious physical injury;
2. A "deadly weapon" means any weapon, instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, ;the frame or receiver of any such weapon, any firearm muffler or silencer; or any destructive device;
4. A "destructive device" includes but is not limited to any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device that is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.
5. Weapons may also include, but are not limited to: knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members.

1. A "dangerous weapon", which is defined as any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury; and
2. A "deadly weapon", which is any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury;

For the purposes of this regulation, a firearm includes:

1. As defined by state law, a weapon, by whatever name known, which is designed to expel a projectile by the action of powder and which is readily capable of use as a weapon; and
2. As defined by federal law:
 - Any weapon (including a starting gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
 - The frame or receiver of any such weapon;
 - Any firearm muffler or firearm silencer; or
 - Any destructive device, which includes:
 - Any explosive, incendiary, or poison gas: bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices described in the preceding clauses;
 - Any type of weapon (other than a shotgun or a shotgun shell) by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
 - Any combination of parts either designed or intended for use in converting any device into any destructive device described in above, and from which a destructive device may be readily assembled.

Weapons and firearms under the control of law enforcement personnel are permitted as allowed by both state and federal law.

Replicas of weapons, fireworks and pocket knives or any similar instrument, the use of which, could inflict injury upon any other person are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior administrator approval for certain curriculum or school-related activities. Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

In accordance with Oregon law, any district employee who as reasonable cause to believe a student or other person, while in a school, is or, within the previous 120 days, has been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator, designee, or law enforcement. Any district employee who has reasonable cause to believe that a person, while in a school, is or has been in possession of a firearm or destructive device more than 120 days previously, may report to law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred.

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The Superintendent may authorize district employees, district contractors and/or their employees, district volunteers, and individuals granted building use permits to possess weapons for courses, programs and activities approved by the district and conducted on district property. Standard exemptions are:

- Starter pistols for track and field events;
- Replicas of weapons used by NJROTC and other school approved activities;

- Weapons for approved hunter safety courses or approved youth groups, i.e.; Boy Scouts, Girl Scouts, or Camp Fire.

The Superintendent will ensure notice of this regulation is provided. Employees in violation of this regulation will be subject to discipline up to and including dismissal. Individuals with the district and volunteers will be subject to appropriate sanctions. A referral to law enforcement may be made as required by law for any violation of this regulation.

Legal Reference(s):

ORS 161.015

ORS 166.210 – 166.370

ORS 332.107

Gun-Free School Zone Act of 1990, 18 U.S.C., §§ 921(a)(25)-(26), 922(q) (2018)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018)

Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018)

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018)

Oregon Senate Bill 554 (2021)

Reviewed: 5/2007, 11/9/2021

Approved: 5/2007

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Weapons in ~~the~~ Schools (Students)

Section: Required Policies

Code: JFCJ-BP ~~AP~~

Students shall not bring to, possess, conceal or use a weapon or firearm ~~at any in-a-school-or-on-school~~ property under the jurisdiction of Bend-La Pine Schools ~~the school district, any or to~~ activities under the jurisdiction of the district, or ~~any~~ interscholastic activities administered by a voluntary organization (i.e., Oregon School Activities Association).

Bend-La Pine Schools ~~The District~~ has a zero-tolerance policy for firearms.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

The Superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property (including but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports). The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS 166.370).

For the purposes of this policy, and as defined by state and federal law, "weapon" includes:

1. A "dangerous weapon" means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A "deadly weapon" means any weapon, instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A "firearm" ~~firearm~~ means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, ~~the~~ frame or receiver of any such weapon, ~~or~~ any firearm muffler or silencer; ~~as defined by 18 USC 921.~~
4. A "destructive device" includes but is not limited to any ~~device with an~~ explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. ~~Such devices include: bomb, grenade, rocket (with a propellant charge of more than four ounces), mine, missile (with a charge of more than one-quarter ounce), or similar devices.~~ A destructive device does not include any device that is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.
5. Weapons may also include, but are not limited to: knives, metal knuckles, straight razors, noxious or irritating gases, poisons, ~~fireworks~~, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and ~~community members.~~ patrons.

Replicas of weapons, ~~fireworks and pocket knives~~ or any similar instrument, the use of which, could inflict injury upon any other person are also prohibited by Board policy. ~~Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities. Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.~~

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or, within the previous 120 days, has been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator, designee, or law enforcement. Any district employee who has reasonable cause to believe that a person, while in a school, is or has been in possession of a firearm or destructive device more than 120 days previously, may report to law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents / guardians shall be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator or designee.

~~Any student~~ Students determined to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline, and may include expulsion and/or referral to law enforcement, as appropriate. ~~violated this Board policy with respect to weapons shall be subject to discipline in accordance with Board Policy JG Student Conduct and Discipline, including suspension or expulsion. Any student determined to have violated this Board policy with respect to Firearms shall be expelled for a period of not less than one year.~~ The Superintendent may, on a case by case basis, modify this ~~the Firearms~~ expulsion requirement ~~for a student on a case-by-case basis~~. The Superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy. ~~The district may also request suspension of the student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law.~~

Special Education students shall be disciplined in accordance with federal law and JGDA-AP: Discipline of Students with Disabilities.

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The Superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

~~Exceptions to this policy may be allowed in the following circumstances:~~

- ~~1. For courses, programs and activities approved by the school district that are conducted on school property, including but not limited to hunter safety courses, Reserve Officer Training Corps~~

~~programs, firearm-related sports or firearm-related vocational courses; and~~

~~2. Exceptions identified by and adopted by the State Board of Education by rule.~~

~~The Superintendent may propose alternative programs of instruction or instruction combined with counseling for a student that are appropriate and accessible to the student. If alternative programs are appropriate for a student, the superintendent shall ensure that information about programs of instruction or instruction combined with counseling is provided in writing to the student and the parent, legal guardian or personal in parental relationship with the student at least once every six months, or at any time the information changes because of the availability of new programs.~~

~~In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has unlawfully been in possession of a firearm or weapon as defined by this policy, shall immediately report such violation to an administrator, his/her designee, or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.~~

~~Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a weapon or firearm. Parents will be notified of any conduct by their student that is in violation of this policy.~~

~~Employees shall promptly report all other conduct prohibited by this policy to an administrator.~~

~~The district shall, for the remaining period of an expulsion, deny admission to the regular school program to a student who is expelled from another school district for applicable weapons or firearms law violations.~~

~~Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA, Discipline of Disabled Students, and accompanying administrative regulations.~~

~~The District shall provide an annual report to the Department of Education of the name of each school that had an expulsion under this policy and the number of students expelled from each school.~~

END OF POLICY

Legal References:

~~ORS 161.015
ORS 166.210 – 166.370
ORS 166.382
ORS 332.107
ORS 339.115
ORS 339.240
ORS 339.250
ORS 339.260
ORS 339.315
ORS 339.327
ORS 809.060
ORS 809.260~~

~~OAR 581-021-0050 to 0075
OAR 581-053-0010(5)
OAR 581-053-0230(9)(k)
OAR 581-053-0330(l)(r)
OAR 581-053-0430(17)
OAR 581-053-0531(16)~~

[OAR-581-053-0015\(7\)\(k\)](#)
[OAR-581-053-0545\(4\)\(c\),\(w\)](#)
[OAR-581-053-0550\(5\)\(v\)](#)

Gun-Free School Zone Act of 1990, 18 U.S.C., §§ 921(a)(25)-(26), 922(q) (2018)
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018)
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018)
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018)
[Oregon Senate Bill 554 \(2021\)](#)

Reviewed: 1/14/97, 10/26/99, 2/27/07, 4/24/12, 5/8/12, 8/19/14, [10/2021](#)
Approved: 10/8/96, 5/22/12, 9/9/14

draft 1/19/2021

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

_____ Name: Firearms Prohibited

_____ Section: Instruction

_____ Code: KGBB-BP

BOARD POLICY

No person on grounds of the schools controlled by the Board of Directors for Bend-La Pine Schools Board (including in school buildings), will possess any firearm¹, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.² Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials³.

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 166.210 – 166.370
ORS 332.172
ORS 164.245
ORS 297.405
ORS 339.315
ORS 164.255
ORS 332.107

Reviewed: 10/2021

Approved:

¹ "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

² See Senate Bill 554 (2021).

³ ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Public Complaints

Section: Required Policies

Code: KL-BP

Although no staff, student or community member will be denied the right to petition Bend-La Pine Schools Board for redress of a complaint, complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern the Superintendent or involve Board actions or Board operations.

The Board advises the public there is a proper process for resolving complaints, included but not limited to concerns in the following areas:

1. Instruction;
2. Discipline;
3. Learning materials or programs or services;
4. Retaliation against student or a student's parent/guardian who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.

Community members, staff, parents/guardians and students who have a complaint are encouraged to start at the lowest level in the organization to attempt to resolve the issue (see flow chart). The following order will be used unless otherwise identified (see KL-AR: Public Complaints Procedure for specific procedure and timelines):

1. District employee;
2. Principal / Supervisor;
3. District Administrator;
4. Superintendent;
5. School Board.

Any complaint about Bend-La Pine School personnel other than the Superintendent will be investigated by the administration before consideration of the Superintendent or designee consistent with applicable provisions of any applicable collective bargaining agreements, and before consideration and action by the Board. The Board will not hear charges against employees in open session unless an employee requests an open session hearing. An individual board member shall not attempt to consider such complaints in any official capacity.

While speakers may offer objective criticism of operations and programs, the Board will not hear personal complaints concerning Bend-La Pine School personnel nor against any person connected with the district. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Board chairperson will direct speakers to the appropriate means for Board consideration and disposition of legitimate complaints involving district personnel.

Complaints against an administrator or supervisor may be filed with the Superintendent. Complaints against the Superintendent should be referred to the Board Chair. Complaints against an individual Board member should be made to the Board Chair on behalf of the Board. Complaints against the Board Chair may be made directly to the Board Vice Chair or district legal counsel. The Superintendent will develop and administer the general complaint process, as appropriate.

If a complaint alleges a violation of standards or a violation of other statutory or administrative rule for which State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the local level, the complainant may appeal to the State Superintendent of Public Instruction as outlined in OAR 581-022-1940.

Complaints shall be submitted in writing, preferably using Bend-La Pine Schools' Public Complaint Form. Please see KL-AR: Public Complaints for the procedure in how complaints will be investigated.

Charter School of Which the District Board is a Sponsor

Complaints against an employee of a district sponsored charter school shall be filed with the principal and of the charter school. Complaints regarding programming or operations of a district sponsored charter school shall be filled with the charter school board. The district Board, through this policy, will not review an appeal of a decision reached by the Board of a district sponsored charter school on a complaint alleging a violation of ORS 339.285-339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 Standards, for which the district Board has jurisdiction, and recognizes a decision reached by the sponsored charter school. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 – 581-002-0023.

END OF POLICY

Legal References:

ORS 192.660

ORS 659.852

OAR 581-022-2370

ORS 332.107

OAR 581-002-0001 – 002-0005

Anderson v. Central Point School District No. 6, 554 F. Supp.600 (D. Oregon 1982); aff'd in part, 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Approved: 4/23/1991, 5/10/2005

Reviewed: 5/10/2005, 10/2021



REPORT: Policies and Regulations in Review (12/14/2021)

PRESENTED BY: Dr. Steve Cook

EXECUTIVE SUMMARY:

Bend-La Pine Schools has a policy and regulation review process that consists of the district sharing policies and regulations that are currently in review at a regularly scheduled school board meeting. Following the meeting, the district will allow time for, and consider public feedback related to the proposed changes before adopting any changes.

The following policies and regulations are currently in review. A brief summary of the proposed changes are listed below and a redline version each follow this executive summary.

Policy / Regulation Title	Reason for Update
ACB-BP: Every Student Belongs	<p>In February 2021, amendments to (OAR) 581-022-2312 were adopted, including changing the title to Every Student Belongs. In May 2021, the Oregon Legislature adopted House Bill 2697, which placed many of the same requirements into statute. Finally, in October 2021, the OAR was amended again to more closely align with the legislative action.</p> <p>Policy has also been renamed from an administrative policy (AP) to a board policy (BP).</p>
ACB-AR: Bias Incident Complaint Procedure	<p>Updates align with amendments made to (OAR) 581-022-2312 specific to the investigation process and response for reported bias incidents.</p>
IICA-AR: Field Trips & Special Activities	<p>Clarification that all out of state travel requests that are sponsored by the school or district must be approved by the Superintendent. This update aligns with current practice.</p>
IKA-AR: Grades & Credit	<p>Additional information about conditions for alternative credit learning experiences specific to the 2020-21 and 2021-22 school years has been added to support our most severely impacted marginalized students who, as a result of the ongoing pandemic, are credit deficient.</p>

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on December 28, 2021. To provide comment on any of the policies in review, please visit the [Policies page](#) of the District website or complete the comment form linked [here](#). Comment form opens Wednesday, December 15, 2021.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: ~~All~~Every Student Belongs

Section:

Code: ACB-~~AP~~BP

Bend-La Pine Schools is a community of learners committed to the success of each and every student. This success must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, or religion.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in ~~an~~ a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior. ~~directed at or about any of the preceding demographic groups.~~

“Symbol of hate” means ~~nooses¹, symbols of neo-Nazi ideology or the battle flag of Confederacy. a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag¹, and whose display:~~

- ~~1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or~~
- ~~2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.~~

The district prohibits the use or display of any symbols of hate on ~~any property under the control of the district, or in an education program² district grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly,~~ except where used in teaching curriculum that is aligned with the state standards of education for public schools. ~~to the Oregon State Standards.~~

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or

¹ The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).

² “Education program” includes any program, service, school or activity sponsored by the district.

~~While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.~~

regulation. ORS 659.852 prohibits retaliation only against students. Other statues, and other complaint procedures, prohibit retaliation against staff and other for reporting or providing information a complaint or investigation. ~~filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.~~

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR: Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)
[OAR 581-002-0005](#)
[OAR 581-022-2312](#)
[OAR 581-022-2370](#)
House Bill 2697 (2021)
House Bill 3041 (2021)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Reviewed: 10/2020, [12/2021](#)
Approved: 12/2020

The term “bias incident” and “symbols of hate” are defined in ACB-BP: Every Student Belongs. ~~means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.~~ Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act¹. ~~individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.~~¹

STEP 1

When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and without unreasonable delay report the incident to person as described below. A complaint may be filed through a verbal report, [a Bias Incident report](#), or by completing a [Complaint Reporting Form](#).

Complaints against a student shall be filed with the school principal. Complaints against an employee shall be filed with the employee’s direct supervisor. Complaints against a school or site administrator shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board Chair.

Complaints against a school or site administrator will begin at Step 3. Complaints against the Superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the district official reviewing the complaint will ensure that all requirements are met.

STEP 2

The district official receiving the complaint shall acknowledge receipt of the complaint, reduce the complaint to writing using the Complaint Reporting Form, and investigate any complaint of a bias incident. The district official investigating the complaint will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and commit to preventing ~~prevent~~ further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of bias and hate;
- Procedural components to ensure advance the safety and healing, ~~and agency~~ of those impacted by bias and hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The investigator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly².

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

The investigator will make a decision within 10 working days of receiving the complaint. All persons impacted by the act will be provided with information³ relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- Notice that an investigation has been initiated;
- Notice when the investigation has been completed;
- Findings of the investigation and the final determination based on those findings; and
- ~~Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence; and when the actions relate directly to a person impacted by the event.~~
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

~~If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.²~~

STEP 3

If complainant or a respondent wishes to appeal the decision of the investigator in Step 2, the complainant or respondent may submit a written appeal to the Superintendent within 10 working days after receipt of the Step 2 decision.

The Superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The Superintendent or designee will review the merits of the complaint and the investigator's decision. The Superintendent or designee will respond in writing to the complainant within 10 working days unless the Superintendent or designee needs additional time based on the complexity of the review or need for additional investigation. ~~If additional time is needed, the Superintendent or designee will inform the parties that additional time is needed and will provide the parties with an estimate of how long he or she will need.~~

The Superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

STEP 4

If the complainant or respondent is not satisfied with the decision of the Superintendent or designee, a written appeal may be filed with the Board Chair within 10 working days of receipt of the Step 3 decision. The Board will review the complaint and response, and at its discretion, may ~~hear or deny the request for appeal at a Board meeting. schedule a hearing.~~ The Board may use an executive session if the subject matter qualifies under Oregon law. ~~If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representatives at Board meeting.~~ After review of the complaint and response, or following a hearing, the Board will notify the complainant whether it affirms the response of the Superintendent or designee, or whether further action is appropriate. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision shall be sent to the complainant in writing ~~within 10 working days of the Board meeting.~~

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

~~If~~ The complainant, if a person who resides in the district, or a parent / guardian of a student who attends school in the district, or a student currently enrolled in the district, is not satisfied after exhausting local complaint procedures, ~~or~~ the district fails to render a written decision within 30 working days of submission of the complaint at any step, or fails to resolve the complaint within 90 working days of the

²Refer to policies GBL – Personnel Records, JOA – Directory Information and JOB – Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

initial filing of the complaint, may appeal⁴ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁵

The Superintendent or designee will develop and implement instructional materials to ensure that all school employees, ~~and~~ staff and students are made aware of [ACB-BP: Every Student Belongs, this regulation, this procedure](#) and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, at any point in Steps 1-4, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

Reviewed: 10/2020, 12/2021
Approved: 12/2020

³ [For additional information regarding required notices, see OAR 581-022-2312\(4\)\(e\)\(E\)](#)

⁴ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁵ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Field Trips and Special Activities

Section: Instruction

Code: IICA-AR

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day. No student shall be denied participation in the trip or activities because of disability or financial inability to pay.

Field trips and other special activities involving travel may be authorized by the principal, superintendent or designee when such trips or activities contribute to the achievement of desirable educational outcomes in alignment with district educational, social, and cultural goals. A Field Trip / Activity Request Form must be completed and approved prior to the trip date.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent / guardian / community volunteer pool. The district encourages parent / guardian participation in field trips and special activities. Parents / guardians who wish to attend a field trip or special activity are considered volunteers and are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers in Schools prior to the trip date. Due to factors such as transportation, location, facilities, or planned activities, some field trips or special activities may have a maximum number of volunteer opportunities available. The district staff member leading the trip shall communicate about the number volunteer opportunities as part of the trip or event planning communication.

Written parent/guardian permission must be obtained for each trip for each student participating. The signed form showing parent/guardian approval and acknowledgement of student conduct guidelines will be maintained according to Oregon Record Retention Laws.

The district will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in case of illness or accident, and methods for communicating in discipline and emergency situations.

All out-of-state travel must have prior superintendent approval through submission of the Field Trip / Activity Request Form. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

The district recognizes that there are certain activities that planning and undertaking are unique to a particular academic program, instructional goal, or other extra-curricular need. As such, this regulation shall not apply to ~~the trips, travel, or activities that fall within the following categories: School-to-Work, School-Clubs Activities or Athletics,~~ foreign travel study programs and those activities that ~~are not sponsored by the school or district. take place during summer and other non-school days.~~

Field Trip Review and Approval Process

Any field trip or planned activity in which school personnel and students leave and return from a school campus must have prior approval the trip or activity date. The Field Trip / Activity Request Form is to be used to request field trip or non-athletic activity approval from the school / site administrator, Director of Special Programs, and/or the Superintendent.

Prior to granting approval of any trip or activity, the following will be considered: educational objectives, destination, dates and times, number of students participating, student and staff safety, equal opportunity, cost and funding sources and transportation.

Transportation

Except as specifically authorized, transportation of students shall be by district transportation. When contracted bus transportation is provided, only authorized vendors will be utilized. The Transportation Department will maintain a list of authorized vendors and scheduling procedures.

As stated in EEADB-AR: Student Transportation in Private Vehicles, parents and other designated adults, including district employees, who are considered volunteer drivers, may be permitted to use private vehicles to transport students on field trips or other school activities if the following conditions have been met prior to providing the transportation:

- The school administrator has approved the trip activity and the mode of transportation.
- A parent/guardian has authorized and granted permission for their student to participate in the trip or activity as well as authorized and granted permission for their student to ride in a privately owned vehicle on the Permission and Release of Liability Form.
- The volunteer driver has completed the volunteer background check as required and described in KCA-AR: Volunteers in Schools.

Students may not participate in a field trip as drivers.

Supervision

Student safety will be a primary consideration at all times of field trips. Adequate supervision, including appropriate staffing, and other adult chaperones participating in the activity. As in conducting regular classes and activities on campus, district staff must assume primary responsibility for all reasonable and usual supervision of students and activities. At least one of the supervisors and/or chaperones must be a district employee. The role of volunteers and chaperones is to accompany and assist with students on field trips. Where volunteers and / or chaperones are needed, it shall be limited to adults who have successfully completed the volunteer background check as described in KCA-AR: Volunteers in Schools.

- Volunteers: volunteers are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers in Schools prior to the trip date.
- Chaperones: are considered volunteers and are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers in Schools prior to the trip date.
- Adult to student ratio: the ratio of adult supervision to students participating will ordinarily not be less than 1:10 for elementary, 1:15 for middle and high school trips. The district may adjust adult supervision ratios when in its professional judgement such adjustment is necessary, taking into consideration special needs of students and the activities planned to occur on the trip.
- On overnight trips in which students of both genders participate, adult staff, chaperones and other volunteers shall be both male and female. Gender balance of supervisor/chaperones is highly encouraged on all excursions. Supervisor(s) must have knowledge that students will not be permitted to leave the field trip group during the trip unless they are released to their parent / guardian.

Safety Procedures

Student and staff safety is paramount. The district staff member leading the trip shall discuss safety procedures specific to the trip with students and accompanying adults prior to the trip. Such discussion

may be in writing, acknowledged by a parent/guardian, or accompanying adult prior to the trip in conjunction with the Field Trip / Activity Permission and Release of Liability form.

Parent / Guardian Permission

A completed Permission and Release of Liability Form must be completed and signed by a parent or guardian for each student participating in the field trip or activity. The district will provide meaningful alternative classroom activities to students if parent/guardian permission is not provided.

Student Behavioral Expectations

Students are expected to follow all directions, rules, safety precautions, and Board policies and regulations of the district while participating in the field trip or activity.

Funding of Field Trips / Special Activities

Trips shall be funded from the school's field trip account and associated student body funds. At the principal or designee's discretion, fundraising activities may also be utilized as reviewed in IGDF-AR: Student Fund Raising Activities.

Foreign Travel

Unless authorized by the superintendent or designee, or as part of a sister or friendly city exchange, any foreign travel organized or undertaken by student groups shall be outside the oversight, supervision, or responsibility of the district. See IGDK-AR: Non-District Sponsored Study, Tours, Trips, Competitions.

LEGAL REFERENCES:

ORS 332.107
ORS 336.014
ORS 339.155
ORS 339.240 – 339.250
OAR 581-022-1020

Reviewed: 1/07, 1/31/18, 9/28/18, 9/25/19, [12/14/2021](#)

Approved: 1/07, 10/4/18, 12/20/19

PROGRESS REPORTING

Grades will be used to report student progress on grade-level or content area learning standards and/or meeting course requirements and will be shared with parents at the end of each grading cycle, during the District's regularly scheduled parent-teacher conference days or throughout the year based on reasonable parent or teacher request.

Assessment of a student's progress will be by one or more of the following:

1. A letter grade, symbol, or number score following the district's existing report forms.
2. Yearly written narratives that reports the student's progress over the course of the school year.
3. A portfolio system that contains work samples collected and reviewed over time and used for ongoing assessment purposes.

Alternative reporting forms to the above must be pre-approved for school use by the Teaching and Learning Department.

At the beginning of the reporting period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

CROSS-CREDIT COURSEWORK

Some career-technical or professional-technical coursework may serve as an alternative to core academic study and be applied to diploma requirements based on the equivalency of meeting academic content standards. Students may opt to cross credit District-approved courses for a core academic diploma requirement under the following conditions:

1. Up to 1.0 math and/or science diploma credit can be met with a district-approved cross-credit course. No district-approved math and science cross-credit course meets college admissions and NCAA core subject requirements.
2. A district-approved cross-credit course can only be assigned to one diploma subject category.

WEIGHTED GRADES

Some advanced coursework is weighted on a 5-point scale. Included are 300-/400-level college math, science, Language Arts, social studies and world language; Advanced Placement (AP); and International Baccalaureate (IB) course grades. A student/parent may appeal additional advanced coursework for consideration of weighed status to the Deputy Superintendent, overseeing high school programs.

AWARDING CREDIT FOR A COURSE TAKEN MORE THAN ONCE

A student may repeat any course in order to improve his/her knowledge when a grade of "D" or "F" has been earned. A "D" or "F" indicates course completion, will be recorded on the transcript, and used in the GPA calculation. In the event a course is retaken, the higher grade earned will count for required credit on the transcript and the lower grade will be counted as elective credit on the transcript.

PROCEDURES FOR TRANSCRIPTION OF GRADES WHEN A CLASS IS DROPPED

If a student is enrolled in a course and decides to drop that course within the first ten (10) class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal. If a student withdraws from a course after the first ten (10) class sessions, the student will receive an "F." This grade will remain on the transcript and will be factored in the student's GPA.

If a student drops a course to transfer to a corresponding course in the district's virtual instruction program within the first six (6) weeks of a term, the dropped course will be listed on the student's transcript with a "W," no credit, and no grade penalty. The virtual instruction course, grade, and credit will also be recorded on the student's transcript. Failure to enroll in the corresponding virtual instruction course within 10 days of dropping a course will result in an "F" in the dropped course.

The principal has the authority to approve on a case-by-case basis appeals to an "F" resulting from a course drop and to assign a "W" with no grade penalty based on extenuating circumstances. Extenuating circumstances include death in the student's family; a documented medical condition resulting in the student's inability to attend class or do the required work; change in the student's educational placement pursuant to IDEA, ELL, and/or 504; substance abuse treatment; and significant family disruption/hardship, such as homelessness, abuse or violence in the home, and incarceration. The principal will review the appeal with the teacher and counselor before making a decision.

PROCEDURES FOR AWARDING AN INCOMPLETE GRADE

A student can be given an Incomplete grade (I) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher not to exceed the following semester/trimester. If an Incomplete grade is awarded at the end of the school year, the student will need to complete required coursework and the grade recorded by the end of the first semester/trimester of the new school year.

If the required coursework is not completed within the agreed upon time, the I grade will revert to an F.

The principal has the authority to approve on a case-by-case basis appeals to the "F" and extend the deadline based on extenuating circumstances. The principal will review an appeal with the teacher and counselor before making a decision.

PE CREDIT FOR CHALLENGE TESTS AND OSAA ATHLETIC PARTICIPATION

Students have the opportunity to challenge required credit in PE. Challenge tests will be scheduled once a semester/trimester at home schools. Students will be given one chance to take a challenge test and must achieve 80% or above to have successfully challenged the course. "P" grades and required diploma credit will be awarded and recorded on transcripts for successful challenges.

Students who participate in OSAA sports and complete an entire season may be eligible to receive one-quarter PE credit (0.25) per sport as defined in ICAA-AR.

CREDIT FOR DRIVER'S EDUCATION

Any time after enrolling in high school, a student can submit to the high school principal an Application for Driver's Education Credit.

HIGH SCHOOL COURSE CREDIT FOR MIDDLE SCHOOL STUDENTS

Any time after enrolling in high school, a student can submit to the high school principal an Application for High School Transcript Credit. This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. If approved, the course title, credit and grade will be added permanently to a student's transcript and cannot be changed or deleted at a later date. All courses included on a student's high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online.

HIGH SCHOOL TRANSFER CREDIT

STANDARD SCHOOL

A designation given by the Oregon State Board of Education to Chapter 581, Division 22. This term also applies to similar designations given by other states to schools under their jurisdiction.

ACCREDITED SCHOOL

A school that has received accreditation from and/or recognized by international or national accrediting agencies.

TRANSFER CREDIT(S)

When transferring into a District high school from an accredited high school or from a high school which has been declared “standard” by its respective state department of education, accreditation agency, or Department of Defense Education Activity School, whether public, private, religious or alternative high school, students will receive credit for previously completed classes

Students transferring from a high school which is neither accredited nor “standard” will not be granted credit for classes completed at that school, except for credits earned through an accredited correspondence or online school as allowed for other Bend-La Pine high school students.

Transfer students will not receive Bend-La Pine high school credit for classes taken via home school except for credits earned through an accredited correspondence or online school as allowed for other Bend-La Pine high school students. Students may receive credit for home school programs sponsored by the Bend-La Pine School District.

Students may apply credit by proficiency, independent study, correspondence, online, and college coursework from accredited agencies and institutions toward graduation. Coursework must be approved by the principal or his/her designee.

College quarter- and semester-hour credits will be converted to the following high school units of credit:

Quarter-Hour Conversion		Semester-Hour Conversion	
College	High School	College	High School
5	1.00	5	1.50
3-4	0.50	3-4	0.75
1-2	0.25	1-2	0.40

ALTERNATIVE LEARNING EXPERIENCES FOR CREDIT

Students may develop and propose learning experiences independent of the regular school curriculum. This proposal for alternative crediting shall be developed under the guidance and approval of a counselor or a supervising teacher endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present his/her proposal to a review committee consisting of the vice-principal in charge of alternative credit options, the supervising teacher, the student’s counselor, and other personnel as designated by the principal. This committee shall approve the proposal and award final credit and grade based on the student’s submission of required documentation of performance.

CONDITIONS FOR ALTERNATIVE CREDIT LEARNING EXPERIENCES

Students in atypical situations (i.e., homelessness, foster care, hospitalization, care of the state, migrant education, Title III recent arriver, homebound, previous dropout, etc.) will be offered educational opportunities with the goal of increasing credit flexibility. [Except as described below for the 2020-21 and](#)

2021-22 school years, the details of the alternative credit learning experience must be documented and pre-approved by a supervising teacher, school counselor and school administrator. The proposal must include the means by which the student will demonstrate performance standards in the subject area requested. Performance standards include state academic content standards and essential skills, recognized by industry standards, or other national or international standards of knowledge and skills. Students are encouraged to enroll in a full schedule of classes. An approved alternative learning experience may be designated as independent study and scheduled as a class period. Credits earned through this alternative means will be reflected on students' transcripts in the same way as traditional credits.

Credit options may include, but are not limited to:

1. Partial credit based on seat time using the formula 7 clock hours = .1 credits
2. Documentation of proficiency in or mastery of standards may include one or any combination of the following as defined in OAR 581-022-1131:
 - Successful completion of classroom or equivalent coursework (i.e., career-related learning experiences, project-based learning) in or out of class.
 - Passing score on an exam designed to measure proficiency or mastery of identified standards. As an example, a passing score on the GED exam will serve as the equivalent of 9 core subject credits (3 Language Arts, 2 math, 2 science and 2 social studies).
 - Collection of work or other assessment evidence.
 - Documentation of prior learning activities or experiences.
 - For the 2020-21 and 2021-22 school years, students may earn credit for a course in which the student did not initially pass at semester / trimester, but did pass the following semester / trimester. The original grade shall not be changed but course passage denoted via alternative credit. A "P" for "pass" will be added to the transcript. This applies to the courses in the same content area or sequence. For example, if a student did not pass Semester 1 of Biology, but did pass Semester 2 of Biology; the student may earn 1 credit of Biology science credit. Or, if a student did not pass Health 1, but passes Health 2, the student may earn .5 credit for Health 1. Approval may be granted by the building principal or designee.

MIDDLE & HIGH SCHOOL GRADING

Traditional letter grades A, B, C, D and F will be issued to middle and high school students. Bend-La Pine Schools follows a "no zeros" policy as a grading practice at the middle and high school levels. A 50% represents an F, or half the points possible on a traditional 100 point scale, and will be the lowest possible grade reflected on any assignment or assessment. Therefore, students will earn an F (50%) for not completing the work or completing it at a less than passing mark, yet are not severely penalized below a failing mark (50% rather than 0%). Note, the "no zeros" policy does not apply to 1-4 or 1-6 point grading scales or the MYP / IB grading scale.

Legal References:

ORS 332.107
ORS 336.635
OAR 581-022-0102
OAR 581-022-1130
OAR 581-022-1131

Reviewed: 4/3/06, 5/19/08, 11/30/09, 7/18/11, 3/5/12,
4/22/14, 8/4/14, 2/27/17, 10/2020, 11/30/2020, 6/10/2021, 12/2021
Approved: 12/11/06, 6/9/08, 11/30/09, 9/9/11, 3/12/12,
5/5/14, 8/13/14, 2/27/17, 10/13/2020, 11/30/2020, 6/17/2021



REPORT: Administrative Policies and Regulations for Adoption (12/14/2021)

PRESENTED BY: Steve Cook, Superintendent

EXECUTIVE SUMMARY:

The following administrative policies and regulations were presented at the November 9, 2021, Board meeting. A brief summary of the proposed changes and public comment received are listed below. A redline version of each follow this executive summary. The policies and regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
KL-AR: Public Complaints	Regulation has been rewritten to identify a process and timeline for complaints made against a board member to align with the new language presented in KL-BP. NO public comment received

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Public Complaints

Section: Community

Code: KL-AR

Persons presenting questions, concerns and complaints to the district about issues or occurrences over which the district has control shall be processed thoroughly and in a timely manner.

Alleged criminal acts shall be filed directly with the superintendent, designee or other appropriate administrative staff.

Certain issues have a prescribed method of processing because of confidentiality and/or specific requirements of federal or state law.

1. Alleged discrimination shall be processed consistent with AC-AR: Discrimination Complaint Procedure.
2. Requests for reconsideration of instructional materials shall be processed consistent with IIAB-AR: Reconsideration of Instructional Materials
3. Alleged sexual harassment claims shall be processed consistent with AC-AR: Discrimination Complaint Procedure.
4. Complaints regarding talented and gifted program relative to state standards shall be processed consistent with IGBBC-AR: Complaints Regarding the Talented and Gifted Program.

Other questions, concerns and complaints including, but not limited to, alleged violations of state or federal standards, district practices, and complaints against an employee shall be processed consistent with the following procedures:

When practical, the complainant shall attempt to informally resolve the issue with the [district employee involved](#). ~~person responsible for the act or condition.~~

STEP ONE

If the matter is not resolved informally, the complainant [is asked](#) ~~shall~~ submit the complaint in writing, [preferably using Bend-La Pine Schools' Public Complaint Form](#), to that employee's immediate supervisor or the building principal, as appropriate, within 10 working days. The complainant [is asked to](#) ~~should~~ state specific details describing the incident, act or condition and the desired remedy. The supervisor or building principal shall investigate and decide the merits of the complaint and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 working days [after receiving the written complaint](#).

STEP TWO

The complainant may appeal the decision [of the supervisor or building principal](#) within 10 working days after receipt of the decision by submitting a written appeal to the Superintendent, or designee. The Superintendent, or designee, shall [investigate](#) ~~review~~ the appeal, [confer with the complainant and the parties involved](#), and make a decision, in writing, to the complainant within 10 working days [after receiving the written appeal](#).

STEP THREE

If the complainant is not satisfied with the decision of the Superintendent or designee, [the complainant may appeal the decision to the Board within 10 working days of receiving the Superintendent or designee's decision](#). ~~a written appeal may be filed with the Board within 10 school days of receipt of the~~

~~written decision.~~ The Board may hold a hearing to review the findings and conclusion of the Superintendent, to hear the complaint and to hear and evaluate any other evidence deemed appropriate. Generally, all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issue(s).

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon law. The complainant shall be informed of the Board's decision, in writing, within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.

Complaints against a principal or supervisor shall be filed with the Superintendent or designee. The Superintendent or designee will attempt to resolve the complaint, beginning at Step Three.

Complaints against the Superintendent should be referred to the Board Chair on behalf of the Board. The Board Chair shall present the complaint to the Board at a regularly scheduled school board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board at a regularly scheduled school board meeting. After receiving the results of the investigation, within 30 working days, the Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board to the complainant within 20 working days of the open session meeting.

Complaints against an individual Board member should be made to the Board Chair on behalf of the Board. The Board Chair shall present the complaint to the Board at a regularly scheduled school board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, within 30 working days, the Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board to the complainant within 20 working days of the open session meeting. The board member(s) subject to the complaint shall abstain from any vote taken on behalf of that specific complaint.

Complaints against the Board Chair may be made directly to the Board Vice Chair or district legal counsel on behalf of the Board. The Board Vice Chair or legal counsel shall present the complaint to the Board at a regularly scheduled school board meeting. If a majority of the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board in executive session. After receiving the results of the investigation, within 30 working days, the Board shall decide in open session what action, if any is warranted. A final written decision regarding the complaint shall be issued by the Board to the complainant within 20 working days of the open session meeting.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

Time

The number of days given at each level shall be regarded as a guideline and time limits stated may be extended by mutual agreement of the complainant and the administration, however, a complainant's failure to meet a timeline may be deemed, in the discretion of the district, a withdrawal of the complaint. In any event, a final determination will be made by the Board within 90 calendar days after the complaint has been made in writing.

Withdrawal

A complaint may be withdrawn by the complainant at any level without prejudice, reprisal or record.

Reviewed: 2/9/88, 11/17/04, 12/17/12, 8/18,
9/2020, 11/9/2021

Approved: 12/17/12, 8/18, 9/2020

draft 1/19/2021