



## Bend-La Pine Schools School Board Regular Meeting Agenda

November 14, 2023, 5:30 PM

### Location:

Education Center, Board Room #314  
520 NW Wall Street  
Bend, OR 97703

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
3.	<b><u>Review of Agenda</u></b>	<b>4</b>
	<b>Speaker(s):</b> Chair Barnes Dholakia	
	<b>Attachments:</b>	
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4.	<b><u>District Recognitions</u></b>	
	A. Champion for Students Award	
	<b>Speaker(s):</b> Superintendent Cook	
5.	<b><u>Student Advisory Council Report</u></b>	
	<b>Speaker(s):</b> Student Voice Council Leadership	
6.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
7.	<b><u>Consent for Action</u></b>	
	<b>Speaker(s):</b> Chair Barnes Dholakia	
	<b>Description:</b> 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	<b>7</b>
	<b>Description:</b> October 10, 2023 Regular Board Meeting, and October 24, 2023, Work Session; <i>Reference:</i> ORS 192.650 and ORS 332.057	
	<b>Attachments:</b>	
10.10.23 Minutes - DRAFT		7
10.24.23 Minutes - DRAFT		
	B. Approval of Personnel Recommendations	

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

*Reference: ORS 332.505*

**Attachments:**

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Classified Board Report 11.14.23	16
<b>8. <u>Consent for Information</u></b>	
<b>Speaker(s):</b> Superintendent Cook	
<b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
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<b>Speaker(s):</b> Chair Barnes Dholakia	
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<b>Speaker(s):</b> Chair Barnes Dholakia	
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<b>Speaker(s):</b> Chair Barnes Dholakia	
<b>Attachments:</b>	
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<b>Speaker(s):</b> Chair Barnes Dholakia	
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Resolution to Amend OSBA Bylaws	208
11. <b><u>Discussion</u></b>	
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<b>Speaker(s):</b> Chair Barnes Dholakia	
A. Administrative Policies and Regulations in Review	227
<b>Speaker(s):</b> Superintendent Cook	
<b>Description:</b> List of District Policies and/or Regulations that are currently under review by the District. Public feedback regarding the policies in review is accepted via Google Form.	
<b>Attachments:</b>	
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<b>Speaker(s):</b> Superintendent Cook	
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<b>Speaker(s):</b> Chair Barnes Dholakia	
15. <b><u>Director Comments</u></b>	
<b>Description:</b> An opportunity for board members to provide comments or reflections.	
16. <b><u>Adjourn</u></b>	
<b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for December 12, 2023.	



## Escuelas de Bend-La Pine Agenda para la reunión regular de la junta directiva – BORRADOR

14 de noviembre del 2023, 5:30 PM

### Ubicación:

Education Center, sala de juntas #314  
520 NW Wall Street  
Bend, OR 97703

1. **Apertura de la reunión**  
**Ponente(s):** Presidenta Barnes Dholakia
2. **Juramento a la bandera**  
**Ponente(s):** Presidenta Barnes Dholakia
3. **Revisión de la agenda**  
**Ponente(s):** Presidenta Barnes Dholakia
4. **Reconocimientos del distrito**
  - A. Premio de Campeón para Estudiantes  
**Ponente(s):** Superintendente Cook
5. **Reporte del Consejo de Asesoramiento Estudiantil**
6. **Comentarios públicos**  
**Ponente(s):** Presidenta Barnes Dholakia  
**Descripción:** Este es el tiempo designado para que las personas aborden a la junta. Las peticiones de comentarios públicos se aceptan por anticipado a través de Google Form hasta las 5:00 pm el día de la reunión para los comentarios en persona y virtuales. Las personas también pueden registrarse para hacer comentarios públicos el día de la reunión en función del espacio disponible, de acuerdo con el Proceso de Gobernanza 6 (GP-6). El registro en persona se aceptará en la puerta de la sala de juntas hasta las 5:35 pm el día de la reunión.
7. **Consentimiento para la acción**  
**Ponente(s):** Presidenta Barnes Dholakia  
**Descripción:** Los temas de rutina por naturaleza se colocan en la agencia de consentimiento. Cualquier tema colocado en el consentimiento para la acción puede removerse a petición de cualquier miembro de la junta al momento de tomarse una votación. Todos los temas restantes del consentimiento para la acción se remueven de una sola vez después.
  - A. Aprobación de actas de la reunión  
**Descripción:** 10 de octubre del 2023, reunión regular de la junta; 24 de octubre del 2023, sesión de trabajo; *Referencia:* ORS 192.650 y ORS 332.057
  - B. Aprobación de recomendaciones del personal  
**Descripción:** Contrataciones recomendadas para el personal administrativo, con licencia, clasificado y confidencial, renuncias y jubilaciones; *Referencia:* ORS 332.505
  - C. Aprobación de políticas de la junta
8. **Consentimiento para información**

**Ponente(s):** Superintendente Cook

**Descripción:** Los aspectos que son rutinarios por naturaleza y para propósitos informativos solamente se colocan en el consentimiento para información.

A. Aprobación de políticas y regulaciones administrativas

9. **Reportes**

A. Opciones Anuales de Aprendizaje Alternativo (ALO) del Distrito de Servicios Educativos de High Desert (HDES)/Reporte Comprehensivo de Escuelas Chárter

**Ponente(s):** Kathy McCollum, Directora de Opciones Anuales de Aprendizaje Alternativo del HDES

B. EL 4.2: Compensación, desarrollo, evaluación y trato de empleados

**Ponente(s):** Steve Herron, Oficial Principal de Recursos Humanos

10. **Propuestas de acción**

A. Plan Suplementario de Transporte

**Ponente(s):** Kim Crabtree, Directora de Transporte

B. Resolución: MUPTE

**Ponente(s):** Sharon Smith, Abogada para Uso de Terrenos

C. Asociación de Juntas Escolares de Oregón (OSBA)

**Ponente(s):** Presidenta Barnes Dholakia

1. Elección de la Junta Directiva de la Asociación de Juntas Escolares de Oregón (OSBA)

**Ponente(s):** Presidenta Barnes Dholakia

2. Elección del Comité de Políticas Legislativas de (LPC) de la Asociación de Juntas Escolares de Oregón (OSBA)

**Ponente(s):** Presidenta Barnes Dholakia

3. Resolución de la Asociación de Juntas Escolares de Oregón (OSBA) para enmendar los Estatutos de la Asociación de Juntas Escolares de Oregón en relación con la composición de la Junta Directiva

**Ponente(s):** Presidenta Barnes Dholakia

4. Resolución de la Asociación de Juntas Escolares de Oregón (OSBA) para enmendar los Estatutos de 2018 de la OSBA

**Ponente(s):** Presidenta Barnes Dholakia

11. **Discusión**

A. Políticas de la junta en revisión

**Ponente(s):** Presidenta Barnes Dholakia

**Descripción:** Políticas de la junta, procesos de gobierno, limitaciones ejecutivas, fines de la junta y enlaces del personal de la junta que requieren la revisión de la junta escolar. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del miércoles 15 de noviembre del 2023 hasta el martes 28 de noviembre del 2023, a través de Google Form.

B. Discusión de la junta

**Descripción:** Actualización sobre las negociaciones

12. **Reporte de políticas y regulaciones administrativas**

**Ponente(s):** Presidenta Barnes Dholakia

A. Políticas y regulaciones administrativas en revisión

**Ponente(s):** Superintendente Cook

**Descripción:** Lista de políticas y/o regulaciones que actualmente están bajo revisión por el distrito. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del miércoles 15 de noviembre del 2023 hasta el martes 28 de noviembre del 2023, a través de Google Form.

13. **Reporte del Superintendente**

**Ponente(s):** Superintendente Cook

14. **Reporte de la presidenta de la junta**

**Ponente(s):** Presidenta Barnes Dholakia

15. **Comentarios de los miembros de la junta**

**Descripción:** Una oportunidad para que los miembros de la junta provean sus comentarios o reflexiones.

16. **Cierre de la reunión**

**Descripción:** La reunión se cerrará con la programación de la próxima reunión regular de la junta directiva para el 12 de diciembre del 2023.



## Bend-La Pine Schools School Board Regular Meeting Minutes

### Meeting Location:

La Pine High School, 51633 Coach Road, La Pine, OR 97739

**Meeting Date:** October 10, 2023

### Board Members

Melissa Barnes Dholakia:	Present
Kina Chadwick:	Present
Cameron Fischer:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Present
Shirley Olson:	Present
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. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the meeting was being provided 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. Review of Agenda

**Speaker(s):** Chair Barnes Dholakia

**Attachments:** 10.10.23 Agenda - BORRADOR

**Discussion:** There were no changes to the agenda.

#### 4. District Recognitions

##### A. Champion for Students Award

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook presented the Champion for Students award to Kristy Ebner, third grade teacher at La Pine Elementary. Cook thanked her for how deeply she cares for students, present and past, and for how she shows that she cares by being there for them in the classroom and beyond. He also thanked her for being a strong advocate for students and teachers alike, and for being a role model who embraces compassion and understanding.

#### 5. Student Advisory Council Report

**Speaker(s):** Student Voice Council Leadership

**Discussion:** Student Voice Council (SVC) Leadership members Wes McGovern, a senior at Summit High School, and Emma Hayden, a student at Bend High School, shared about the recent recruitment efforts of the SVC noting that they had been meeting during lunch periods with other SVC members at their respective

schools. They discussed the rotating first period schedule at the high schools, noting that in the coming months that would be the focus of the SVC's work.

## 6. Public Comment

**Speaker(s):** Chair Barnes Dholakia

**Description:** This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.

**Discussion:** There was one individual who spoke regarding the affordability of living in Central Oregon.

## 7. 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 Shirley Olson and seconded by Marcus LeGrand, Carried.

**Voting Detail:** Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Cameron Fischer: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shirley Olson: Yea, Amy Tatom: Yea

**Voting Summary:** Yea: 7, Nay: 0

### A. Approval of Minutes

**Description:** September 12, 2023, Regular Board Meeting and September 26, 2023, Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 9.12.23 Minutes – DRAFT and 9.26.23 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 10.10.23 and Classified Board Report 10.10.23

## 8. Consent for Information

**Speaker(s):** Superintendent Cook

**Description:** Items that are routine in nature and for informational purposes only are placed on the Consent for Information.

**Discussion:** Superintendent Cook noted that there were three items in Consent for Information. At the request of the Board Chair, the District has included follow-up to public comment heard at the September 12th board meeting. In addition, he noted that District leadership has a meeting scheduled with the Latino Community Association at the end of October. The District is adopting KCA-AR: Volunteers/Criminal History Records Check. The changes include grammatical corrections as well as the removal of the COVID-19 vaccination or exemption documentation requirement for volunteers as previously required by the Oregon Health Authority (OHA). The regulation was not put out for public comment as the updates made align with current laws, regulations, district practices, and procedures. The annual report for Executive Limitation 1 (EL1) Legally Required Policies is the first annual report on the newly structured executive limitations. Cook reminded the Board that some executive limitation reports will come to the Board in a written report form whereas others will include a presentation by District staff.

### A. Public Comment Follow-up

**Attachments:** District Follow-up to BLS School Board Meeting Public Comment Received on September 12, 2023

### B. Approval of Administrative Policies and Regulations

**Attachments:** Executive Summary: Administrative Policies and Regulations for Adoption and KCA-AR: Volunteers/Criminal History Records Check - draft 10.10.23

### C. Report: EL 4.1 - Legally Required Policies

**Attachments:** EL 4.1 Legally Required Policies and 2022-23 Policy and Regulation Adoption Summary

## 9. Reports

### A. South County Update

**Speaker(s):** Scott Olszewski, La Pine High School Principal & South County Director

**Attachments:** Executive Summary: South County Update, Presentation: South County Update 2023, and Presentación: Enfoque Condado Sur

**Discussion:** Scott Olszewski, La Pine High School Principal and South County Director, provided an update on South County schools. He provided an overview of the make-up of the south county schools, highlighting the positive work being done at each school. He shared that "Teaching the Expectations" is a focus across all schools, both schoolwide and through classroom norms. Olszewski introduced the La Pine school principals in attendance before discussing the unique needs of the south county community and its schools.

### B. Culture and Climate Taskforce Update

**Speaker(s):** Superintendent Cook

**Attachments:** Executive Summary: Taskforce on Culture and Climate Update, Presentation: Culture and Climate Taskforce Update, Presentación: Actualización del Grupo de Trabajo sobre Cultura y Clima

**Discussion:** Superintendent Cook shared that the work of the taskforce began last school year and that there are over 30 staff members across the district that make up the group. Cook introduced taskforce members Trevor Arsenault, Dean of Students, Rosland Elementary; Brian Barringer, Principal, La Pine Middle School; Amanda Johnston, Title 1 EA, Rosland Elementary; and Scott Olszewski, Principal, La Pine High School. The taskforce members noted that the creation of the group stemmed from a listening session held by district staff in the Spring of 2023 and discussed who makes up the group. They highlighted the work of the group, sharing what is being done during the taskforce meetings. They provided examples of how the work is being implemented in south county schools, noting that the work is being brought back to their colleagues across the district by creating accountability framework for all schools and that the work has been a collaborative approach, and is not being driven by administration.

### C. Finance Report

**Speaker(s):** Leah Bibeau, Finance Director

**Description:** 1st Quarter Report

**Attachments:** Q1 2023 Board Report

**Discussion:** Brad Henry, Chief Operations and Financial Officer, provided the first quarter finance report. He highlighted the changes since the budget was adopted in June and noted that an independent audit is currently underway at the district office. He discussed the overall impact of enrollment on the budget and shared that all ESSER funds must be used by September 30, 2024. He noted that overall the district is down a littler over 200 students from projection and that most of the state is seeing similar trends.

## 10. Administrative Policy and Regulation Report

**Speaker(s):** Chair Barnes Dholakia

### 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, October 11, 2023, through Tuesday, October 24, 2023, via Google Form.

**Attachments:** Executive Summary: Administrative Polices and Regulations for Review, IGAC-AR:

Treatment of Religion in Schools - draft 10.10.23, JB-AP: Equal Educational Opportunity - draft 10.10.23

**Discussion:** Superintendent Cook shared that there are currently two policies under review. IGAC-AR: Treatment of Religion in Schools includes revisions that provide guidance when recognizing religious customs or beliefs in school settings and language updates to reflect current district policies and processes regarding student speech and dress, teaching and learning, celebrations and decorations. Language specific to employment has been removed as it is addressed in GBA-BP: Equal Employment Opportunity. JB-AP: Educational Equal Opportunity includes updated policy language to align with HB 3041 (2021) and HB 2935 (2021) and also includes district requirements for the complaint process communication and access.

## 11. Superintendent's Report

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook highlighted the policies KGA-AR and KG-AR, which are the facility use practices in regards to how groups, both internal and external, access the use of district facilities and what is required when signing a usage contract. He discussed how requests are prioritized and some reasons as to why requests are declined, such as if the facility is already in use, if the district cannot provide the proper staffing for the event, or if the facility is under construction of some sort. It was noted that schools directly receive 25% of the facility use fees to use at their discretion and high schools receive 35% of fees for auditorium usage.

## 12. Board Chair Report

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** Chair Barnes Dholakia shared that Senator Ron Wyden visited the district on Monday to learn about the Healthy Schools program in order to advocate for additional funding. She noted that she and Superintendent Cook meet quarterly with the Bend Mayor and City Manager and that at their recent meeting the city shared their excitement around the Student Voice Council. Their interagency partnership regarding houselessness was also a topic of discussion. Barnes Dholakia also shared that the adopted schools have been identified for each board member.

Barnes Dholakia provided an update on BEA bargaining, highlighting some of the discussion topics since the meetings began in May. Discussion ensued regarding the proposals, the funding provided by the state, and the district's overall budget.

## 13. Board Comments

**Description:** An opportunity for board members to provide comments or reflections.

**Discussion:** Director Shirley Olson appreciated the fact that the meeting was being held at La Pine High School.

Director Cameron Fischer thanked the La Pine staff members for their presentations. She also shared her appreciation for the positive energy she saw during her school visits earlier in the day.

Director Carrie McPherson Douglass shared her excitement in starting her school visits and plans to make her visits as meaningful as possible. She also shared some recent experiences as a parent volunteer in schools.

Director Kina Chadwick was thankful for the bargaining update and shared their feelings that teachers are pillars in the community.

Vice Chair Marcus LeGrand thanked the teachers at Realms for the opportunity to visit the school recently and thanked the high schools for the opportunity to meet with leadership students.

Chair Barnes Dholakia appreciated Senator Wyden's office for arranging his visit and the students enrolled in Sources of Strength. She also appreciated Sarah Barclay and Steve Herron for their oversight of the bargaining process.

## 14. Adjourn

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for November 14, 2023.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 7:08 p.m.



## Bend-La Pine Schools School Board Work Session Meeting Minutes

### Meeting Location:

Education Center, Board Room #314  
520 NW Wall Street  
Bend, OR 97703

**Meeting Date:** October 24, 2023

### Board Members

Melissa Barnes Dholakia:	Present
Kina Chadwick:	Present
Cameron Fischer:	Present
Marcus LeGrand:	Present
Carrie McPherson Douglass:	Present
Shirley Olson:	Present
Amy Tatom:	Absent

Directors Carrie McPherson Douglass and Cameron Fischer joined the meeting virtually. Vice Chair Marcus LeGrand arrived at 5:38 p.m.

### 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. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the meeting was being provided 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. Review of Agenda

**Speaker(s):** Chair Barnes Dholakia

**Attachments:** 10.24.23 Agenda - BORRADOR

**Discussion:** There were no changes to the agenda.

### 4. Public Comment

**Speaker(s):** Chair Barnes Dholakia

**Description:** This is the time provided for individuals to address the Board. Focused Public Comment requests will be accepted on Agenda Item 5 only and can be made in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.

**Discussion:** There were no requests to provide public comment.

## 5. Reports

### A. Division 22 Assurances

**Speaker(s):** Deputy Superintendent Nordquist

**Attachments:** Executive Summary: Division 22 Standards, Presentation: Division 22 Assurances Report, Presentación: Informe de Garantías de la División 22, BLS Division 22 Assurances 22-23, and 2022-23 Informe sobre el cumplimiento de los estándares de las escuelas públicas

**Discussion:** Deputy Superintendent Lora Nordquist provided the board with a report on the Division 22 Assurances. She noted that although it is an annual requirement, it provides the district an opportunity to reflect on areas of improvement. She noted that for the 2022-23 school year, Bend-La Pine Schools was out of compliance in regards required PE minutes for grades 6-8. She noted that with the new updates in PE requirements, all middle schools (grades 6-8) in the district are now in compliance.

## 6. Work Session

**Description:** The Board will focus on key Board work and initiatives.

### A. EL 1.1 - Instructional Program

**Speaker(s):** Katie Legace, Executive Director of High Schools, and Juan Cuadros, Executive Director of Middle Schools

**Attachments:** Executive Summary: Executive Limitation 1.1 Instructional Program, Presentation: Priority Standards Development and Implementation, and Presentación: Desarrollo e implementación de estándares prioritarios

**Discussion:** Juan Cuadros, Executive Director of Middle Schools noted that the presentation for the work session would be focused on the first board goal, Strong Academic Foundation, through a 6-12 lens. He discussed the importance of having priority standards, noting that they help ensure a guaranteed viable curriculum. Cuadros also shared that standards based learning focuses on what's essential to know versus what is nice to know or important to know.

Dean Richards, Secondary Director of Curriculum, Instruction, and Systems, shared that secondary teachers from across the district met with a consultant to identify the standards in five core subject areas. He noted that the priority standards were determined to be leverage, endurance, and essentiality. He provided the definition for each of the standards, gave examples for each, and then shared the 8 step process the team used for each subject area. The tasks for 2023-24 were noted as continuing to grow and understanding and practice with the standards. Richards shared that in January work will begin to prioritize the standards in additional subject areas.

Monica Freeman, Secondary Teacher on Special Assignment, Social Sciences, shared background information on house bills that have guided the state to where we are today in regards to social science standards. She discussed how to read through the standards and provided board members a copy of the standards. Freeman asked board members to use Answer Garden to share the themes and patterns they observed while reading through the social science standards. Examples of how the standards have changed since using the priority standards of leverage, endurance, and essentiality were shared. Board members then analyzed one of the standards with a partner marking the verbs and analyzing the verbs before sharing their work with the group.

Roger White, Realms Middle and High School Principal, shared how Realms brings the standards to life through learning expeditions. He provided background information on the foundational elements of EL (Experiential Learning) Education: mastery of knowledge and skills; ability to show high quality work that shows complexity, craftsmanship, and authenticity; and character to become effective learners, ethical people, and contribute to a better world. White discussed what learning expeditions are intended to be and provided examples of expeditions that have happened or are currently happening at Realms. The board members were asked to review a handout provided by White and to infer which standards the learning activities shown in the photos connect to and what dimension of achievement the photos best connect to. Board members shared and discussed their observations.

7. **Board Chair Report**

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** Chair Barnes Dholakia corrected information she presented at the October board meeting regarding insurance plans for BEA members. She also apologized to OSEA members for not arranging for Vice Chair LeGrand to provide an OSEA bargaining update when she provided the BEA bargaining update. She noted that the Board would share an update on bargaining at the November board meeting.

8. **Director Comments**

**Description:** An opportunity for board members to provide comments or reflections.

**Discussion:** Vice Chair Marcus LeGrand thanked everyone for all of the work that is going into the bargaining sessions with both OSEA and BEA.

Director Kina Chadwick thanked Summit High School for the opportunity to participate in the living library, noting how impactful the experience was.

9. **Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 14, 2023.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 7:07 p.m.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



**HUMAN RESOURCES**

*Education Center*

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

DATE: November 8, 2023  
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 November 14, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Beauchamp, Lynda	Math Teacher	REALMS MS	Regular Part Time to Regular Full Time	08/28/2023
Crawford, Timothy	Electives Teacher	High Desert MS	Regular Part Time to Temporary Full Time	08/28/2023
Keown, Lisa	CTE Coordinator/Grad Coach	Bend Senior High	Temporary Part Time to Temporary full Time	08/28/2023
Love, Carissa	Enrichment Teacher	Ponderosa Elementary	Temporary Part Time	10/18/2023
Wang, Yen-Ling	Spanish Teacher	REALMS MS and HS	Regular Part Time to Temporary Full Time	08/28/2023

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Norby, Lowell	Bend High Athletic Director	Bend Senior HS	09/16/1987 – 10/31/2023

**CERTIFIED RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES
Norby, Lowell	Bend High Athletic Director	Bend Senior HS	11/1/2023 – 06/30/2024



**HUMAN RESOURCES**

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax: (541) 355-1109*

**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Parker, Tammie	HR Supervisor	Human Resources	02/06/2006 – 10/20/2023

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES



**HUMAN RESOURCES**

*Education Center*

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

November 7, 2023

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 November 14, 2023.

***Classified Hiring***

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Bautista, Laura	Attendance Secretary II	Caldera	Reg 7.0 hrs / day	10/25/23
Bennett, John	Nutrition Server I	Buckingham	Reg 3.75 hrs / day	09/26/23
Bodkin, Antonio	Custodial Crew I	WE Miller	Reg 8.0 hrs / day	10/06/23
Brakeman, Kimberly	Nutrition Server I	La Pine High	Reg 3.5 hrs / day	09/27/23
Burbach, Eva	Office Manager II	Buckingham	Reg 8.0 hrs / day	10/30/23
Burger, Avery	EA - Inclusion	Lava Ridge	Reg 6.5 hrs / day	11/02/23
Caffro, Amanda	EA - Inclusion	Rosland	Reg 6.5 hrs / day	11/02/23
Chavez, Francisca	EA – Instruction	Bear Creek	Temp 5.0 hrs / day	11/07/23
Coyle, Kaylie	EA - Inclusion	Caldera	Reg 7.0 hrs / day	10/30/23
Cupit, Susan	EA - Instruction	High Lakes	Temp 4.27 hrs / day	10/31/23
Dieter, Jackson	EA - Inclusion	Bend High	Reg 7.0 hrs / day	10/16/23
Emerson, Andy	EA - Inclusion	Sky View	Reg 7.0 hrs / day	10/23/23
Felt, Leah	Reception Secretary II	Mountain View	Temp 7.0 hrs / day	10/09/23
Freilingner, Ralph	EA - Inclusion	La Pine Elementary	Reg 6.5 hrs / day	10/16/23
Glaab, Cindy	Nutrition Tech II	North Star	Reg 6.0 hrs / day	10/30/23
Gomez-Carino, Melisa	Translator/Interpreter	ESL	Reg 4.0 hrs / day	10/31/23



**HUMAN RESOURCES**

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Gray, Qiana	EA - Inclusion	RE Jewell	Reg 6.5 hrs / day	10/03/23
Gruending, Cynthia	EA – Behavior Support	Elk Meadow	Reg 3.95 hrs / day	10/30/23
Handy, Denise	Nutrition Server I	Pacific Crest	Reg 3.75 hrs / day	09/26/23
Hanson, Caleb	EA – Behavior Support	RE Jewell	Temp 3.95 hrs / day	10/10/23
Henkel, Patricia	EA – Student Success	Rosland	Reg 6.5 hrs / day	10/17/23
Hernandez, Florencia	Family Liaison	ESL	Reg 5.0 hrs / day	10/23/23
Hertzler, Tami	Office Manager II	BLS Online / North Star	Reg 8.0 hrs / day	10/30/23
Higbee, Lorena	EA - Instruction	Highland	Temp 3.75 hrs / day	11/09/23
Kelley, Jennifer	EA - Inclusion	Ponderosa	Temp 3.5 hrs / day	10/19/23
Kincaid, Lindsay	Nutrition Server I	Cascade	Reg 3.0 hrs / day	10/25/23
Lawrence, Kelly	Nutrition Server I	Westside Village	Reg 3.75 hrs / day	10/26/23
Lee, Jennae	Office Secretary I	Westside Village	Temp 2.5 hrs / day	10/25/23
Liningier, Tamara	Nutrition Technician II	WE Miller	Reg 7.0 hrs / day	11/06/23
Lopez, Estephanie	Nutrition Server I	RE Jewell	Reg 3.75 hrs / day	10/31/23
Magers, Tami	Nutrition Server I	High Desert	Reg 3.25 hrs / day	10/25/23
Miller, Connie	EA – Instruction	La Pine Elementary	Temp 7.0 hrs / day	10/31/23
Miller, Marissa	Nutrition Server I	Summit	Reg 3.25 hrs / day	09/26/23
Palacios, Maria	Custodial Crew I	Caldera	Reg 8.0 hrs / day	10/30/23
Pasinetti, Amanda	EA - Inclusion	Pine Ridge	Reg 6.5 hrs / day	10/11/23
Pfister, Lexie	EA - Inclusion	Ponderosa	Temp 3.0 hrs / day	10/17/23
Polanco, Cassandra	EA – Inclusion	Elk Meadow	Temp 6.5 hrs / day	11/06/23
Robinson, Jennifer	EA - Instruction	Ponderosa	Temp 6.0 hrs / day	10/30/23
Schock, Molly	Nutrition Server I	Pilot Butte	Reg 3.5 hrs / day	09/26/23
Smith, Lenny	Bus Driver	La Pine Transportation	Reg 4.0 hrs / day	10/23/23



**HUMAN RESOURCES**

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 Fax (541) 355-1109

**Classified Resignations**

Name	Position	Location	Resign Date
Dieter, Jackson	EA - Inclusion	Bend High	10/16/23 – 11/10/23
Feedback, Greg	Bus Driver	La Pine Transportation	09/26/23 – 10/25/23
Hasse, Magadalyn	Application Technician	Student Services	01/10/22 – 10/04/23
Jameson, Julie	Nutrition Technician II	WE Miller	01/11/18 – 10/13/23
MacPhee, Bruce	Custodial Crew I	Silver Rail	09/07/22 – 11/30/23
Patterson, Heather	EA – Student Success	Silver Rail	08/27/19 – 11/04/23
Webb, Elvira	EA – Instruction	Ponderosa	02/25/04 – 10/09/23
Williamson, David	Nutrition Server I	W.E. Miller	10/23/18 – 12/15/23
Worthington, Jade	EA – Student Success	Bear Creek	08/31/21 – 12/15/23

**Classified Retirements**

Name	Position	Location	Retire Date
Lawler, David	Bus Driver – Special Ed.	Transportation	12/04/03 – 12/15/23
Webberley, Jody	Bus Driver BTW Instructor	Transportation	09/24/03 – 06/15/24

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date
Butz, Debbie	Spec. Ed Bus Driver	Transportation	02/01/24 – 06/14/24
Martin, Wes	Outside Services Manager	Maintenance	01/01/24 – 12/31/24

**Confidential Hiring**

Name	Position	Location	Resign Date
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**Confidential Resignation**

Name	Position	Location	Resign Date
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## District Follow-up to Public Comment Received at September 12, 2023, Board Meeting

Agenda Item/Topic:	Submitted by:	District Staff Assigned to:	Notes/Comments:
Non-Agendized Item: Keeping students of color safe in our schools	Kathi Borguil	Kinsey Martin, Executive Director of Policy, Advocacy and Equity	Kathi and Kinsey discussed concern of a bias report not receiving a response. The Office of DEI, IT Dept, and HR were unable to find a report submitted for the incident. Bias incident response processes were discussed. This led to the identification of various exciting opportunities for increased partnership between the City and the School District. To this end, Kathi and Kinsey (and respective teammates) will meet quarterly.
Non-Agendized Item: Latino Community Association Organization Feedback	Renee Gonzalez	Superintendent's Office and Kinsey Martin, Executive Director of Policy, Advocacy and Equity	The Superintendent's Office and Kinsey met with LCA leadership and Board President. LCA communicated appreciation for the district's partnership; opportunities for continued and enhanced collaboration were identified. LCA shared that they have instituted a policy with staff to preemptively review and approve any community messaging regarding the agency's position on a topic.



**REPORT: Administrative Polices & Regulations for Adoption (11/11/2023)**

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one 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 allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

The following administrative policies and regulations will be adopted as presented. A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy / Regulation Title	Reason for Update
<b>JB-AP: Equal Educational Opportunity</b>	<p>HB 3041 (2021) revised the statutory definition of sexual orientation and created a new definition for gender identity.</p> <p>HB 2935 (2021) added an aspect to the definition of discrimination in ORS 659.850 for race that includes physical characteristics historically associated with race.</p> <p>Policy language has been updated to reflect the new definitions, and also includes district requirement of complaint process communication and access.</p> <p><b>See attached public comment received and notes from BLS in blue.</b></p>



Every student of the district will be given equal educational opportunities regardless of age, [race<sup>1</sup>](#), religion, color, sex, [sexual orientation](#), [gender identity](#), national origin, disability, marital [status](#), [familial status](#), ~~or~~ [parental status](#), [linguistic background](#), [culture](#), [socioeconomic status](#), [capability](#), or [geographic location](#).

~~Further,~~ No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district [or denied access to facilities in the district](#). The district will treat its students without discrimination as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

~~In addition, the~~ The Superintendent will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. Contact information will be provided to all students and employees.

The district will communicate the availability of policy and available [complaint procedures to students and their parents/guardians through available district communication systems, and will be published on the district website and be made available upon request. All reports, complaints or information will be investigated as described in policy or regulation that addresses the specific nature of the report or complaint.](#)

A student of the district may not be subject to retaliation by the district for the reason that the student has, in good faith, reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

~~The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.~~

District staff [members are](#) ~~is~~ directed to make a continuous effort to provide equal opportunities for students and to continually strive to eliminate those conditions which may cause discrimination.

END OF POLICY

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REVIEWED: 7/28/2008, [10/10/2023](#)

ADOPTED: 8/26/2008

**POLICY / REGULATION CROSS REFERENCE**

ACB-AR: Bias Incident Complaint Procedure  
ACB-BP: Every Student Belongs  
AC-AP: Non-Discrimination  
AC-AR: Discrimination Complaint Procedure

**LEGAL REFERENCE**

ORS 174.100	ORS 659.852	ORS 659A.406
ORS 192.630	ORS 659A.001	OAR 581-021-0045
ORS 326.051	ORS 659A.003	OAR 581-021-0046
ORS 329.025	ORS 659A.006	OAR 581-022-2310
ORS 332.107	ORS 659A.103-145	OAR 839-003-0000
ORS 336.086	ORS 659A.400	
ORS 659.850	ORS 659A.403	

- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019)
- Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019)
- Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Program or Activities Receiving Federal Financial Assistance, 34 D.F.R. Part 106 (2020)
- Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019)
- Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018)
- House Bill 2935 (2021)
- House Bill 3041 (2021)



Policy and Regulation Public Comment  
JB-AP: Equal Educational Opportunity  
Received by 5:00 p.m. October 24, 2023

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
I'm curious as to what is meant by "geographic location." Will this require the district to provide additional transportation?	Tina Bandy	Bend-La Pine Schools will continue to adhere to current transportation practices, providing transportation to students as defined in EEA-BP: Student Transportation Services and EEA-AR: Transportation Procedures.

# **Contract & Charter School Evaluations**

**2022-2023**

## **Bend-La Pine Schools**

**November 14, 2023**

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**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 2022-23

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 2022-23 school year are included as **Attachment B** and are titled *Contract/Charter School Qualifiers – 2022-2023*. 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**.

A written statement from the Bend-La Pine School District Business Office, **Attachment D**, confirms that for the fiscal year 2022-23 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, 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 of the year preceding the year of registration. 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 2022-23 school year. These contract programs include COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge.

Goals set for the 2022-23 school year for the Contract and Charter Schools were reviewed during the evaluation cycle, and goals for the 2023-24 school year have been established.

Included with this Executive Summary are the 2020-21 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 2022--2023 were:

- **Bend International School**
  - Successfully carried out its 1st Annual Mercado y Carnaval, the End of Year student festival/celebration and fundraiser, highlighting culture, bilingualism, and student performances, raising \$24,000 for the Bend International School.
  
- **COIC**
  - Bend, La Pine, and Juvenile Detention COIC students earned 90 GEDs and 39 High School Diplomas in 2022-2023. 29 students earned both a GED and Diploma.
  - 50 youth participated in our Wildland Firefighting Certification Courses via our partnership with the Forestry Service.
  - COIC's Youth Compass Program placed over 50 youth into paid internships and work experiences, paying over \$200,000 in youth wages over the year.
  - COIC's JDEP program partnered with the Paplaxsimisha Cultural Center in Warm Springs to bring the program to detention to work with students on cultural awareness projects.
  
- **Desert Sky Montessori**
  - Moved the school to a beautiful new campus over on OB Riley Road.
  - Went through not one, but two changes in Leadership.
  - Effectively guided the school through the transition period and maintained a strong sense of community.
  
- **J Bar J**
  - Increased the graduation rate by 7% from the previous year.
  - 66% of non-repeated students were on IEP or 504 plans. We were able to build specialized instruction and incorporate individualized plans to meet students' needs and facilitate growth, helping boost both school participation and High School graduation.
  
- **The Academy at Sisters**
  - While continuing with high academic standards, one supplemental accomplishment for this year would be the increased exposure to various careers and differential post-secondary pathways.
  - Increased exposure and preparedness for college after High School graduation. This year The Academy was able to facilitate three different college tours around the state, exposing students to the application process, academic expectations, and life on campus. With this, students were better-prepared for their next step once leaving The Academy.
  
- **Oregon Youth Challenge Program**
  - OYCP's state funding model shifted with recent 2023 legislative changes, providing direct funding to OYCP for the 2023-25 biennium.

**All Contract and Charter Schools evaluated have met the conditions set forth by ORS 336.615 and ORS 338.095.**

# ATTACHMENT A

## Evaluation of Alternative Learning Options

**BEND-LA PINE SCHOOLS**  
Administrative School District No. 1  
Deschutes County, Oregon  
**ADMINISTRATIVE REGULATION**

Name: Evaluation of Alternative Learning Options  
Section: Instruction  
Code: IGBHAA-AR

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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**

## **2022-2023 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	219 ID: 191 OD: 28	Total: 256 (All In-District)	Total: 82 ID: 31 OD: 51	168	91	29 ID: 1 OD: 28	317
% on IEPs	16/219= 7.3 %	16%	29%	5.95%	67% Including 504s	28%	31%
% of ELLs	7/219= 3%	4% Current (7% Current)	2%	.59%	7%	0	13%
% of Economically Disadvantaged	31.1%	30%	100%	55.35%	100%	0	40.3
Ethnicity: White/Latino	White: 82% Latinx 11% Other: 17%	75.4% White 15.6% Hispanic 9% Other	73% White 10% Hispanic 17% Other	White: 83.92%, Asian: 7.14% Hispanic: 4.16% Pacific Islander: .59% Native Am: 1 19%	White: 59% Latinx: 29% Other: 12%	White: 79% Latinx: 3% Other: 17%	White 35% Latinx 47% Other 18%

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	Smarter Balanced: 3-8 ELA and Math Oaks Science: Grades 5 and 8	NA	NA	Smarter Balanced: 3-6 ELA and Math Oaks Science: Grade 5			
MAPS	K-8 Fall and Spring ELA and Math	NA	NA				
easyCBM		NA	NA				
DIBELS	Fall, Winter, Spring	NA	NA	Fall, Winter, Spring			
STAR: Reading Math		NA	NA		Reading on Intake 7.1 Reading Gain 1.5  Math on Intake 7.8 Math Gain 1.2	Reading on Intake 8 Reading Gain .95  Math on Intake 8.1 Math Gain 1.8	
Work Keys		NA	NA				
TABE Reading Math		NA	NA				Grade Level Increase 1.5 Reading 1.1 Math
WIAT		NA	NA				
PSAT: Reading Math		NA	NA				
SAT: Reading /Writing Math		NA	NA				
ACT: Reading/Writing Math		NA	NA				

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		864	22.5		335	135	2317.75
# of Credits Earned		864	22.5		348.36	137.63	2317.75

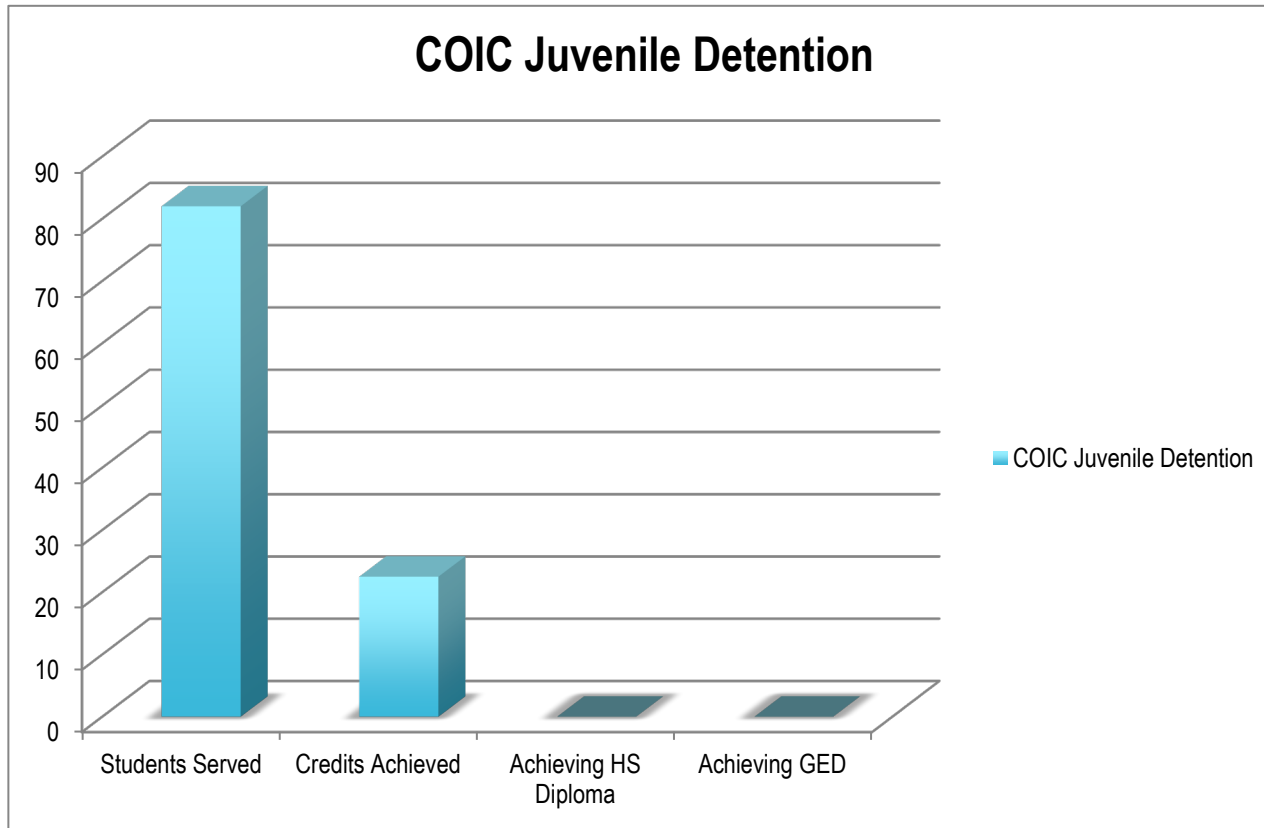
Graduation/GED	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge – OYCP
# of Program Graduates		NA	NA		NA	NA	255
# Dropped from Program		66	NA		NA	NA	61
Return to High School		51 (21 w/ GED)	Dropped and Graduation Rates Not Yet Available		1 student at Mountain View, start of '22-'23' school year	2 Students at Bend High	201
Median Length of Program Stay		71.8 days	11.95 days		181	217	154
# of Students Earning Diplomas		39 (29 w/ GED)	0		19	6	37
# of Students Earning GEDs		90	0		13	1	10

Other Accomplishments	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
	Conducted our 1 <sup>st</sup> Annual Mercado/Carnaval by the BIS Amigos- raised \$24,000	COIC's Youth Compass Program paid nearly \$200,000 in wages for youth work	27 students earned a Food Handler's Certificate through the program.		Cognia Systems accreditation through 6/30/2027	Cognia Systems accreditation through 6/30/2027	Total Hours of Service to Community: 26,650
	Sister School 1 week Global Community Service Based Learning in Jalisco, Mexico for 8 <sup>th</sup> grade	Partnered with the Forest Service to teach three Wildland Firefighting Certification	25 students passed the knowledge test for the Provisional Instruction Permit while at the school.		27 students participated in Voc Ed/ Job training program	Finalized design and fund raising for schoolhouse remodel beginning in 2024	# of Students with Passing (31+AFQT) ASVAB: 156
	Improved overall attendance rates		26 students earned the classroom reading certificate, and 19 earned the classroom mentorship certificate at the school.		2 students received scholarships for post-secondary learning	Implemented summer outdoor education leadership program	
					Increased graduation rate by 7% from '22-'23 school year		

# **ATTACHMENT C**

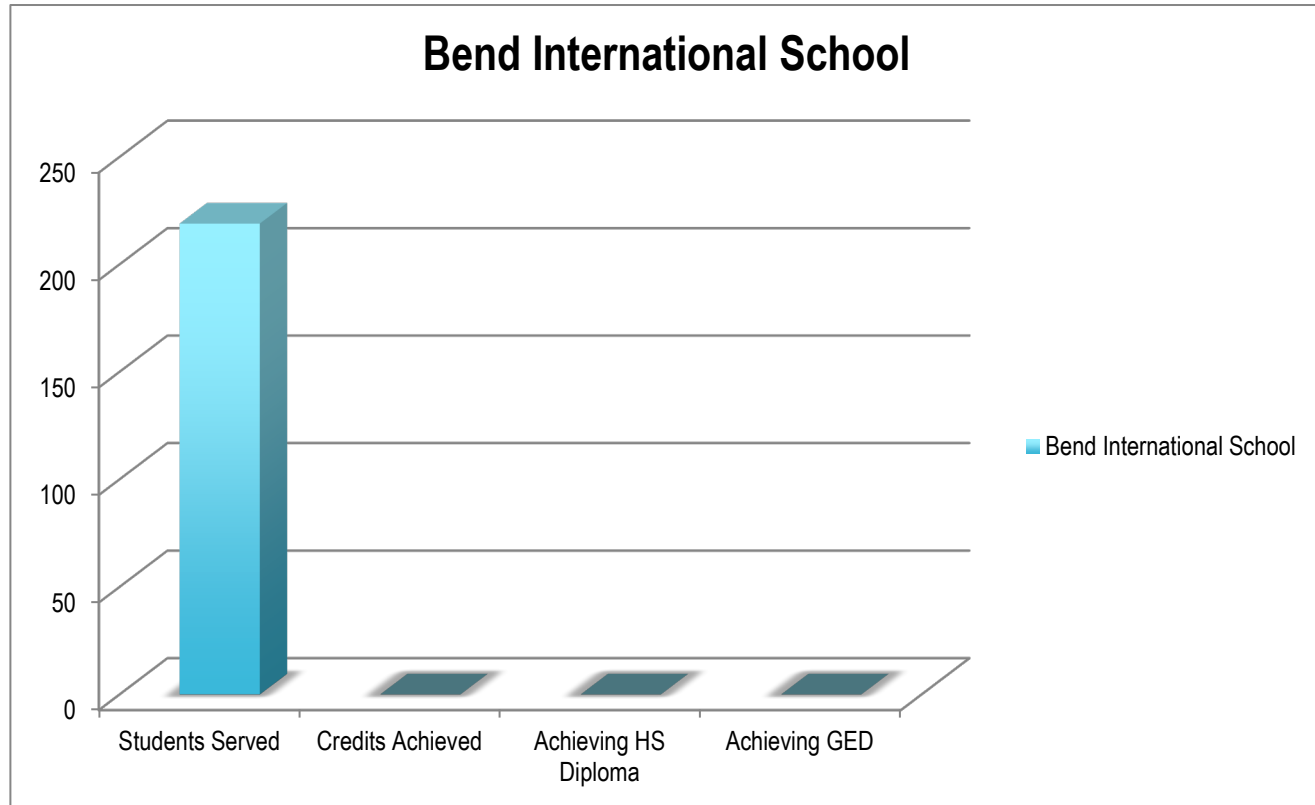
## **Data and Graphs**

## Matrix Charts 2022-2023



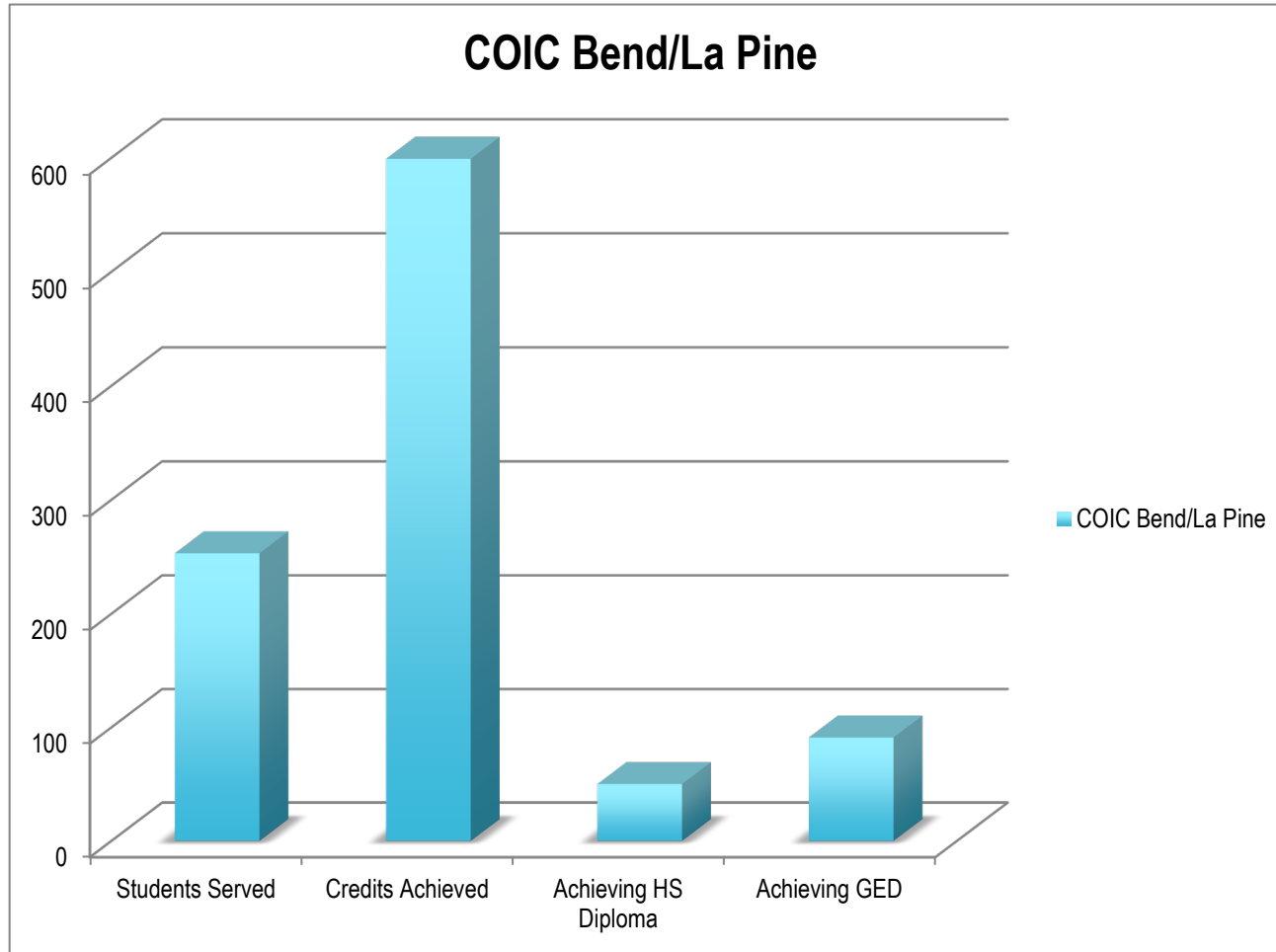
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Juvenile Detention	82	22.5	N/A	N/A

## Matrix Charts 2022-2023



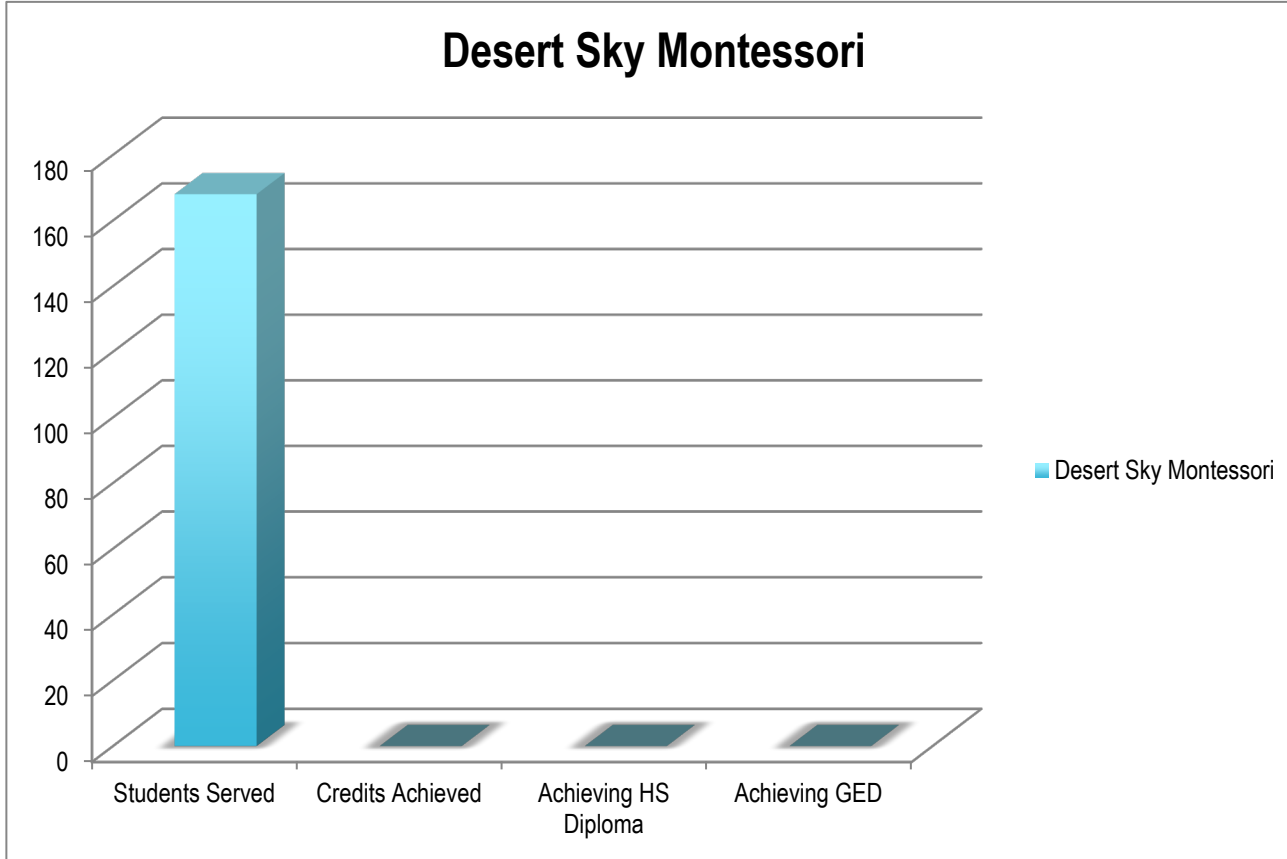
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Bend International School	219	N/A	N/A	N/A

## Matrix Charts 2022-2023



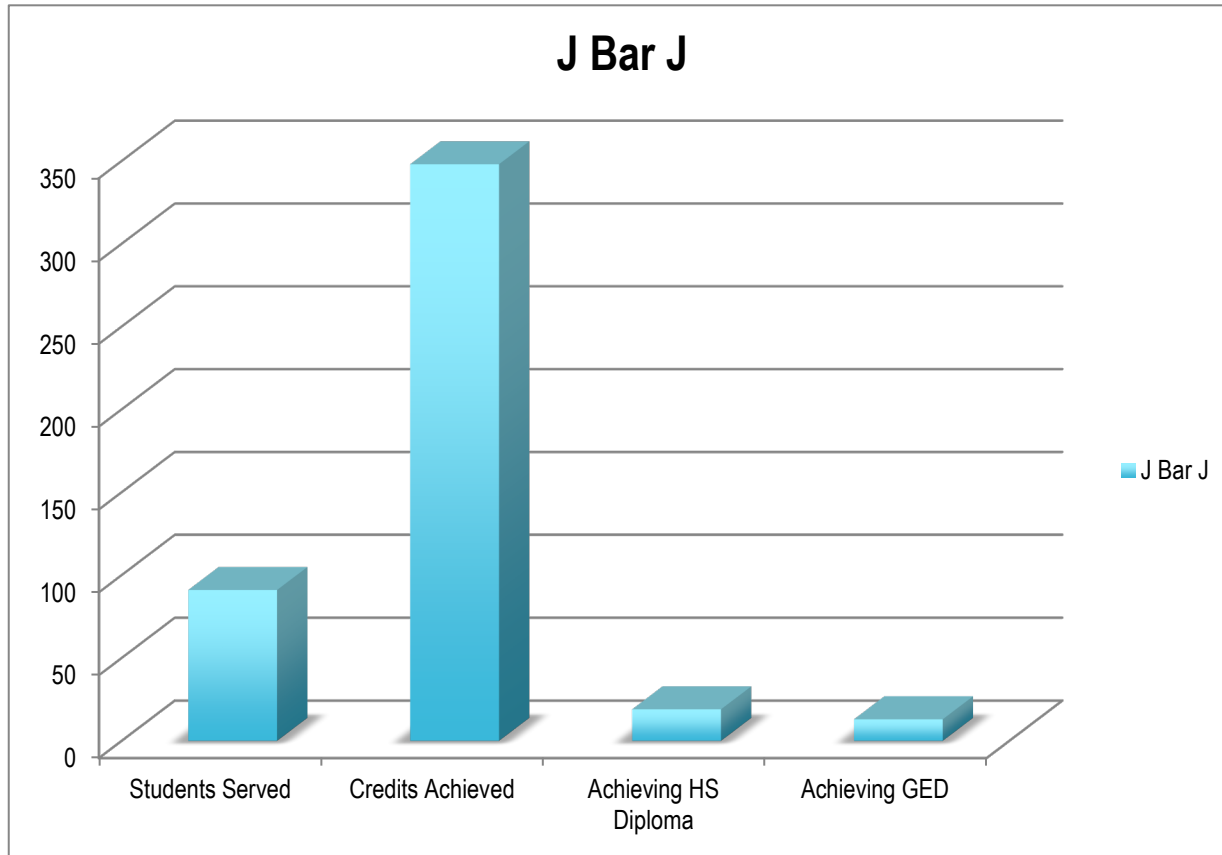
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Bend/La Pine	253	599	50	91

## Matrix Charts 2022-23



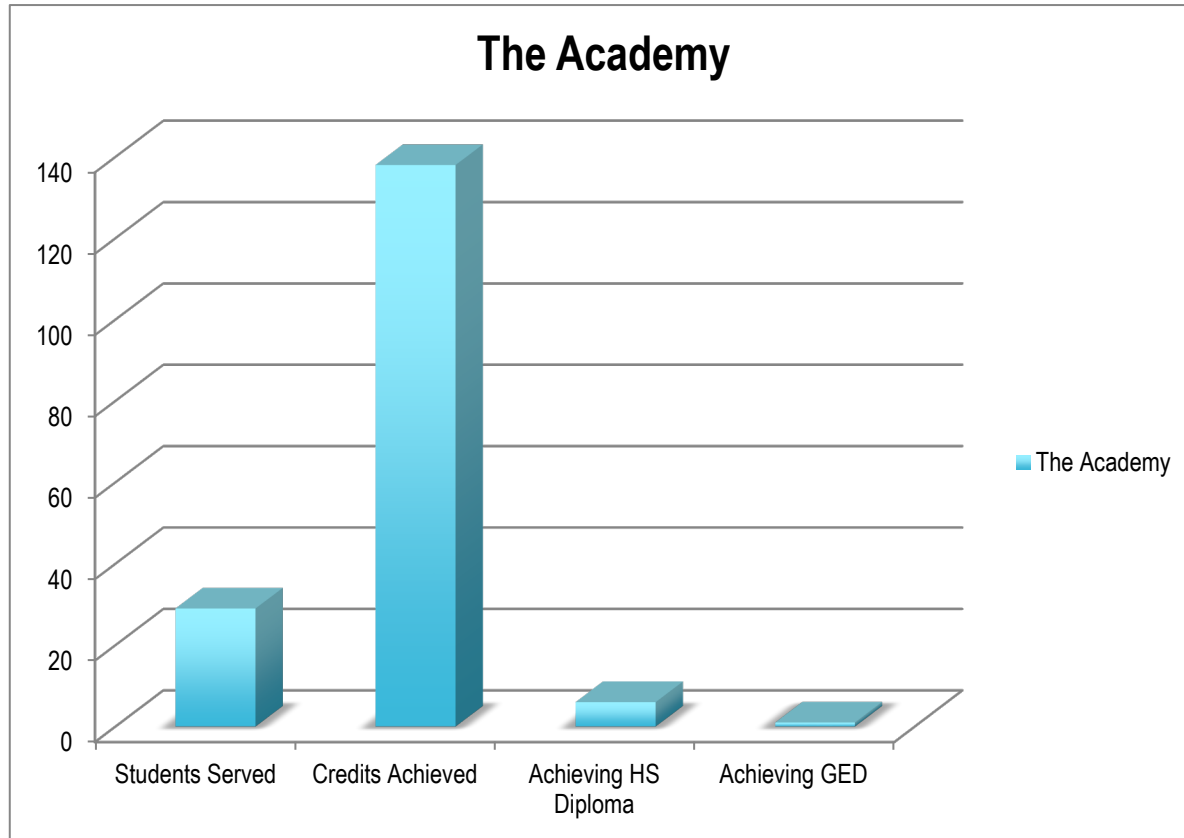
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Desert Sky Montessori	168	N/A	N/A	N/A

## Matrix Charts 2022-2023



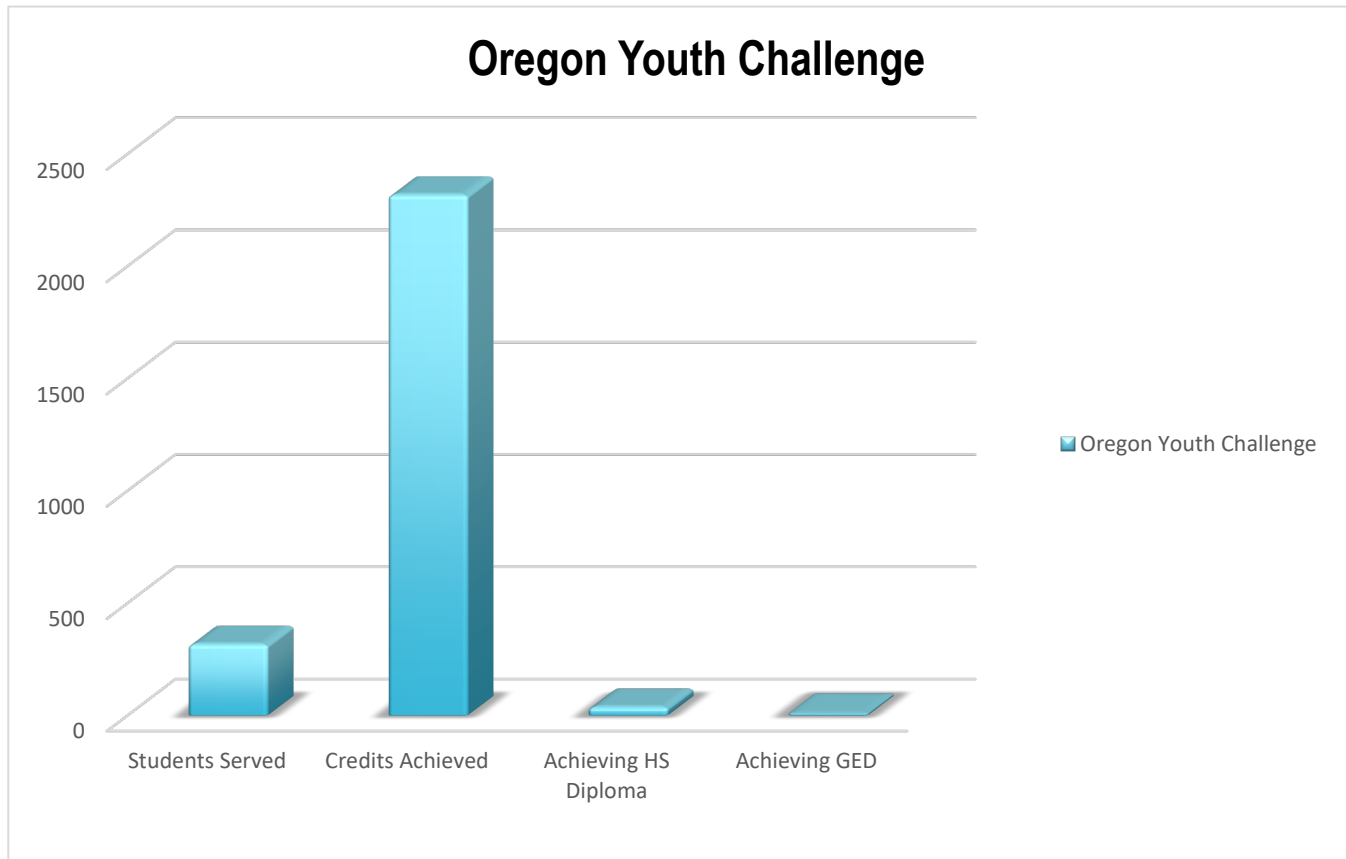
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
J Bar J	91	348	19	13

## Matrix Charts 2022-2023



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
The Academy	29	138	6	1

## Matrix Charts 2022-2023



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Oregon Youth Challenge	317	2,318	37	10

# **ATTACHMENT D**

## **Fiscal Compliance**



Business Office  
520 NW Wall Street  
Bend, OR 97703  
Fax: (541) 355-1129  
Bend.k12.or.us

November 2, 2023

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 FY2022-23, the independent ALO providers and charter schools are substantially in compliance with contractual obligations.

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

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Leah Bibeau".

Leah Bibeau  
Finance Director  
Bend-La Pine Schools  
Finance Director  
Bend-La Pine Schools  
541-355-1121  
Email: leah.bibeau@bend.k12.or.us

# **BEND INTERNATIONAL SCHOOL (BIS)**

**HIGH DESERT EDUCATION SERVICE DISTRICT**

**Evaluation of Alternative Education Programs**

**2022-2023**

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

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Date: November 2023

Evaluator: Kathy McCollum

School/Program: Bend International School

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**1. Staff**

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

Meets: X

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

**2. Curriculum**

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

Meets: X

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

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

Meets: X

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

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

Meets: X

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

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

Meets: X\_\_\_\_\_

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

**3. Discrimination**

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

Meets: X\_\_\_\_\_

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

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

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

Meets: 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: \_\_\_\_\_

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**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.

## **Bend International Charter School Annual Report - November 2023**

Bend International School (BIS) is now in its ninth 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 2022-23 SY, BIS had a 33% F&R rate, 29% of BIS students identified as non-white (Latino, Black, Asian, or mixed race), 7% of BIS students was on an IEP, and 3% of students qualified as English Language Learners. Roughly 13% of BIS students were out of district students, bringing new and extra enrollment to our District. BIS has a strong commitment to attracting and retaining diverse staff. As evidence of this, last year, 48% of BIS staff identify as non - white.

### **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)
  - b) STEAM
  - c) Real-world learning
- ◇ Innovative Teaching
  - a) Integrated Units of Study
  - b) Project-Based Learning
  - c) Socio-emotional Learning (Tribes K-8 Curriculum), and the BIS Bands Character Education Program



## Goals 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"> <li>• Increased number of bilingual staff from 12-14</li> <li>• Added Spanish as a foreign language (2x/week) for grades K-8</li> <li>• Provided training and resources for Spanish Immersion teachers</li> <li>• Purchased more Spanish curricular materials</li> </ul> <p>2020-21</p> <ul style="list-style-type: none"> <li>• Formed Spanish Program Committee to develop and strengthen program - worked as a team to formulate plan and implement. (unfortunately, Committee work was delayed due to COVID.)</li> <li>• Increased Immersion element by adding Math and Science in Spanish in gr. K/1/2</li> <li>• Secured Grow your Own grant to train BIS Spanish Teacher to receive MA Ed and PhD</li> </ul> <p>2021-22 Objectives- PARTIALLY MET</p> <ul style="list-style-type: none"> <li>• Return to Spanish Immersion Electivas K-8. (DONE)</li> <li>• Increase bilingual staff.</li> <li>• Research/secure a Spanish Language Assessment to measure fluency and progress for K-8 students.</li> <li>• Build back a bilingual lunch period. (DONE)</li> <li>• Begin Advanced Spanish Group for gr 6-8 to promote literacy and academic fluency for advanced and bilingual students. Order Book Club books in Spanish. (DONE )</li> <li>• Train Spanish Teacher with current curriculum, Realidades. (DONE)</li> </ul> <p>2022-23 Objectives</p> <ul style="list-style-type: none"> <li>• Continuing to strengthen the Spanish usage, after masks with COVID. (DONE)</li> <li>• Training our new Spanish Teacher to be highly effective. (DONE)</li> <li>• Looking for new TPR Spanish curriculum for grades 3-5. (ONGOING)</li> </ul> <p>2023-24 Objectives</p> <ul style="list-style-type: none"> <li>• Continue to strengthen and increase Spanish immersion in the classrooms.</li> <li>• Train/support new gr. 5-8 Spanish Teacher.</li> <li>• Finalize Spanish curriculum (gr. 3-5).</li> <li>• Begin a leveled 7<sup>th</sup>/8<sup>th</sup> Spanish program (Spanish A and Spanish B) in order to differentiate and challenge students at their level.</li> </ul>

<p>Develop a Facilities Plan / Site Improvement Plan (5-10-year plan)</p>	<p>&lt;2018</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The classroom expansion was completed summer of 2018.</li> </ul> <p>2019-2021</p> <ul style="list-style-type: none"> <li>• The Facilities Committee developed a plan with the property owner to develop the gym and pay for it with higher rent.</li> <li>• Construction started on the gym in Fall 2020, but faced significant delays due to COVID.</li> </ul> <p>2021-22 Objectives</p> <ul style="list-style-type: none"> <li>• Gym completed (DONE - November 2021!)</li> <li>• Hire Facilities Manager (DONE)</li> <li>• Green Team actively works on native gardens and eco habitat around the facility/campus (DONE)</li> <li>• Install solar panels (secured an All Points North Grant) (DONE)</li> </ul> <p>2022-23 Objectives</p> <ul style="list-style-type: none"> <li>• Increase the security on campus by having all exterior doors locked at all times (DONE)</li> <li>• Implement a secure entry at the office with cameras and an intercom, so office staff can buzz people in and out (DONE)</li> <li>• Develop a Safety Team to work on a variety of safety-related issues including how to pay for electronic doors/fobs so staff do not need to constantly use keys to enter the buildings (DONE)</li> </ul> <p>2023-24 Objectives</p> <ul style="list-style-type: none"> <li>• Increase security by adding fob access for all staff to all buildings, cameras at these doors, and an all campus security system with controls at the main office (Grant secured so IN PROGRESS)</li> <li>• Replace the spinami on the playground (most playground injuries happen here)</li> </ul>
<p>Continue with program development and staff development goals</p>	<p>2019-20</p> <ul style="list-style-type: none"> <li>• BIS PD focused primarily on tolerance/equity education, science/environmental education, and technology training regarding Distance Learning</li> <li>• In August 2019, BIS hosted a Teaching Tolerance workshop that was open for all local educators</li> </ul>

<p>Continue with program development and staff development goals</p>	<p>2020-21</p> <ul style="list-style-type: none"> <li>• BIS PD focused on: <ul style="list-style-type: none"> <li>✚ Equity/Implicit Bias - Teaching Tolerance</li> <li>✚ Culturally Relevant Inclusive Teaching - Indigenous/Shared Tribal History Training for all BIS Teachers (6 hours)</li> <li>✚ Building Math Minds - Training for K-5 and MS Math Teachers re: Singapore Math curriculum</li> <li>✚ Hybrid/Distance Learning - individualized support for teachers</li> <li>✚ Technology trainings as needed for teachers from 2 Tech Coordinators</li> </ul> </li> </ul> <p>2021-22 Objectives</p> <ul style="list-style-type: none"> <li>• BIS PD will be focused on: <ul style="list-style-type: none"> <li>✚ Math Differentiation Training for MS Students, workshop for MS Math teacher at Stanford University (DONE)</li> <li>✚ PE – SHAPE Conference- Professional Development Workshop for BIS PE Teacher</li> </ul> </li> </ul> <p>2022-23 Objectives</p> <ul style="list-style-type: none"> <li>• BIS PD will be focused on: <ul style="list-style-type: none"> <li>✚ Working with students with special needs through inclusion (2 day training for all staff by Dianna Hansen from HDESD) (DONE)</li> <li>✚ Administrator Training with the Culture of Care on restorative practices (DONE)</li> <li>✚ ENVOY Training for all staff- Nonverbal communication for classroom management (this is a staff request - scheduled for 23-24)</li> </ul> </li> </ul> <p>2023-24 Objectives</p> <ul style="list-style-type: none"> <li>✚ ENVOY Training for BIS Full Staff - Team to work on common inclusive language and nonverbal communication teaching strategies to promote maximum student engagement. This will give the BIS team a systematic approach that is equitable and trauma informed. Classroom management is the focus.</li> <li>✚ Math Workshop-Open Up Resources-work on unit planning and annual pacing to make sure all grade level standards are covered K-8</li> </ul>
<p>Continue to increase parent-community engagement and support</p>	<p>2019-20</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>2020-21</p> <ul style="list-style-type: none"> <li>• We developed the Amigos Classroom Ambassadors to take on more of a leadership role in fundraising and whole school events.</li> <li>• Fundraising plan revised/delayed due to COVID. The Amigos typically raise approximately \$30,000 for our school, pre-covid.</li> </ul>

<p>Continue to increase parent-community engagement and support</p>	<p>2021-22 Objectives</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowering our BIS Classroom Ambassadors to engage with their classes to promote more involvement and support (DONE and ONGOING)</li> <li>• Build the BIS Athletics Program with athletes, fans, supporters, etc. (DONE) Now we are the only bilingual mascot in Central Oregon, the Lobos (wolves), and we have volleyball, cross country, and basketball teams of our own competing with local District schools</li> </ul> <p>2022-23 Objectives</p> <ul style="list-style-type: none"> <li>• Reach out to build engagement with our focal groups of families who have been underrepresented historically in education (DONE and ONGOING). Examples of this include phone calls and texting to involve many of our Latino families who don't have internet. Also communicating with families in Spanish, in their native English, has been crucial in welcoming and involving families.</li> <li>• Build and strengthen our GSA club, and build engagement with families of students who identify as LGBTQ. Seek their input in how BIS can improve with supporting these students. (DONE and ONGOING) Our counselor has done a fabulous job at providing support for our LGBTQ+ community. Parents and students rely on BIS as a safe space, and students meet weekly in the GSA club to discuss campus wide issues and ideas that promote wellness of the club members.</li> <li>• Strengthen the BIS Amigos (PTC) and coordinate an All School Mercado/Carnaval as a grand fundraiser. Seek and promote involvement of all families. (DONE and ONGOING)</li> </ul> <p>2023-24 Objectives</p> <ul style="list-style-type: none"> <li>• Continue to work to engage all of our BIS Families, and all focal groups, in school-wide events</li> <li>• Continue to grow the BIS Amigos, and promote an inclusive parent and community group that supports BIS and BIS volunteers</li> </ul>
<p>Strengthen local and international partnerships</p>	<p>Ongoing Goal</p> <ul style="list-style-type: none"> <li>• Continued partnerships include: <ul style="list-style-type: none"> <li>✚ Latino Community Association</li> <li>✚ Bethlehem Inn</li> </ul> </li> </ul> <p>New partnerships include:</p> <ul style="list-style-type: none"> <li>✚ Guadalajara Department of Education</li> <li>✚ Jalisco, Sister Schools in Tlaquepaque, Mexico</li> <li>✚ Rotary Club of Greater Bend</li> </ul>

	<ul style="list-style-type: none"> <li> OSU-Cascades</li> <li> Deschutes County (providing wraparound services)</li> </ul> <p>2021 Objectives</p> <ul style="list-style-type: none"> <li>• Develop BIS Athletics Program - join with District schools and host games at BIS (through Bend Parks and Rec.) (DONE)</li> </ul>
Strengthen partnership and collaborative efforts with the Bend-La Pine School District	<p>Ongoing Goal</p> <ul style="list-style-type: none"> <li>• Developed close SPED collaboration with Josh Marks, Sean Reinhart and Behavior Trainers</li> <li>• Developed a close mentorship with BIS District Liaison, Dana Pedersen</li> <li>• Opened BIS PD opportunities to District Staff (e.g. we invited District staff to our Teaching Tolerance Training August 2019)</li> <li>• Throughout the pandemic BIS 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</li> <li>• Continue to collaborate and support each other</li> </ul>
Increase social-emotional / progress of BIS students	<p>Ongoing Goal</p> <ul style="list-style-type: none"> <li>• BIS Data continually shows very high levels of student engagement levels (please refer to Academic Achievement section)</li> <li>• Stay in person instruction as much as possible, follow safety guidelines</li> <li>• Utilized SIA funds to hire a full-time counselor at the school</li> </ul>
Increase diversity and global competence of BIS students	<p>Ongoing Goal</p> <ul style="list-style-type: none"> <li>• BIS students report feeling more connected globally and have increased their knowledge of the world according to school wide student survey data</li> <li>• 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</li> </ul> <p>2020-21 Objectives</p> <ul style="list-style-type: none"> <li>• 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. (DONE)</li> </ul> <p>2021-22 Objectives</p> <ul style="list-style-type: none"> <li>• The SJE Committee complete their work and present their recommendations for materials purchase to the BIS Board (DONE)</li> <li>• SJE materials and resources purchased and implemented into classroom activities (DONE)</li> </ul>
Increase diversity and global competence of BIS students	

	<p>2022-23 Objectives</p> <ul style="list-style-type: none"> <li>• Resume the Sister School Project with Mexico, after a hiatus due to COVID (DONE)</li> <li>• Seek to attract and retain diverse staff (DONE)</li> <li>• Build collaboration time and workshop time to develop Integrated Units of Study with a Global focus (DONE)</li> </ul> <p>2023-24 Objectives</p> <ul style="list-style-type: none"> <li>• Strengthen the Sister School Project as evidenced by more participation and involvement from students, their parents and the broader community</li> <li>• Continue to attract and retain diverse staff</li> <li>• Strengthen the focus on Integrated International Units of Study/ provide time and space to do this work</li> </ul>
<p>Develop the BIS School Garden and school-wide Global Sustainability Plan</p>	<p>Early years</p> <ul style="list-style-type: none"> <li>• The BIS Green Team was formed - comprised of parent volunteers, teachers, and students - to increase “green” and ecological practices at BIS.</li> <li>• 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.</li> </ul> <p>2019-20</p> <ul style="list-style-type: none"> <li>• 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 was built Solar Ready.</li> </ul> <p>2020-21</p> <ul style="list-style-type: none"> <li>• BIS Green Team wrote a grant for the purchase of Solar Panels for the BIS Gym.</li> <li>• BIS was named as an Eco-School, an international recognition for our commitment to the environment and Green practices.</li> </ul> <p>2021-22 Objectives</p> <ul style="list-style-type: none"> <li>• 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 secured this grant and now powers 80% of our school’s energy from solar panels.</li> <li>• BIS Green Team - Spring student/staff committee working to improve BIS’ environmental efforts, campus and stewardship (DONE)</li> </ul> <p>2022-23 Objectives</p> <ul style="list-style-type: none"> <li>• Strengthen the BIS Student Green Team by promoting more involvement and activities (DONE and ongoing)</li> </ul>

	<ul style="list-style-type: none"><li>• Develop a native / music garden behind the Gym (Not completed yet)</li><li>• Utilize our solar panels as an educational tool in grades 4-6 (DONE and ONGOING)</li></ul> <p>2023-24 Objectives</p> <ul style="list-style-type: none"><li>• Develop a plan for a native/music garden behind the gym</li><li>• Hire new landscapers to maintain green spaces on campus and improve them</li></ul>
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# Student Growth Summary Report

## Aggregate by School

**Term:** Fall 2023-2024  
**District:** Bend International School

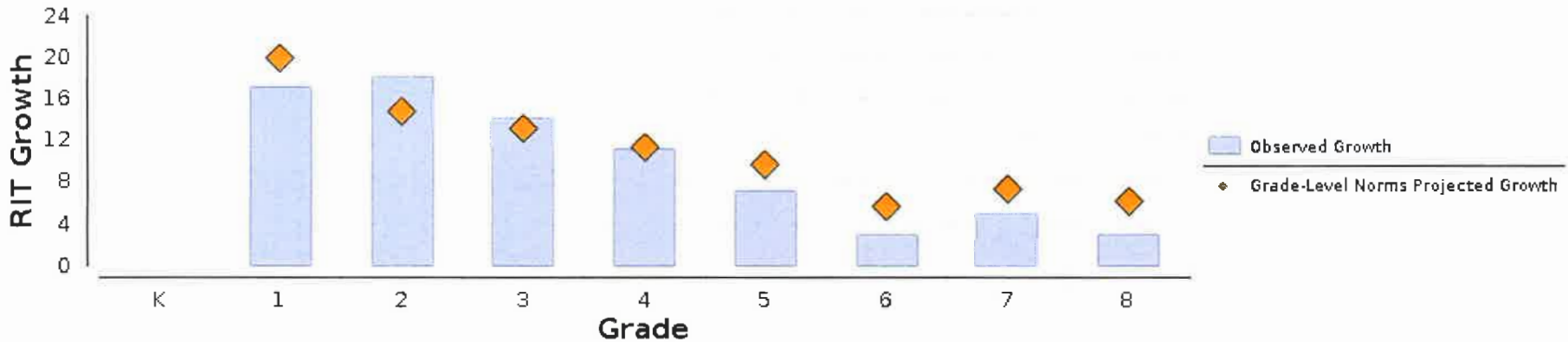
**Norms Reference Data:** 2020 Norms.  
**Growth Comparison Period:** Fall 2022 - Fall 2023  
**Weeks of Instruction:** Start - 2 (Fall 2022)  
 End - 1 (Fall 2023)  
**Grouping:** None  
**Small Group Display:** No

### Bend International School

Math: Math K-12

Grade (Fall 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against										
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms					
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
K	0	**			**			**						**				
1	14	148.6	6.7	97	165.1	12.1	89	17	2.1	19.7	-1.16	12	14	4	29	23		
2	18	161.4	10.1	68	179.6	11.8	87	18	2.8	14.7	1.44	93	18	11	61	57		
3	21	179.6	15.4	84	193.3	14.4	86	14	1.8	13.0	0.42	66	21	12	57	52		
4	21	192.2	13.1	79	203.6	11.8	79	11	1.4	11.3	0.08	53	21	10	48	46		
5	16	201.9	10.7	69	208.6	10.9	53	7	1.8	9.6	-2.09	2	16	3	19	30		
6	17	212.9	19.9	73	215.8	15.0	60	3	1.9	5.7	-1.52	6	17	8	47	42		
7	21	216.3	10.7	61	221.0	12.6	57	5	1.3	7.2	-1.41	8	21	8	38	27		
8	18	223.6	23.6	67	227.1	25.5	61	3	2.1	6.2	-1.61	5	18	6	33	21		

### Math: Math K-12



**Explanatory Notes**

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

**Term:** Fall 2023-2024  
**District:** Bend International School

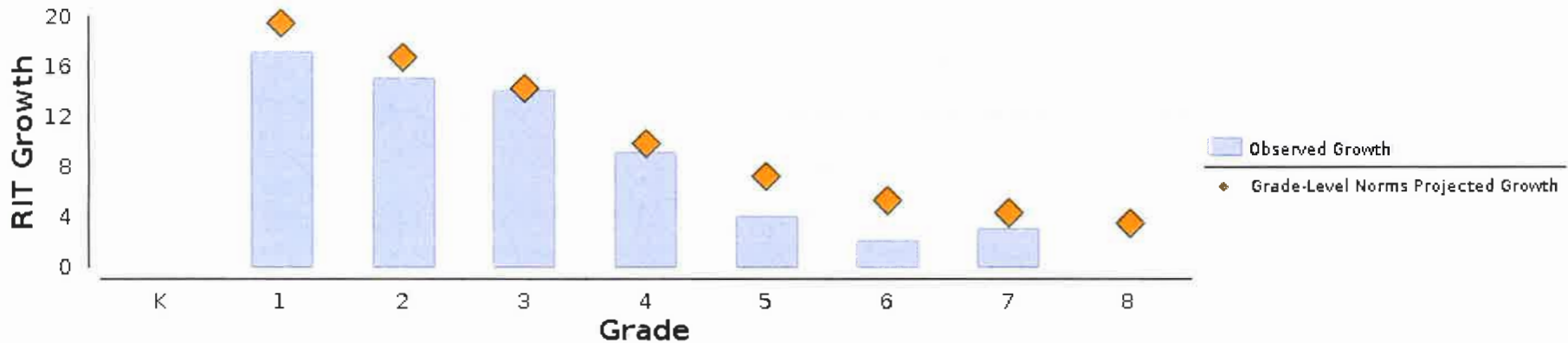
**Norms Reference Data:** 2020 Norms.  
**Growth Comparison Period:** Fall 2022 - Fall 2023  
**Weeks of Instruction:** Start - 2 (Fall 2022)  
 End - 1 (Fall 2023)  
**Grouping:** None  
**Small Group Display:** No

### Bend International School

Language Arts:  
Reading

Grade (Fall 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2022			Fall 2023			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	15	143.2	6.7	93	160.1	9.7	88	17	1.7	19.3	-0.80	21	15	7	47	40	
2	18	157.2	12.2	69	172.4	14.1	63	15	3.0	16.6	-0.54	29	18	9	50	46	
3	20	171.5	16.6	53	185.8	23.3	55	14	2.8	14.1	0.08	53	20	9	45	45	
4	21	196.9	18.8	94	205.7	14.5	92	9	2.0	9.7	-0.46	32	21	10	48	29	
5	16	204.2	11.2	88	208.4	10.7	76	4	1.9	7.1	-1.94	3	16	6	38	31	
6	12	218.3	13.8	98	220.7	20.3	94	2	2.8	5.3	-1.64	5	12	6	50	47	
7	20	219.6	9.9	92	222.5	13.2	89	3	2.1	4.2	-0.81	21	20	9	45	32	
8	18	224.1	12.0	92	224.3	16.9	81	0	2.1	3.5	-2.27	1	18	8	44	39	

### Language Arts: Reading



**Explanatory Notes**

\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



OREGON AT-A-GLANCE SCHOOL PROFILE Bend International School



PRINCIPAL: Meera Dayal Rupp | GRADES: K-8 | 63020 OB Riley Road, Bend 97703 | 541-389-5708

Students We Serve



DEMOGRAPHICS

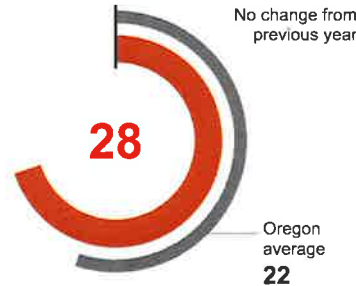
Table with 2 columns: Demographic Group and Percentage for Students and Teachers. Includes categories like American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Multiracial, Native Hawaiian/Pacific Islander, and White.



\*<10 students or data unavailable

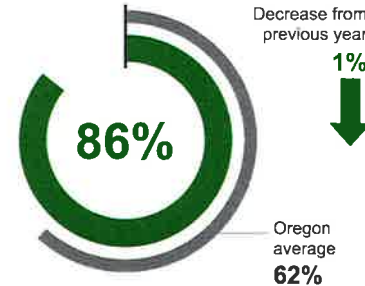
School Environment

CLASS SIZE Median class size.



REGULAR ATTENDERS

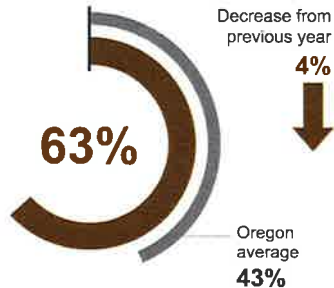
Students who attended more than 90% of their enrolled school days.



Academic Success

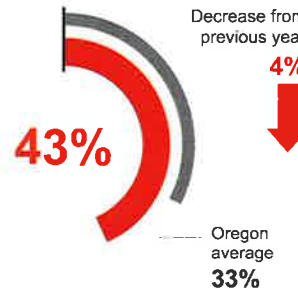
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



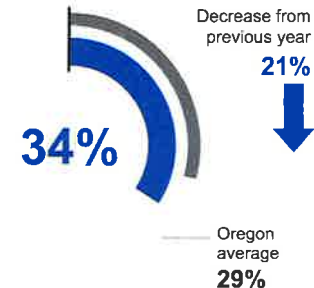
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Our promise is for every student to be known by name, strength and need; and to graduate ready for college, career and citizenship.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027.

Safe & Welcoming Environment

- Bend-La Pine Schools is committed to creating a safe and welcoming environment for all students. Our strategic priorities include: Maximizing safety for students, staff, and the community.



# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Bend International School



2022-23

### Outcomes

#### Our Staff (rounded FTE)



**12**

Teachers



**4**

Educational assistants



**1**

Counselors/  
Psychologists/  
Social Workers



**89%**

Average teacher retention rate over the past three years



**92%**

% of licensed teachers with more than 3 years of experience



**Yes**

Same principal in the last 3 years

#### REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	76%
Multiracial	>95%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	86%
Free/Reduced Price Lunch	80%
Ever English Learner	60%
Students with Disabilities	87%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	94%
Female	88%
Male	84%
Non-Binary	<10 students or data unavailable

#### ENGLISH LANGUAGE ARTS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	58%
Multiracial	60%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	63%
Free/Reduced Price Lunch	58%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	92%
Female	71%
Male	55%
Non-Binary	<10 students or data unavailable

#### MATHEMATICS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	37%
Multiracial	30%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	44%
Free/Reduced Price Lunch	24%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	92%
Female	41%
Male	45%
Non-Binary	<10 students or data unavailable

#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

Bend-La Pine Schools is committed to creating a safe and welcoming environment for all students. Our strategic priorities include

- Maximizing safety for students, staff, and the community.

- Ensuring physically and psychologically safe, secure and orderly learning environments.

- Building upon our foundation of prevention, intervention, emotional health and crisis preparedness.

##### EXTRACURRICULAR ACTIVITIES

Bend-La Pine Schools values extracurricular activities, including interscholastic sports, academic clubs, service clubs and more. To learn more about the activities offered at our school, connect with our staff or visit our school website for details.

##### PARENT ENGAGEMENT

We ask parents and families to partner with us in giving children the support they need to succeed at school. We ask community partners to consider committing more time and expertise. We offer numerous ways for interested families and community members to connect with our schools — through volunteering, attending school activities and events and much more.

##### COMMUNITY ENGAGEMENT

We offer numerous ways for interested community members and businesses to connect with our schools. We partner with local businesses and community agencies to provide students with learning opportunities. Contact our schools to learn more about ways to connect.

# **COIC - CENTRAL OREGON INTERGOVERNMENTAL COUNCIL**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2022-2023

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

---

Date: November 2023

Evaluator: Kathy McCollum

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

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**1. Staff**

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

Meets: X

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

**2. Curriculum**

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

Meets: X

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

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

Meets: X

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

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

Meets: X

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

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

Meets: X

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

**3. Discrimination**

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

Meets:  X

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

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

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

Meets:  X

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

**5. Site Evaluation**

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

Meets:  X

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

**6. Tuition and Fees**

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

Meets:  X

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

**7. Contract**

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

Meets:  X

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

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

Meets:  X

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

**8. Expenditures**

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

Meets:  X

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

**9. Achievement of Standards**

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

Meets:  X

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

**10. Attendance**

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

Meets:  X

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

---

**School/Program**

Meets Criteria:  X

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

**Findings**

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

**Central Oregon Intergovernmental Council**  
**Bend and La Pine Programs**  
**October 27, 2023**

The COIC partnership with the Bend La Pine School District (BLSD) began in the 1990's and is constantly evolving. 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, a part-time teacher aide, a youth employment counselor and is located in the WorkSource building opposite Pilot Butte. It serves Mountain View HS, Bend Senior HS, Caldera HS, Summit HS, Bend Tech Academy at Marshall HS, REALMS, and BLSOL. The La Pine Classroom employs one teacher, a part-time teacher aide, a youth employment counselor and is located approximately ¼ mile from La Pine High School, which it serves.

The COIC Youth Compass work education component, funded primarily by the Workforce Innovation Opportunity Act (WIOA), provides hands on training to at-risk youth in the form of a paid outdoor field work-based component, along with wrap around services with each youth having an assigned and employment counselor. 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 potential support service payments for driver's licenses and IDs, fuel vouchers, rent assistance, auto insurance assistance, work tools, clothing for work and interviews, and test and placement fees. Additionally, COIC's Youth Compass program is now facilitating paid internships with students and young adults through Youth Career Connect. COIC's Internship Specialists work directly with all BLSD high schools in developing and placing students into internships with local businesses to provide both work readiness and career exposure training.

In a recent new program expansion COIC's Youth Compass program and BLSD have partnered on a grant award through Youth Development Division. Recent success with this program design in Crook County warranted a Reengagement grant proposal to offer a similar training program to students in BLSD. The work-based training is focused on students learning work skills on assigned projects on School District property and organized and scheduled with BLSD Maintenance staff. Students will be transported and trained by COIC Youth Compass staff, using the work modeling method that is proven model for teaching and reinforcing solid work ethic. Staff will work together to identify and offer 6-8 BLSD high school students that will participate in this paid training model, designed to re-engage students that have exhibited poor school performance and attendance. We will facilitate two cohorts of youth in Bend specifically for year one, and then will focus on La Pine High School students for year two.

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 \$44 for, and each pre-test costs \$6.00 – and total fees per student often run over \$200.00. COIC pays all fees. COIC Bend continues operating 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 have helped COIC students complete the GED despite greatly reduced testing availability at traditional test centers in the region.

COIC students present challenges and rewards to our teaching staff. The challenges lie in the reason(s) each youth struggled 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.

To serve those unique needs, 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 and efforts count too.

**Bend Center Student Profile - Last year’s numbers are in brackets [ ]**

- Grade level: Grade 12 (75) [73]; Grade 11 (71) [88]; Grade 10 (34) [29]; Grade 9 (1) [5]
- SPED or 504: (58) [48]
- Race and Ethnicity: Hispanic or Latino (36) [40]; Not Hispanic (145) [155]; White (130) [166]; American Indian or Alaska Native (9) [12]; Hawaiian or Pacific Islander (5) [12]; African American (9) [4]; Asian (2) [1].
- Gender: Female (80) [76]; Male (97) [119]; Non-Binary (4) [NA]
- Socio Economic: Pregnant or Parenting (2) [2]; Receiving Social services (52) [66]; Enrolled WIOA (17) [16] In the Juvenile Justice System (17) [16]; Homeless (10) [12].

**Goals for the 2023-2024 School Year – Bend Center**

1. Maintain the number of Graduates from 2022-2023.
2. Maintain the number of GED passers achieved in 2022-2023.
3. Maintain the number of credits recovered to assist district graduation rates.

**Progress on Goals for the 2022-2023 School Year – Bend Center**

1. Maintain the number of Graduates from 2021-2022.  
*Did Not Meet – 31 graduates this year compared to 43 graduates last year. Of the 75 seniors referred, 27 were referred only for GED due to extreme credit deficiency.*
2. Maintain the number of GED passers achieved in 2021-2022.  
*Nearly Met – 74 compared to 76 last year. Despite fewer students referred for GED prep (169 down from 178) and more younger students, the Bend school still produced nearly as many GED completers as the previous year.*
3. Maintain the number of credits recovered to assist district graduation rates.  
*Exceeded – 559.45 credits were earned last year versus the 578.5 credits earned this year.*

## 2022-2023 Accomplishments and Events

1. COIC's Youth Employment and Training performance (Bend and LP shared accomplishment): More than 50 youth were placed in paid Internships or Work Experiences in local businesses from Bend to La Pine utilizing both Federal and State grants totaling more than \$200,000.
2. COIC continued its partnership with the Forest Service to hold Wildland Firefighting Certification Courses that served 50 regional youth. Youth were paid to complete the training at the end of the course.

### La Pine Center Student Profile - Last year's numbers are in brackets [ ]

- Grade level: Grade 12 (28) [41]; Grade 11 (19) [17]; Grade 10 (26) [0] Grade 9 (2) [1].
- SPED or 504: (8) [10].
- Race and Ethnicity: Hispanic or Latino (4) [5]; Not Hispanic (71) [54]; White (63) [56]; American Indian or Alaska Native (4) [0]; Hawaiian or Pacific Islander (0) [2]; African American (3) [1].
- Gender: Female (36) [26]; Male (36) [33]; Non-Binary (3) [NA].
- Socio Economic: Pregnant or Parenting (3) [2]; Receiving Social Services (25) [46]; Enrolled WIOA (21) [21] In the Juvenile Justice System (3) [9]; Homeless (4) [6].

### Goals for the 2023-2024 School Year – La Pine Center

1. Maintain the number of GED passers achieved in 2022-2023.
2. Maintain the number of credits recovered in 2022-2023.
3. Maintain the number of credits recovered to assist district graduation rates.

### Progress on Goals for the 2022-2023 School Year – La Pine Center

1. Maintain the number of GED passers achieved in 2021-2022.  
*Met – 16 students earned GED's in 2022-2023 compared to the 16 GED completers from the previous year.*
2. Maintain the number of credits recovered to assist district graduation rates.  
*Exceeded – 285.5 credits were earned in 2022-2023 versus the 39.5 credits earned in 2021-2022.*
3. Maintain work experience opportunities for WIOA eligible youth.  
*Met – Placed 25 COIC Youth in paid Work Experiences or Internships to provide on-the-job training and school elective credits in 2022-2023 versus 25 in 2021-2022.*

## **2022-2023 Accomplishments and Events – La Pine Center**

1. COIC's Youth Employment and Training performance (Bend and LP shared accomplishment): More than 50 youth were placed in paid Internships or Work Experiences in local businesses from Bend to La Pine utilizing both Federal and State grants totaling more than \$200,000.
2. COIC continued its partnership with the Forest Service to hold Wildland Firefighting Certification Courses that served 50 regional youth. Youth were paid to complete the training at the end of the course.

## **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 2022-2023 school year, roughly 38% 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 further behind in academics while incarcerated and receive remedial instruction and credit recovery curriculum as needed. Beyond that, staff at JDEP seek to identify and work through the barriers that have hindered students' success in school and within the community. 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 2023-2024 School Year – Juvenile Center**

1. Staff will collaborate with districts/programs to better facilitate students' transition when leaving our program. This effort will be led by our new Reentry and Registration Specialist, Renee McCoy.
2. Staff will bring the future center concept to youth in detention.
3. Staff will add a financial literacy program for youth in detention.

### **Progress on Goals for the 2022-2023 School Year – Juvenile Center**

1. Staff will collaborate with districts/programs to better facilitate students' transition when leaving our program and will be one of three Oregon JDEP locations working this year with NTACTION in a pilot program focused on strengthening these services.  
*Met – COIC staff collaborated with NTACTION, BLS and detention staff from around the region – particularly Deschutes County Corrections – to evaluate existing practices and recommend new ones. This effort led to the creation of a new position of Reentry and Registration Specialist to support students as they enter and exit the program.*
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.  
*Met – Staff visited Marion County JDEP in Salem in March 2023. Nancy Gilbertson met with the director of the education program and toured the entire site.*

3. Staff will expand the Eco-Literacy Garden Project with the hope that youth will have an outdoor space with at least a few working raised beds to take care of by the end of the year.

*Met – Staff Created curriculum for eco-literacy program for Deschutes Peace Garden. Raised beds are built, but not operational yet.*

### **2022-2023 Accomplishments and Events – Juvenile Center**

1. Partnered with Paplaxsimisha Cultural Center in Warm Springs to bring the program into detention.
2. Started a mindfulness program with weekly mindfulness sessions for detention youth.
3. Started art education program for detention youth.
4. Classroom Teacher Nancy Gilbertson has been asked to sit on the SEL Leadership Design Group.



Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves... together!*

Colt Gill

Director, Oregon Department of Education

June 2, 2023

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

RE: Private Alternative Education Program Registration for SY 2023-2024

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 2023-2024 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 2023-2024 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, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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@ode.oregon.gov](mailto:annie.marges@ode.oregon.gov)

Sincerely,

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

Letter #463



Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

Colt Gill

Director, Oregon Department of Education

June 2, 2023

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

RE: Private Alternative Education Program Registration for SY 2023-2024

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 2023-2024 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 2023-2024 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, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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@ode.oregon.gov](mailto:annie.marges@ode.oregon.gov)

Sincerely,

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

Letter #463



Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves... together!*

Colt Gill

Director, Oregon Department of Education

June 2, 2023

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 2023-2024

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 2023-2024 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 2023-2024 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
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A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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@ode.oregon.gov](mailto:annie.marges@ode.oregon.gov)

Sincerely,

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | [www.oregon.gov/ode](http://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, Ed.D.  
President and CEO, AdvancED®

# DESERT SKY MONTESSORI

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2022-2023

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

---

Date: November 2023

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.

# Desert Sky Montessori Charter School

November 2023

Desert Sky Montessori (DSM) is now in its seventh year of operation as a charter school in the Bend-La Pine School District. Desert Sky Montessori provides children with an environment for joyful exploration that fosters self-discovery and a life-long love of learning. We currently offer Kindergarten through 6<sup>th</sup> grade and are continuing to work on plans to open a middle school as soon as we have the space to do so.

## **Student Profile**

Desert Sky Montessori continues to place students using the Bend-La Pine School District lottery system for charter and magnet schools. We serve students from Bend as well as some from Sisters, Redmond, Terrebonne, Sunriver and La Pine. Families continue to travel to enable their child to have a tuition-free Montessori education. DSM serves the needs of children with many different backgrounds and learning styles. Our socio-economic range is vast, we have students that are English Language Learners, children from homeschooling backgrounds, children with special needs, and children who have struggled to learn in traditional classroom settings.

## **Curriculum**

The Montessori approach offers a broad vision of education as an aide to life, drawing its principles from the natural development of the child. Its flexibility provides a matrix within which each child's inner directives freely guide the child toward wholesome growth.

The Montessori method was developed over 100 years ago by Dr. Maria Montessori, physician, anthropologist, and pedagogue, following years of detailed observation of how children of all racial, cultural, and socio-economic backgrounds approach learning. Her methods are based in the belief that children are natural learners and that in the right environment, educational materials will spark interest and therefore, learning.

Therefore, Montessori classrooms provide a prepared environment to maximize independent learning and exploration. Children's innate passion for learning is encouraged by giving them opportunities to engage in spontaneous, purposeful activities with the guidance of the trained adult. With Montessori materials, children master a set progression of skills and learning objectives. Materials present concepts in concrete forms. When studying geometry, for example, students can hold the shapes in their hands. When learning math concepts, they work with beads, bars, and cubes to represent numbers in a tangible form. When learning geography, they work with puzzle maps. When learning language, students trace sandpaper letters and learn their sounds phonetically. Within a framework of order, the children progress at their own pace and rhythm, according to their individual capabilities.

In a Montessori classroom, the daily schedule includes three hours of uninterrupted time for students to engage in individual and small group work of their choice, with guidance from the teachers. Students receive lessons in the use of the materials either individually or in small groups. The children maintain the classroom and materials and participate in developing class rules, which develops a sense of individual responsibility and self-esteem.

Montessori classrooms are typically made up of children in a three-year age range. Upper Elementary classes have 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. Lower Elementary classes have 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades. Our Primary classrooms are a hybrid of Kindergarten-1<sup>st</sup> grades.

Each classroom has a full set of specifically designed Montessori learning materials that are methodically arranged and available in an orderly and beautifully prepared environment. The Montessori curriculum encompasses and aligns both Montessori and Oregon State Standards. While the Oregon Standards are organized into learning standards with 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. Our curriculum covers state standards while adhering to the Montessori principle of presenting information in a whole-to-part progression. We plan and record student progress using an online program called Transparent Classroom.

**Goals for the 2022-2023 School Year:**

Goal	Status
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.	<b>Ongoing:</b> Staff focused a great deal of time and energy on creating classrooms that are inclusive and safe, inviting spaces for children to be in. Many Grace and Courtesy lessons were presented. A SEL program was purchased for the school. Administrator training with the Culture of Care on restorative practices.
To return to more normalized Montessori classrooms, with children regularly using hands-on materials, participating in small group lessons, and utilizing peer teaching.	<b>Ongoing:</b> Children returning to DSM are more actively engaged, new students are acclimating to the Montessori classroom structures and systems.
Develop appropriate RTI for students that are struggling academically.	<b>Ongoing:</b> Students that are struggling with literacy and/or math are given additional classroom supports and lessons (individual and small group). Tier II and III students are supported through Lexia. Access to these Tier II and III level supports were spotty last year due to some systematic issues with BLP, but these have been resolved effective this week.
To strengthen and build the Parent Community Association and increase the opportunities for community building, celebration, and outreach.	<b>Done:</b> A new plan for our parent group was developed and renamed: The Friends of Desert Sky. Roles for various committees and parent volunteers will support the community both here on campus, in their homes, and beyond.

<p>To reach out to local middle schools and create bridges between Desert Sky Montessori and these neighborhood schools where our students will transfer upon graduating out of DSM. Ensure that students are prepared both academically and socially-emotionally.</p>	<p><b>Ongoing:</b> DSM staff visited some of the local middle schools, did classroom observations and spoke to their staff about the success of DSM students that have transferred into their programs. We will continue to collaborate in this manner to support transitioning students into their neighborhood schools.</p>
<p>Create a task force to plan and prepare for Desert Sky Montessori middle school (grades 7-8)</p>	<p><b>Done:</b> A task force was created and a partnership with a experienced Montessori Adolescent Educator was formed. A presentation to the community was held to educate families about what a Montessori middle school might look like here in Central Oregon. Interest in the program is high. Current families as well as others in the community have expressed a desire to see this happen as soon as possible. We are currently exploring options for a modular building to provide for our expected growth both in elementary and into middle school.</p>

**Goals for the 2023-2004 School Year:**

- To plan and maintain safe spaces for both students and families, to help with social/emotional and mental health in conjunction with academic preparedness.
- Provide opportunities for staff development and training.
- Develop appropriate RTI for children who may be struggling academically.
- To strengthen and build the Parent Community Association and increase the opportunities for community building, celebration, and outreach.
- To build and strengthen community partnerships outside of Desert Sky Montessori.
- To reach out to local middle schools and create bridges between DSM and these neighborhood schools where our students will transfer upon graduating out of DSM. Ensure that students are prepared both academically and socially/emotionally.
- Create a task force to plan and prepare for Desert Sky Montessori Middle School (grades 7-8)



# OREGON AT-A-GLANCE SCHOOL PROFILE

## Desert Sky Montessori

PRINCIPAL: Jodie Borgia | GRADES: K-6 | 150 NE Bend River Mall Dr Ste 260, Bend 97703 | 541-350-2090



### Students We Serve

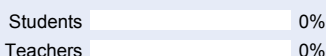


# 161

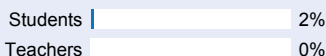
Student Enrollment

### DEMOGRAPHICS

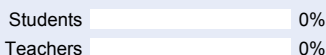
#### American Indian/Alaska Native



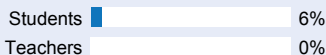
#### Asian



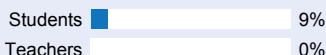
#### Black/African American



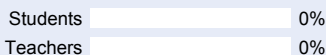
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



\*

Ever English Learners



# 4

Languages Spoken

\*

Students with Disabilities

# 0%

Required Childhood Vaccinations

# >95%

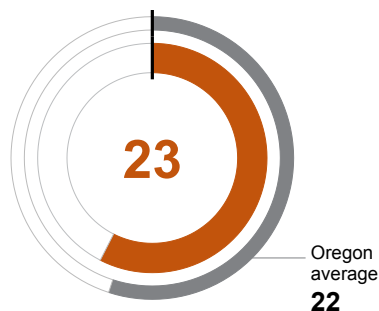
Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

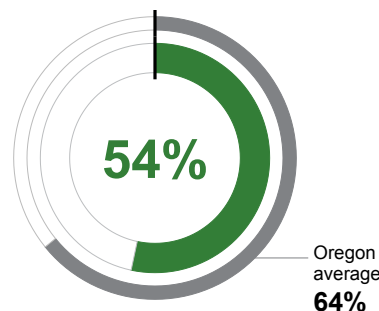
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

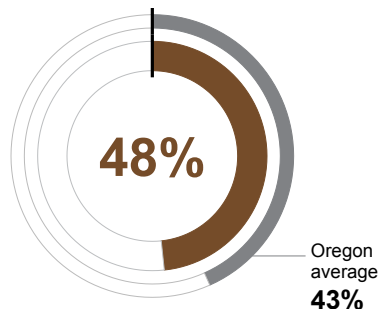
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

### Academic Success

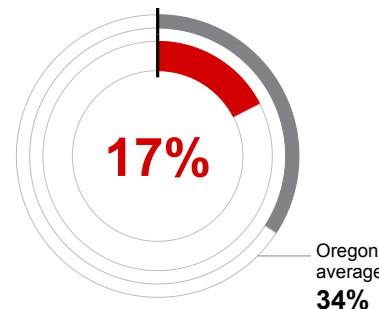
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



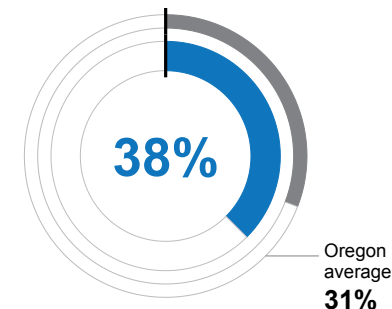
#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

Our promise is for every student to be known by name, strength and need; and to graduate ready for college, career and citizenship. Our focus is on people, starting with our teachers and school staff and extending to students, families and community partners. We ask teachers, school leaders and staff to hold our students to high expectations, to model those standards in their own behavior and to provide all students the support they need to succeed.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

- Bend-La Pine Schools is committed to creating a safe and welcoming environment for all students. Our strategic priorities include
  - Maximizing safety for students, staff, and the community.
  - Ensuring physically and psychologically safe, secure and orderly learning environments.
  - Building upon our foundation of prevention, intervention, emotional health and crisis preparedness.



### Outcomes

#### Our Staff (rounded FTE)



**7**

Teachers



**9**

Educational assistants



**0**

Counselors/  
Psychologists



**87%**

Average teacher retention rate



**63%**

% of licensed teachers with more than 3 years of experience



**Yes**

Same principal in the last 3 years

#### REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	60%
Multiracial	21%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	56%
Free/Reduced Price Lunch	54%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	55%
Male	52%
Non-Binary	<10 students or data unavailable

#### ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
54%
48%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
50%
46%
<10 students or data unavailable

#### MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
22%
17%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
20%
14%
<10 students or data unavailable

#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

Bend-La Pine Schools is committed to creating a safe and welcoming environment for all students. Our strategic priorities include

- Maximizing safety for students, staff, and the community.

- Ensuring physically and psychologically safe, secure and orderly learning environments.

- Building upon our foundation of prevention, intervention, emotional health and crisis preparedness.

##### EXTRACURRICULAR ACTIVITIES

Bend-La Pine Schools values extracurricular activities, including interscholastic sports, academic clubs, service clubs and more. To learn more about the activities offered at our school, connect with our staff or visit our school website for details.

##### PARENT ENGAGEMENT

We ask parents and families to partner with us in giving children the support they need to succeed at school. We ask community partners to consider committing more time and expertise. We offer numerous ways for interested families and community members to connect with our schools — through volunteering, attending school activities and events and much more.

##### COMMUNITY ENGAGEMENT

We offer numerous ways for interested community members and businesses to connect with our schools. We partner with local businesses and community agencies to provide students with learning opportunities. Contact our schools to learn more about ways to connect.

**J BAR J**

**HIGH DESERT EDUCATION SERVICE DISTRICT**

**Evaluation of Alternative Education Programs**

**2022-2023**

---

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 2023

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.

## **J BAR J Boys Ranch Program**

**November 2023**

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, they become eligible to transition to a public-school setting. Otherwise, all education and activities occur onsite.

### **Goals for the 2022-23 School Year**

- Continue to work with HDESD as a program of study and develop and expand our CTE program with community partners ranging from COIC to COCC.
- Students will identify and develop post-secondary goals via YouScience, Career Surveys and a variety of exposure to career paths, trades, and colleges.
- Funding for installation of air filtration system in Vocational School.

### **Yearly Accomplishments**

- Expanded community partnerships, and involvement with COCC. Still exploring the process of becoming an official ODE-certified CTE facility.
- Utilized YouScience career interest and aptitude for all students to explore post-secondary career and educational options and pathways.
- Did not reach funding goal for air filtration for Vocational School, grant has been submitted in hopes of finalizing funding.

### **Goals for the 2023-24 School Year**

- Develop and implement an Arts program with a focus on digital art/design.
  - Use 3D printers and accompanying software to explore the intersection of art and STEM, including product design, and technical servicing of device.
- Become a STEM certified classroom/teacher.
- Integrate bi-weekly outings that supplement and extend current course content.



# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Director, Oregon Department of Education

June 2, 2023

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

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Boys Ranch to be registered as a private alternative education program for 2023-2024 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 2023-2024 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, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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@ode.oregon.gov](mailto:annie.marges@ode.oregon.gov)

Sincerely,

THIS IS TO CERTIFY THAT

# J Bar J Boys Ranch

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 6/30/2027

# **ACADEMY AT SISTERS**

**HIGH DESERT EDUCATION SERVICE DISTRICT**

**Evaluation of Alternative Education Programs**

**2022-2023**

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

---

Date: November 2023

Evaluator: Kathy McCollum

School/Program: Academy at Sisters

---

**1. Staff**

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

Meets: X

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

**2. Curriculum**

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

Meets: X

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

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

Meets: X

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

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

Meets: X

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

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

Meets: X\_\_\_\_\_

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

**3. Discrimination**

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

Meets: X\_\_\_\_\_

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

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

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

Meets: X\_\_\_\_\_

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

**5. Site Evaluation**

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

Meets: X\_\_\_\_\_

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

**6. Tuition and Fees**

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

Meets: X\_\_\_\_\_

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

**7. Contract**

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

Meets: X\_\_\_\_\_

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

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

Meets:  X

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

**8. Expenditures**

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

Meets:  X

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

**9. Achievement of Standards**

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

Meets:  X

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

**10. Attendance**

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

Meets:  X

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

---

**School/Program**

Meets Criteria:  X

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

**Findings**

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

# Academy at Sisters

November 2023

The Academy at Sisters is a licensed residential therapeutic program for transgender and cisgender female students as well as those whose sex assigned at birth was female with clinical diagnoses. The student age range is 13-19. 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 STAR tests, are done to monitor progress. Students have show progress on all measures of achievement.

### **Goals for the 2022-23 School Year**

- All students will identify and develop post-secondary goals via YouScience, Career Surveys, and a variety of exposure to trades, colleges, and the admissions process.
- Break ground on Schoolhouse remodel.
- Explore the implementation of Paxton Patterson Career College Readiness Modules

### **2022-23 Accomplishments**

- We were able to establish the use of YouScience to help identify and develop post-secondary goals, and continue to use this aptitude assessment to assist students with identifying post-secondary goals.
- Completed the fund raising for the Schoolhouse remodel, breaking ground in 2024.
- Utilized YouScience Career instead of Paxton Patterson, still discussing the logistics of bringing Paxton Patterson Modules to the Academy as Sisters

### **Goals for the 2023-24 School Year**

- Implement a CTE Culinary Program
- Expand Art Program to a Fine Arts Program (inclusion of music and a variety of art forms)
- Offer students more opportunities to engage with their community and beyond by incorporating Field Trips and Outings into the current curriculum



# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Director, Oregon Department of Education

June 2, 2023

The Academy at Sisters  
63325 Silvis Rd  
Bend, OR 97701

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Academy at Sisters Campus to be registered as a private alternative education program for 2023-2024 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 2023-2024 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, sections of OAR 581-022-2505 that relate to Private Alternative Schools and Programs, and 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@ode.oregon.gov](mailto:annie.marges@ode.oregon.gov)

Sincerely,

THIS IS TO CERTIFY THAT

# The Academy at Sisters

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 6/30/2027

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

**HIGH DESERT EDUCATION SERVICE DISTRICT**

**Evaluation of Alternative Education Programs**

**2022-2023**

---

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 2023

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?

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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(OYC) 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.

# Oregon Youth Challenge Program

November 2023

## 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: Health and safety procedures/protocols take priority over 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.

- o 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 and those students not likely to succeed in a traditional high school. These students get back on track in school with credit recovery and return to their home school.

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 2027 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

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### 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
- 184,116 graduates since Youth Challenge inception in 1993 (including graduates from closed YCPs)
- 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

## Executive Summary

- OYCP students donated 6,458 lbs of food during the recent Governor's Food Drive and were awarded the Governor's Food Drive Heroes award.
- OYCP students gave 167 units of blood during the Red Cross Blood Drive which equated to 501 lives saved.
- OYCP's state funding model shifted with recent 2023 legislative changes.
- Commended by National Guard Bureau (NGB) for being one of top tier programs in the country during recent national audits.
- OYCP enrolled its biggest class to date at 186 students.
- Added 2 full time teachers and 1 part time teacher this year.



# Oregon

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Director, Oregon Department of Education

June 9, 2022

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 2022-2023 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 2022-2023 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](mailto: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.



A handwritten signature in cursive script that reads "Mark A. Elgart".

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

VALID THROUGH 6/30/2027

# ALO/Charter School Presentation

Bend La-Pine School Board

November 14, 2023

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 and Josh Lagalo
- Desert Sky Montessori—Heather Phillips
- J Bar J Boys Ranch—Keith Riggs
- The Academy at Sisters—Erik Sieber
- Oregon Youth Challenge Program—Cindi Krauger, Frank Tallman, and Dan Ratabaugh
- Special thanks to
  - Eric Powell and Sean Reinhart, ALO Liaisons for Bend-La Pine Schools
  - Annie Marges, Alternative Learning Options Specialist, ODE



# Statistics

- **Total students served: 1162 Students**
  - **% of IEPs range from 6% to 31% per site**
  - **% of ELLs range from 0% to 13% per site**
  - **% of Economically Disadvantaged range from 0% to 100% per site**
  - **% of Ethnic Diversity: Most students are White/Caucasian, although 41% of students enrolled at the J Bar J Boys Ranch and 65% of students enrolled at Oregon Youth Challenge Program are ethnically diverse**
  - **# of Students earning GEDs: 114**
  - **# of Students earning Diplomas: 101**
-

# Significant Accomplishments

*All Contract and Charter Schools  
evaluated have met the conditions  
set forth by ORS 336.615 and ORS  
338.095*





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.



# COIC Alternative Education Program

**THE IMPORTANCE OF INDIVIDUALIZATION, FLEXIBILITY  
AND COMPASSION**

**PATRICK JORDAN, YOUTH EDUCATION MANAGER**

**JOSH LAGALO, YOUTH EMPLOYMENT & TRAINING MANAGER**

# Current COIC Youth Programs in Bend-La Pine School District

## Alternative Education

- 3 Sites Serving BLSD:
  - Bend
  - La Pine
  - Deschutes County Juvenile Detention Center

## Employment & Training

- 3 Programs Serving BLSD:
  - Bend Work Crew
  - La Pine Work Crew
  - BLSD Maintenance Crew

All sites serve community needs differently.



# YOUTH COMPASS PROGRAM

CENTRAL OREGON

*Guiding Young Adults to Success*

Youth  
Employment  
and Training

# Blending Youth Education, Employment and Training Together



COIC's Work Education Youth crews are very unique and provide work training to high school students while attending COIC's Alternative Education classrooms.



Students earn an hourly wage, along with elective valuable credits while working 3 days a week on scheduled outdoor labor projects. The other 2 days they attend classrooms working on core subjects for the semester or trimester.



Utilized as a strong resource with school districts partners as an option for drop out or disengaged students.



Youth Compass staff train youth in a 5 to 1 ratio, working alongside the youth to "model" the desired work behavior.

# Youth Crews at Work





# New Maintenance Crew for 2023-24!

- ▶ Student work crew focused on learning real-world skills via hands-on maintenance projects on District properties
- ▶ COIC and the District identify 6-8 high school youth for this paid-training opportunity per session
- ▶ COIC staff supervises and trains all youth
- ▶ Students earn money and credits while building work-readiness skills
- ▶ Funded by Youth Development Division Grant awarded

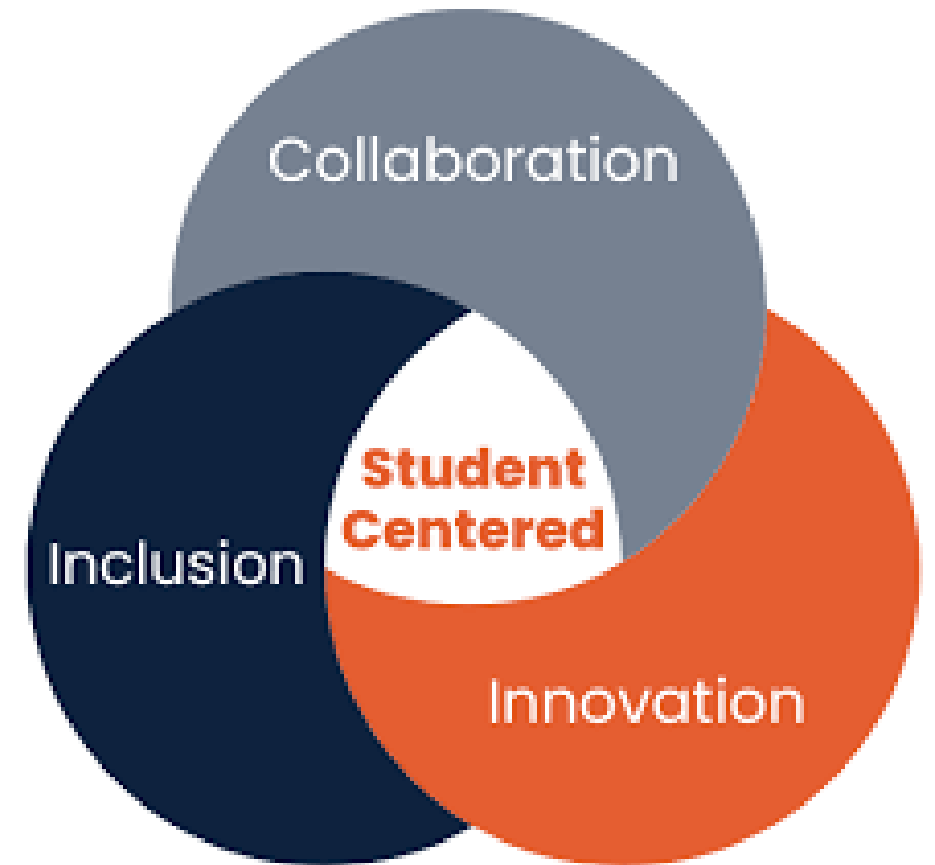


COIC  
Youth  
Education  
Program



# Educational Model

- Small Class Sizes
- Small-group instruction and one-on-one tutoring
- Self-paced learning with supports
- COIC Teachers:
  - Focus on building relationships with students
  - Lead with empathy and curiosity
  - Specialize in GED instruction
  - Prioritize flexibility to meet students' needs



# Presentación de ALO/Escuela Chárter

Mesa Directiva Escolar de Bend-La Pine

14 de noviembre de 2023

Presentado por Kathy McCollum,  
Directora, Opciones de Aprendizaje  
Alternativas, HDESD



# Líderes educativos de AL/Escuela Chárter

- Escuela Internacional de Bend: Señora Meera Rupp
- Consejo Intergubernamental de Oregón Central: Patrick Jordan y Josh Lagalo
- Desert Sky Montessori —Heather Phillips
- Rancho Varonil J Bar J: Keith Riggs
- The Academy en Sisters: Erik Sieber
- Programa Oregon Youth Challenge: Cindi Krauger, Frank Tallman y Dan Ratabaugh
- Agradecimientos especiales a
  - Eric Powell y Sean Reinhart, enlaces de ALO para Escuelas de Bend-La Pine
  - Annie Marges, especialista en opciones alternativas de aprendizaje, ODE



# Estadísticas

- **Total de estudiantes atendidos: 1162 estudiantes**
  - **El porcentaje de IEP varía del 6% al 31% por sitio**
  - **El porcentaje de estudiantes ELL oscila entre el 0% y el 13% por sitio.**
  - **El porcentaje de personas en desventaja económica oscila entre 0% y 100% por sitio**
  - **% de diversidad étnica: la mayoría de los estudiantes son blancos/caucásicos, aunque el 41 % de los estudiantes matriculados en el Rancho Varonil J Bar J y el 65 % de los estudiantes matriculados en el Programa Oregon Youth Challenge son étnicamente diversos.**
  - **Número de estudiantes que obtienen el GED: 114**
  - **# de estudiantes que obtienen diplomas: 101**
-

# Logros importantes

*Todas las escuelas por contrato y chárter evaluadas han cumplido con las condiciones establecidas por ORS 336.615 y ORS 338.095*





¡Gracias!

- Todas nuestras escuelas con opción de aprendizaje alternativo y escuelas chárter agradecen sinceramente al distrito escolar y a la Mesa Directiva Escolar de Bend-La Pine por su apoyo a nuestros programas.



# Programa de Educación Alternativa COIC

**LA IMPORTANCIA DE LA INDIVIDUALIZACIÓN, LA  
FLEXIBILIDAD Y LA COMPASIÓN**

**PATRICK JORDAN, DIRECTOR DE EDUCACIÓN JUVENIL**

**JOSH LAGALO, GERENTE DE CAPACITACIÓN Y EMPLEO JUVENIL**

# Programas juveniles COIC actuales en el Distrito Escolar de Bend-La Pine

## Educación alternativa

- 3 sitios que prestan servicios a BLSD:
  - Bend
  - La Pine
  - Centro de detención de menores del condado de Deschutes

## Empleo y capacitación

- 3 programas que sirven a BLSD:
  - Equipo de trabajo de Bend
  - Equipo de trabajo de La Pine
  - Equipo de mantenimiento de BLSD

Todos los sitios atienden las necesidades de la comunidad de manera diferente.



# YOUTH COMPASS PROGRAM

CENTRAL OREGON

*Guiding Young Adults to Success*

Empleo y  
capacitación  
juvenil

# Combinar la educación, el empleo y la capacitación de los jóvenes



Los equipos de Jóvenes de Educación Laboral de COIC son únicos y brindan capacitación laboral a estudiantes de preparatoria mientras asisten a las aulas de Educación Alternativa de COIC.



Los estudiantes ganan un salario por hora, junto con valiosos créditos optativos mientras trabajan 3 días a la semana en proyectos laborales programados al aire libre. Los otros 2 días asisten a las aulas trabajando en las materias troncales del semestre o trimestre.



Se utiliza como un recurso sólido con los socios de los distritos escolares como una opción para los estudiantes que abandonan los estudios o no están comprometidos.



El personal de Youth Compass capacita a los jóvenes en una proporción de 5 a 1, trabajando junto con los jóvenes para "modelar" el comportamiento laboral deseado.

# Equipos Juveniles en el Trabajo





# ¡Nuevo equipo de mantenimiento para 2023-24!

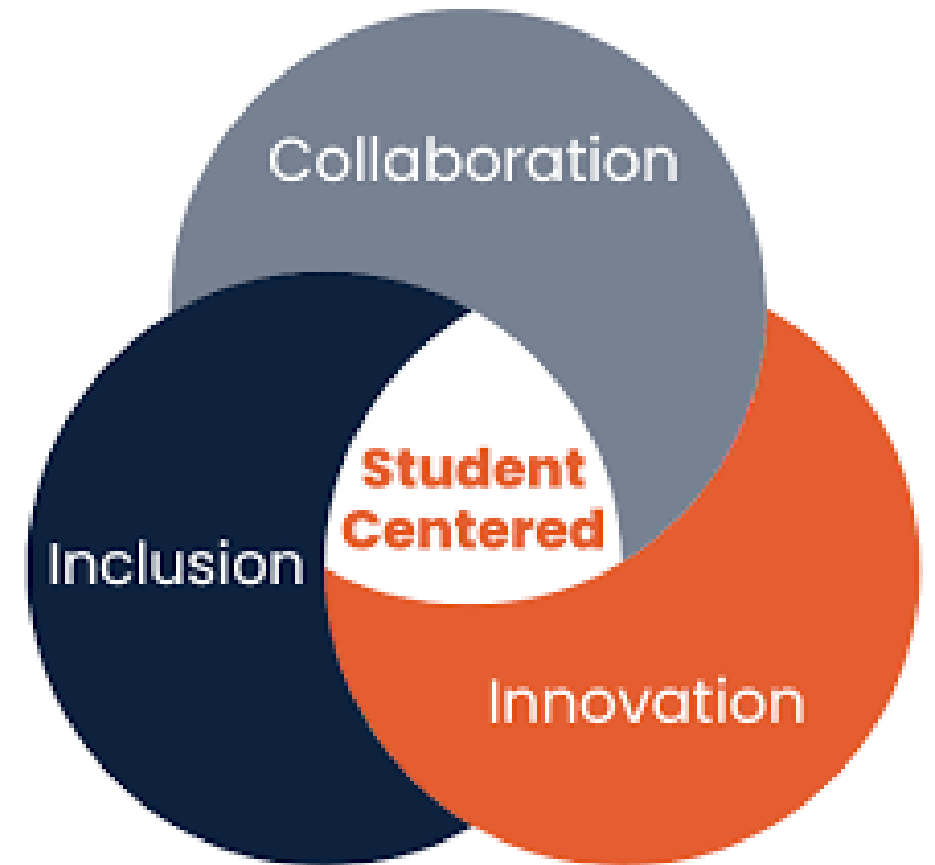
- ▶ Equipo de trabajo estudiantil enfocado en aprender habilidades del mundo real a través de proyectos prácticos de mantenimiento en propiedades del Distrito
- ▶ COIC y el Distrito identifican de 6 a 8 jóvenes de preparatoria para esta oportunidad de capacitación remunerada por sesión
- ▶ El personal de la COIC supervisa y capacita a todos los jóvenes
- ▶ Los estudiantes ganan dinero y créditos mientras desarrollan habilidades de preparación para el trabajo.
- ▶ Financiado por la Subvención de la División de Desarrollo Juvenil otorgada



# Programa de Educación Juvenil COIC

# Modelo Educativo

- Tamaños de clases pequeños
- Instrucción en grupos pequeños y tutoría individual
- Aprendizaje a su propio ritmo con apoyos
- Profesores COIC:
  - Se centrarán en construir relaciones con los estudiantes.
  - Lideran con empatía y curiosidad.
  - Se especializan en instrucción GED
  - Priorizan la flexibilidad para satisfacer las necesidades de los estudiantes.





**REPORT:** Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees

**PRESENTED BY:** Steve Herron, Chief Human Resources Officer

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent’s compliance with the directives of Executive Limitation 4.2: Compensation, Development, Evaluation, & Treatment of Employees.

Monitoring Report

With respect to compensation and benefits for employees, the Superintendent shall not fail to employ the highest qualified staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system that complies with Oregon laws and district policies and measures employee performance in terms of achieving the Board’s Ends. With respect to the treatment of employees, the Superintendent shall not cause or allow any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethics and practices, collective bargaining agreements, or Board Policies. Accordingly, the Superintendent shall not fail to:

1. Establish policies and procedures to assure an organizational culture that aligns with the following values:
  - a. A shared commitment to the best interest of students.
  - b. Develop an inclusive and welcoming program for existing teachers and staff that includes training in cultural competence in an effort to fulfill Bend-La Pine Schools’ employee value proposition.
  - c. Open, honest, and effective communication in all written and interpersonal interactions.
  - d. Respect for others and their opinions that models civil discourse.
  - e. Intentional elevation of underrepresented voices.
  - f. Focus on common organizational goals as expressed in the Board Ends and policies.
  - g. Commitment to the integrity and positive image of the district, its leaders, and staff.
  - h. Recognition of innovative and outstanding work.
2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Board Ends, including:
  - a. Recruitment, hiring, and retention practices that yield the highest quality staff, which by definition includes workplace diversity reflective of students and families, at a minimum, and aspirationally of the nation.

- b. Pipeline programs across sectors that promote full staffing and balanced representation by gender, race/ethnicity, and sexual orientation.
3. Provide ongoing professional development for staff in all classifications that is:
  - a. Is aligned with best practices.
  - b. Includes job-embedded coaching.
  - c. Informs, develops, and promotes cultural competence, awareness of systemic bias and racism, and the ability to interrupt patterns of oppression.
4. Prepare staff to deal with emergency situations.
5. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for staff overall, and in each disaggregated subgroup.

Regarding compensation and treatment of staff, the Superintendent shall not fail to:

1. Limit terms of financial obligations to reasonable projected revenues.
2. Invite Board member participation in contract negotiations with all employee groups.

Regarding Evaluation of staff, the Superintendent shall not fail to:

1. Develop and administer an evaluation system for all employees that links performance with continued employment.

#### Notable Evidence (2022-23):

- UKG Time & Leave Management (TLM) and Human Resources Information System (HRIS) have been configured and implemented, allowing the district to automate foundational human resources practices and workflows, including for time and leave management and personnel actions.
- Staff demographics are being monitored and periodic reports created.
- Diversity outreach measures (diversifying posting sites, targeting recruitment, diversifying job fairs attended, etc) and improving candidate screening processes (broadening and diversifying community engagement, employing anti-implicit bias tools in screening, etc.) have continued to be revised and improved.
- An Exit Interview tool and process has been developed and piloted for use in analysis of staff turnover
- The District's Classification & Compensation review and adjustment systems and guidelines have been established and staff classification restructuring has commenced.
- CAFE Program was launched to compensate bilingual staff for their linguistic skills and multilingual family communication support.
- Employee Resource Group program was launched to provide staff having diverse identities and experiences the opportunity to network and co-design recommendations for more inclusive workspaces.
- The district is in successor collective bargaining with each represented bargaining.

#### Strategic Initiatives for (2023-24):

- Begin building and utilizing UKG reports and reporting capability to establish new real-time baseline data for demographic reporting to Board
- Completion of process design and full implementation of Exit Interview process
- Assess use of staff feedback for informing organizational initiatives



# BLS Staffing Report

**Steve Herron, Chief Human Resources Officer**

**Ryan Kelling, Director of Recruitment & Retention**

# Topics:

- **HRIS Systems Update**
- **Staffing Levels, Staff Demographics**
- **Student/Staff Demographic Comparison**
- **Hiring Trends and Patterns**



# HRIS Systems Update



# HRIS Systems Update

- **UKG System Implementation**
  - **Personnel Actions**
  - **Recruit & Hire** (February 2023)
  - **Timekeeping**
  - **Learning** (August 2023)
  - **Evaluation** (November 2023)

# HRIS Systems Update

- **Position Management & Analysis**
  - **Current state: managed by FTE rather than positions**
  - **Limitations of data analysis based on positions alone**
  - **Future state: marry FTE & positions**
  - **Identifying configuration requirements for future reporting, developing Beta reporting format**

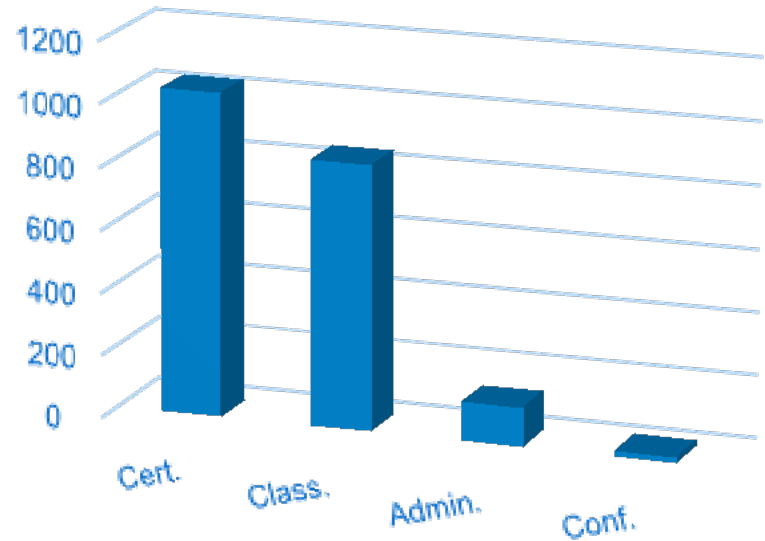
# Staffing Levels & Demographics

2022-23 Data



# Staffing Levels

Regular Staff:	2,020
Certified:	1,033
Classified:	846
Administrative:	124
Confidential:	17



# Staffing Levels: Year-Over-Year Change

## 2022

Regular Staff:	2,126
Certified:	1,103
Classified:	892
Administrative:	116
Confidential:	15

## 2023

Regular Staff:	2,020
Certified:	1,033
Classified:	846
Administrative:	124
Confidential:	17

# Demographic Data

## Sex:

<u>2018</u>	<u>2020</u>	<u>2022</u>	<u>2023</u>
<u>Male</u>	<u>Male</u>	<u>Male</u>	<u>Male</u>
29.7%	34.5%	33%	32.3%
<u>Female</u>	<u>Female</u>	<u>Female</u>	<u>Female</u>
70.3%	65.5%	67%	67.3%
			<u>Non-Binary</u>
			.4%

Sources: 2018, 2020, and 2022 EEO-5 Reports; 2023 Business Plus

# Demographic Data

## Race/Ethnicity

<u>2018</u>	<u>2020</u>	<u>2022</u>	<u>2023</u>
<u>White</u>	<u>White</u>	<u>White</u>	<u>White</u>
93.5%	92.8%	91.2%	90.2%
<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>
4.0%	4.8%	5.6%	5.8%
<u>Black</u>	<u>Black</u>	<u>Black</u>	<u>Black</u>
0.2%	0.4%	0.7%	0.6%
<u>Other</u>	<u>Other</u>	<u>Other</u>	<u>Other</u>
2.3%	2.0%	2.4%	3.4%

Sources: 2018, 2020, and 2022 EEO-5 Reports; 2023 Business Plus

# Demographic Data By Employee Group

	Male	Female	Non-Binary
All	32.3%	67.3%	0.4%
BEA	30.0%	69.8%	0.2%
OSEA	33.1%	66.4%	0.5%
Admin	51.0%	49.0%	--

	White	Latinx	Black	Other
All	90.2%	5.8%	0.6%	3.4%
BEA	92.5%	4.5%	0.3%	2.7%
OSEA	87.2%	7.7%	1.0%	4.1%
Admin	92%	2.4%	0.8%	4.8%

# Comparative Racial/Ethnic Demographics: Students–Staff

<b>Students: 2022-23</b>	
<b>White</b>	<b>80%</b>
<b>Latinx</b>	<b>13%</b>
<b>Black</b>	<b>1%</b>
<b>Other</b>	<b>6%</b>

<b>Staff: November 2023</b>	
<b>White</b>	<b>90.2%</b>
<b>Latinx</b>	<b>5.8%</b>
<b>Black</b>	<b>0.6%</b>
<b>Other</b>	<b>3.4%</b>

Sources: Student '22-'23: ODE; Staff 2023: Business Plus

# Staff Hiring

2022-23 Data



# Hiring Actions 7/1/22 – 6/30/23

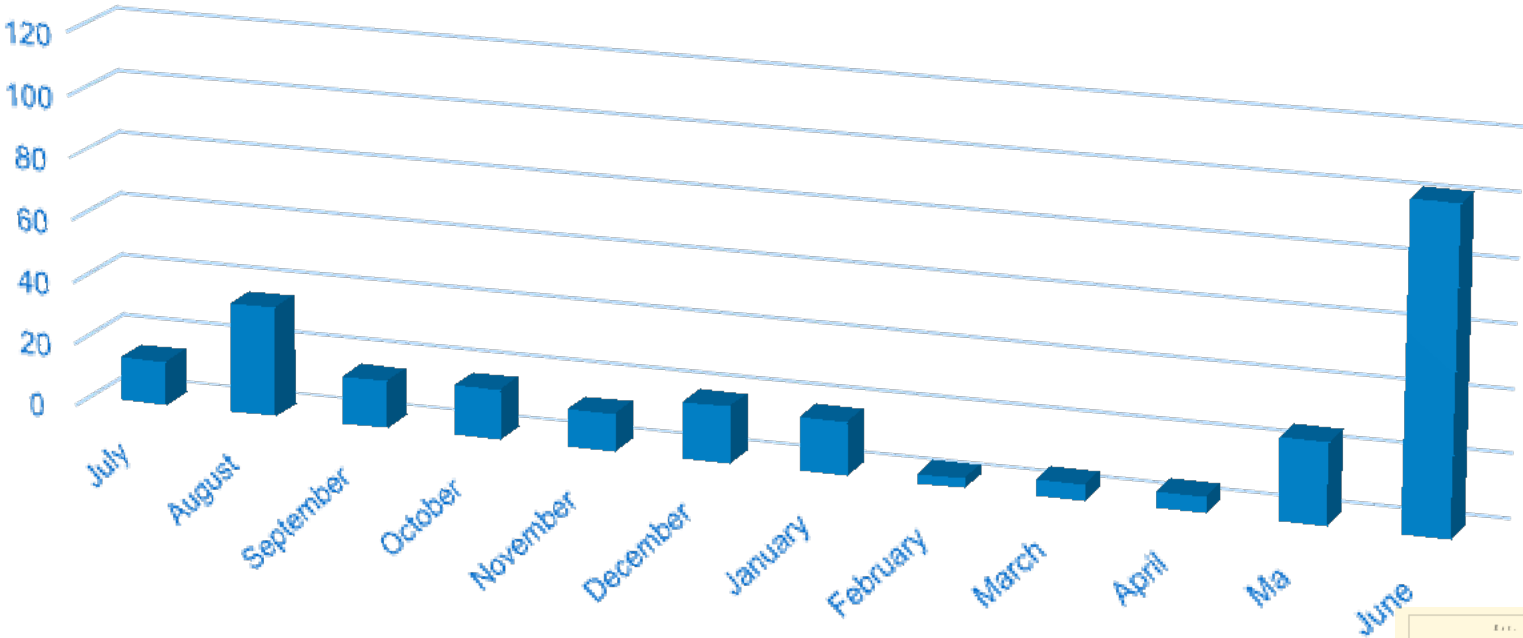
Regular hiring actions:	793	
Outside hires:	374	(18.5%)
Outside Certified hires:	82	(7.9%)
Outside Classified Hires:	278	(32.8%)
Outside Admin. & Confidential:	14	(9.9%)

# Year-Over-Year Hiring Comparison

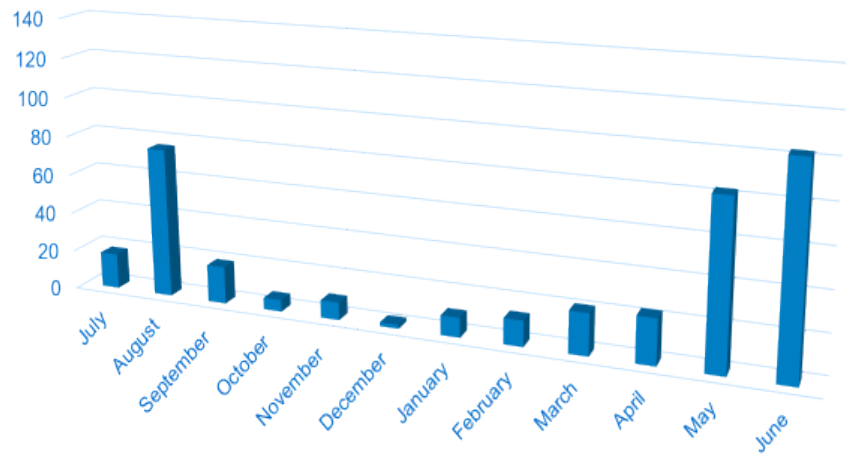
	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
Regular hiring actions:	1,221	1,058	793
Outside hires:	519 (24.0%)	530 (24.9%)	374 (18.5%)
Outside Certified hires:	247 (21.5%)	142 (12.8%)	82 (7.9%)
Outside Classified Hires:	261 (29.5%)	381 (42.7%)	278 (32.8%)
Outside Admin. & Confidential:	11 (9.0%)	7 (5.3%)	14 (9.9%)

# Certified

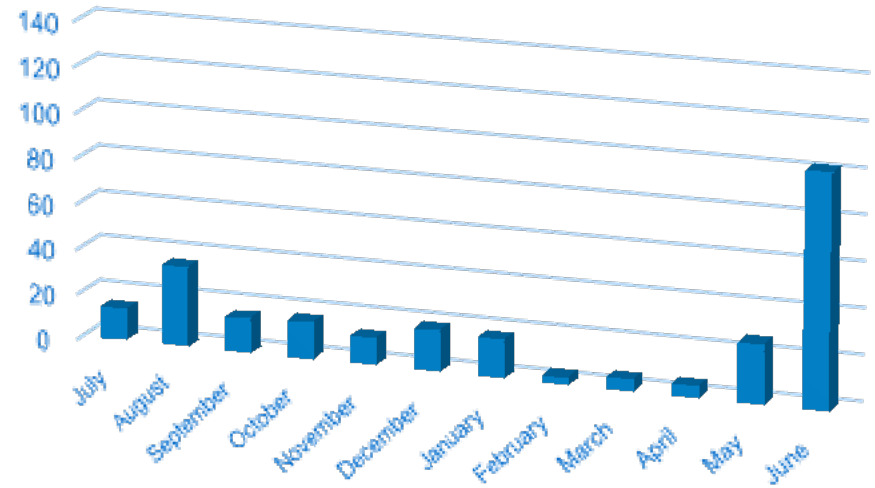
Hiring Actions 7/1/22 – 6/30/23: 268



### Certified Hiring Actions 7/1/21 – 6/30/22: 383

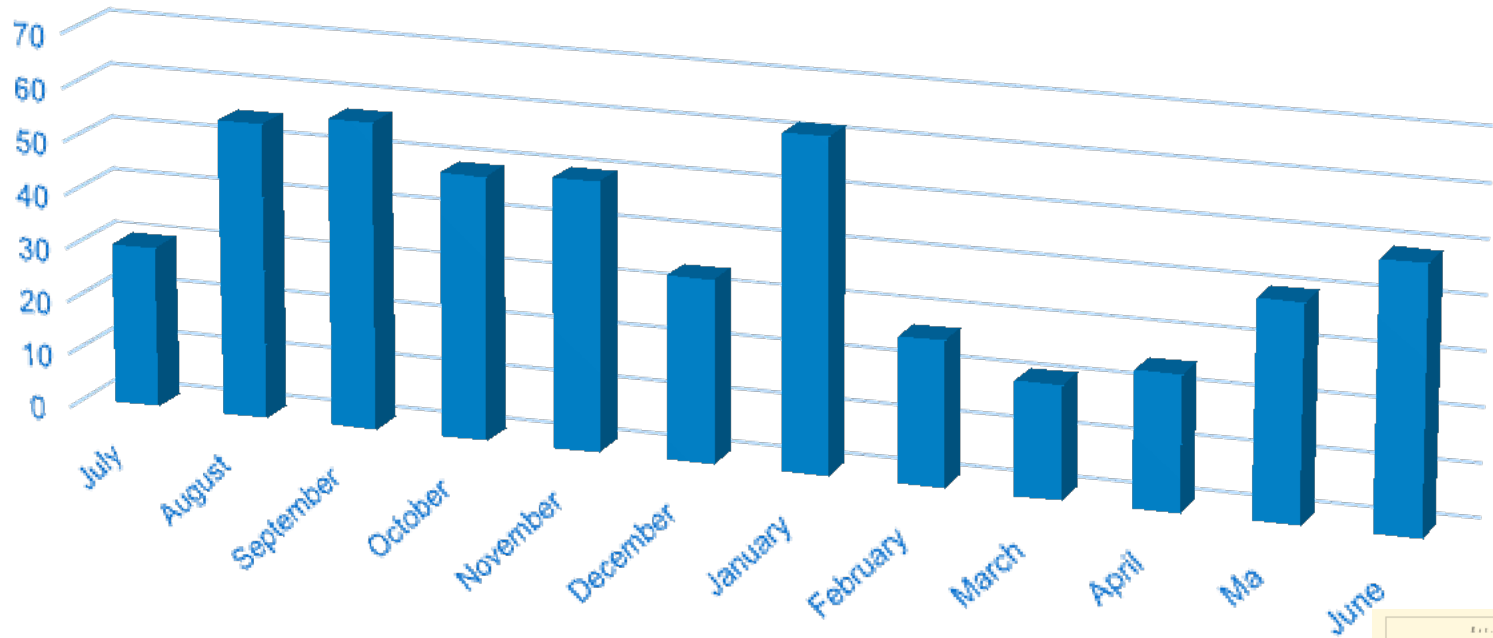


### Certified Hiring Actions 7/1/22 – 6/30/23: 268

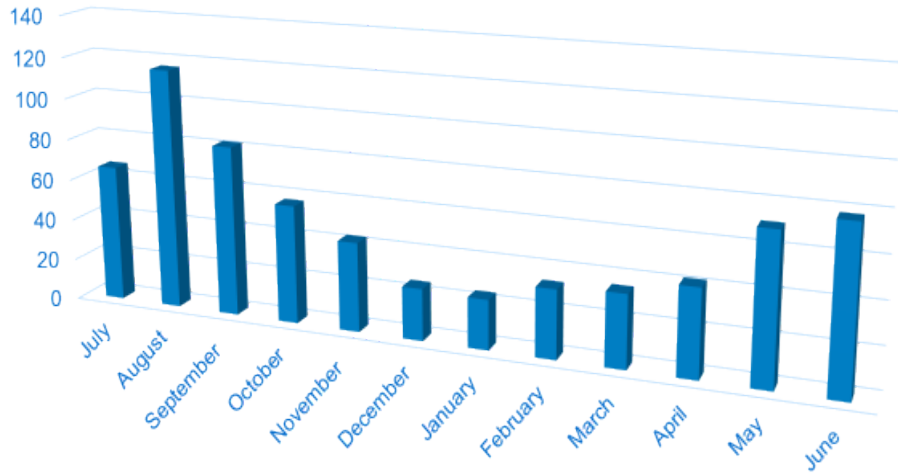


# Classified

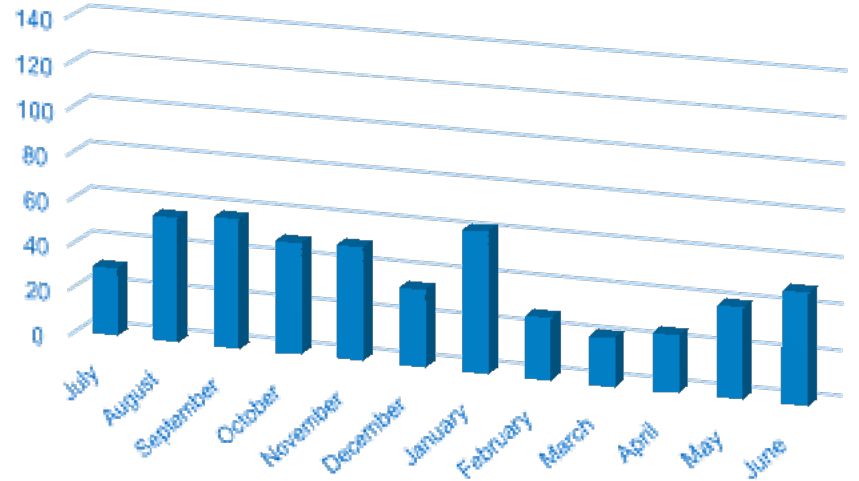
Hiring Actions 7/1/22 – 6/30/23: 499



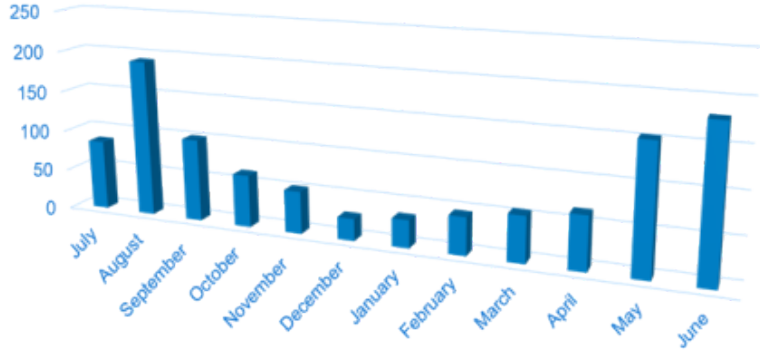
**Classified**  
**Hiring Actions 7/1/21 – 6/30/22: 672**



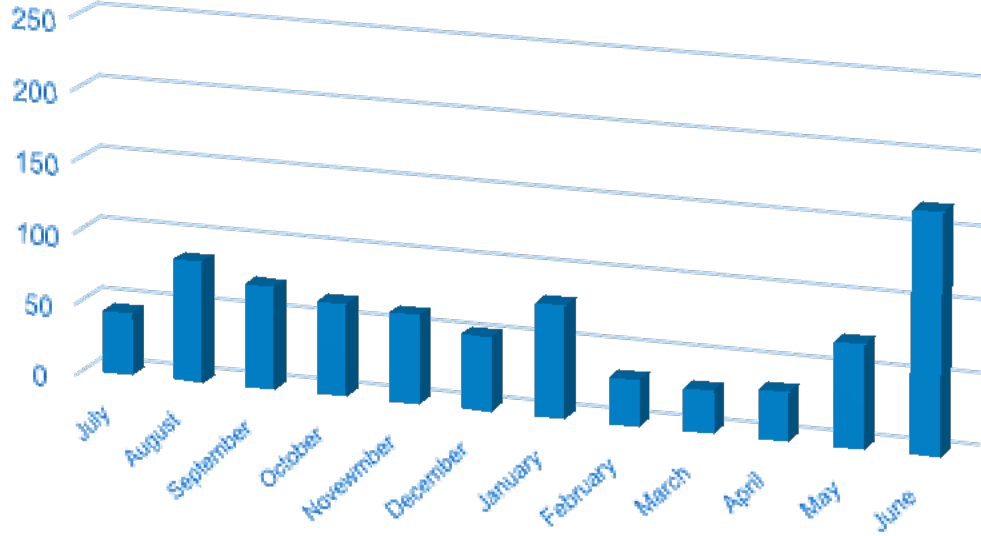
**Classified**  
**Hiring Actions 7/1/22 – 6/30/23: 499**



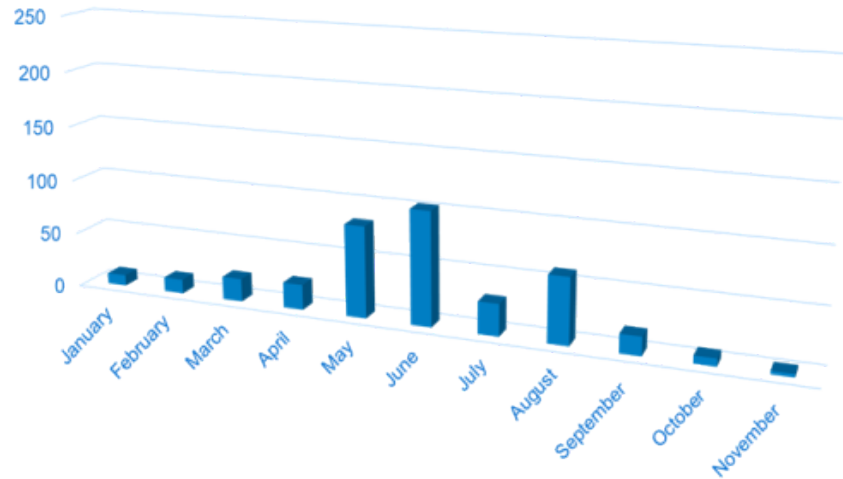
All Hiring Actions 7/1/21 – 6/30/22: 1,058



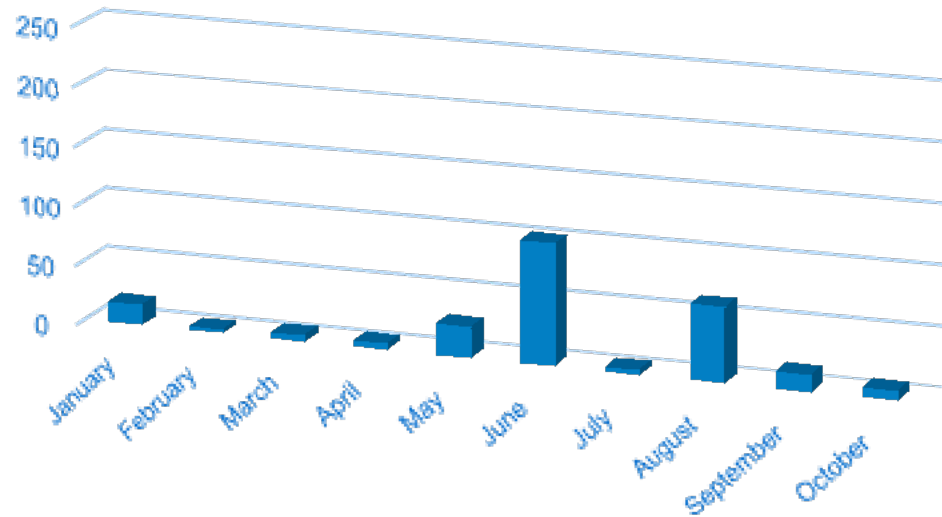
All Hiring Actions 7/1/22 – 6/30/23: 793



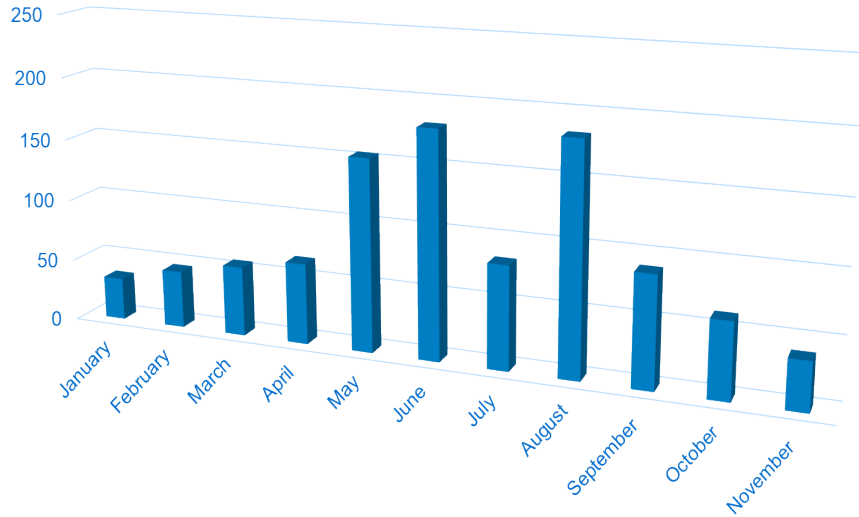
### Certified Hiring Actions 1/1/22 – 11/22/22



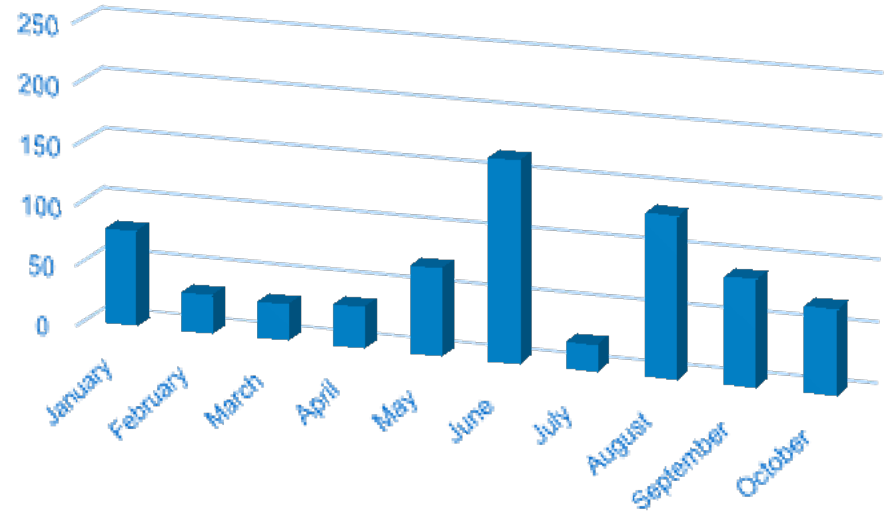
### Certified Actions 1/1/23 – 10/31/23: 248



All Hiring Actions 1/1/22 – 11/22/22



All Hiring Actions 1/1/23 – 10/31/23: 732



# Next Steps

- **Since Last Year's Report**
  - "Go Live" of HRIS platform UKG in February 2023
  - Establishing new system's baseline data beginning 2023-24
- **Recruitment Actions**
  - Reassigned HR FTE to support recruitment and retention
  - Continued diversifying Job Fairs & Recruiting Opportunities
- **Systemic Actions**
  - Have piloted Stay Interviews and Exit Interviews
  - Have undertaken systemic review of classification structures
  - Continued improvement of Hiring Panel processes

# Questions?



# Informe de Personal de el distrito de Bend La-Pine

Steve Herron, Director de Recursos Humanos  
Ryan Kelling, Director de Reclutamiento y Retención

# Temas:

- **Actualización de Sistemas HRIS**
- **Niveles de Personal, Demografía del Personal**
- **Comparación demográfica entre estudiantes y personal**
- **Tendencias y Patrones de Contratación**



# Actualización de Sistemas HRIS



# Actualización de Sistemas HRIS

- **Implementación del Sistema UKG**
  - **Acciones de Personal**
  - **Reclutamiento y Contratación (Febrero de 2023)**
  - **Control de Tiempo**
  
  - **Aprendizaje (Agosto de 2023)**
  - **Evaluación (Noviembre 2023)**

# Actualización de Sistemas HRIS

- **Gestión y Análisis de Posiciones**
  - Estado actual: gestionado por ETP en lugar de posiciones
  - Limitaciones del análisis de datos basado solo en posiciones
  - Estado futuro: unir ETP y posiciones
  - Identificación de requisitos de configuración para informes futuros, desarrollo de formato de informe Beta

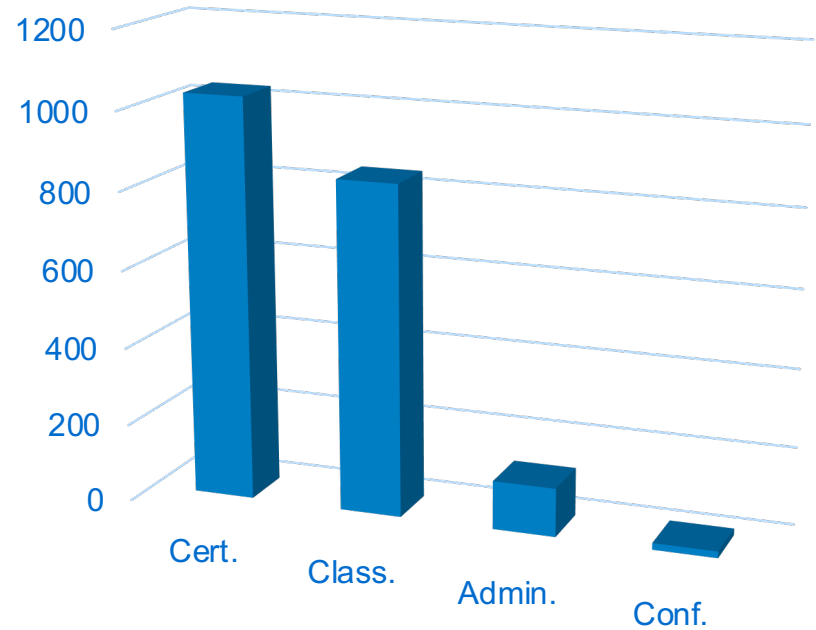
# Niveles de Personal y Demografía

Datos de 2022-23



# Niveles de Personal

Personal Regular:	2,020
Certificado:	1,033
Clasificado:	846
Administrativo:	124
Confidencial:	17



# Niveles de Personal: Cambio Anual

## 2022

Personal Regular:	2,126
Certificado:	1,103
Clasificado:	892
Administrativo:	116
Confidencial:	15

## 2023

Personal Regular:	2,020
Certificado:	1,033
Classificado:	846
Administrativo:	124
Confidencial:	17

# Datos Demográficos

## Género:

2018

Masculino

29.7%

Femenino

70.3%

2020

Masculino

34.5%

Femenino

65.5%

2022

Masculino

33%

Femenino

67%

2023

Masculino

32.3%

Femenino

67.3%

No Binario

.4%

Fuentes: Informes EEO-5 de 2018, 2020 y 2022; Business Plus 2023

# Datos Demográficos

## Raza/Etnicidad

<u>2018</u>	<u>2020</u>	<u>2022</u>	<u>2023</u>
<u>Blacno</u>	<u>Blacno</u>	<u>Blacno</u>	<u>Blacno</u>
93.5%	92.8%	91.2%	90.2%
<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>	<u>Latinx</u>
4.0%	4.8%	5.6%	5.8%
<u>Negro</u>	<u>Negro</u>	<u>Negro</u>	<u>Negro</u>
0.2%	0.4%	0.7%	0.6%
<u>Otro</u>	<u>Otro</u>	<u>Otro</u>	<u>Otro</u>
2.3%	2.0%	2.4%	3.4%

Fuentes: Informes EEO-5 de 2018, 2020 y 2022; Business Plus 2023

# Datos Demográficos por Grupo de Empleados

	Masculino	Femenino	No Binario
Todos	32.3%	67.3%	0.4%
BEA	30.0%	69.8%	0.2%
OSEA	33.1%	66.4%	0.5%
Admin	51.0%	49.0%	--

	Blacno	Latinx	Negro	Otro
Todos	90.2%	5.8%	0.6%	3.4%
BEA	92.5%	4.5%	0.3%	2.7%
OSEA	87.2%	7.7%	1.0%	4.1%
Admin	92%	2.4%	0.8%	4.8%

# Comparación Demográfica Racial/Etnica: Estudiantes–Personal

Estudiantes: 2022-23	
Blacno	80%
Latinx	13%
Negro	1%
Otro	6%

Personal: Noviembre 2023	
Blacno	90.2%
Latinx	5.8%
Negro	0.6%
Otro	3.4%

Fuentes: Estudiantes '22-'23: ODE; Personal 2023: Business Plus

# Contratación de Personal

Datos 2022-23



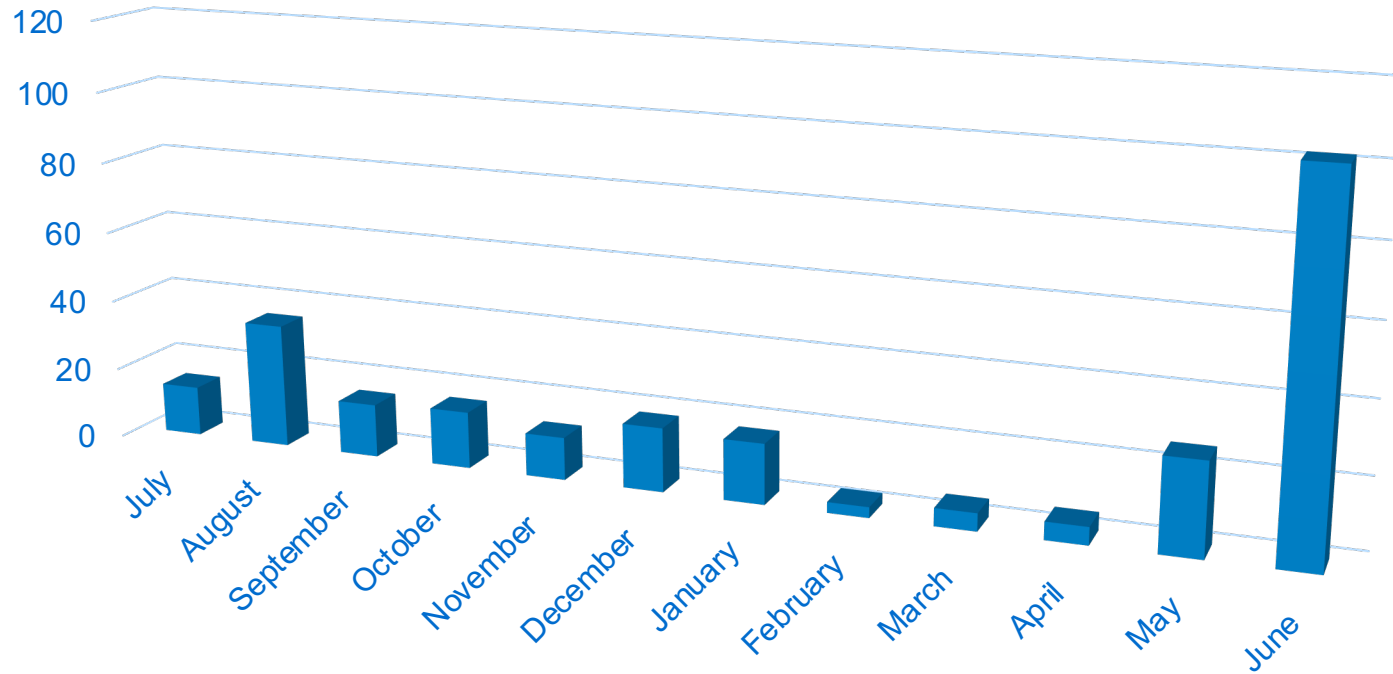
# Acciones de Contratación 7/1/22 – 6/30/23

Acciones de contratación regulares:	793	
Contrataciones externas:	374	(18.5%)
Contrataciones externas certificadas:	82	(7.9%)
Contrataciones externas clasificadas:	278	(32.8%)
Contrataciones externas administrativas y confidenciales:	14	(9.9%)

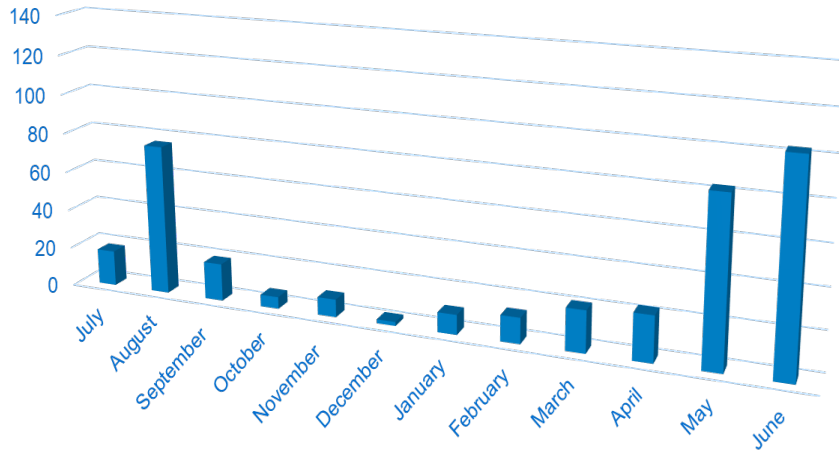
# Comparación Anual de Contrataciones

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
Acciones de contratación regulares:	1,221	1,058	793
Contrataciones externas:	519 (24.0%)	530 (24.9%)	374 (18.5%)
Contrataciones externas certificadas:	247 (21.5%)	142 (12.8%)	82 (7.9%)
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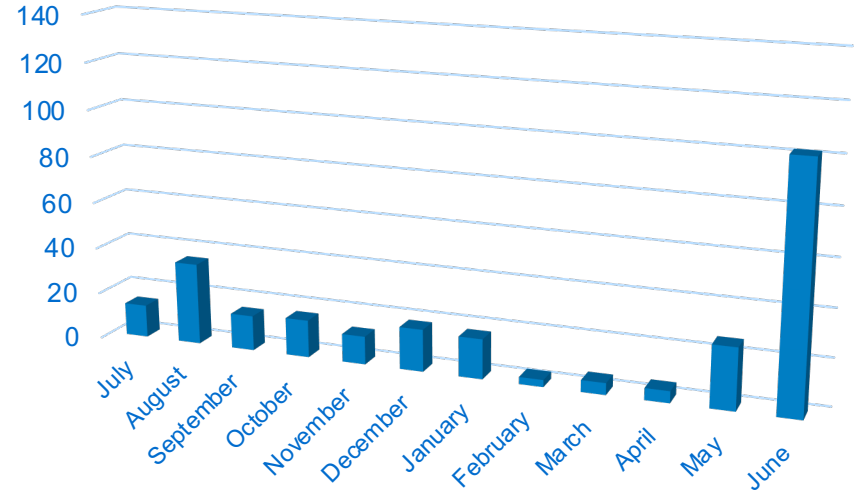
# Certified Hiring Actions 7/1/22 – 6/30/23: 268



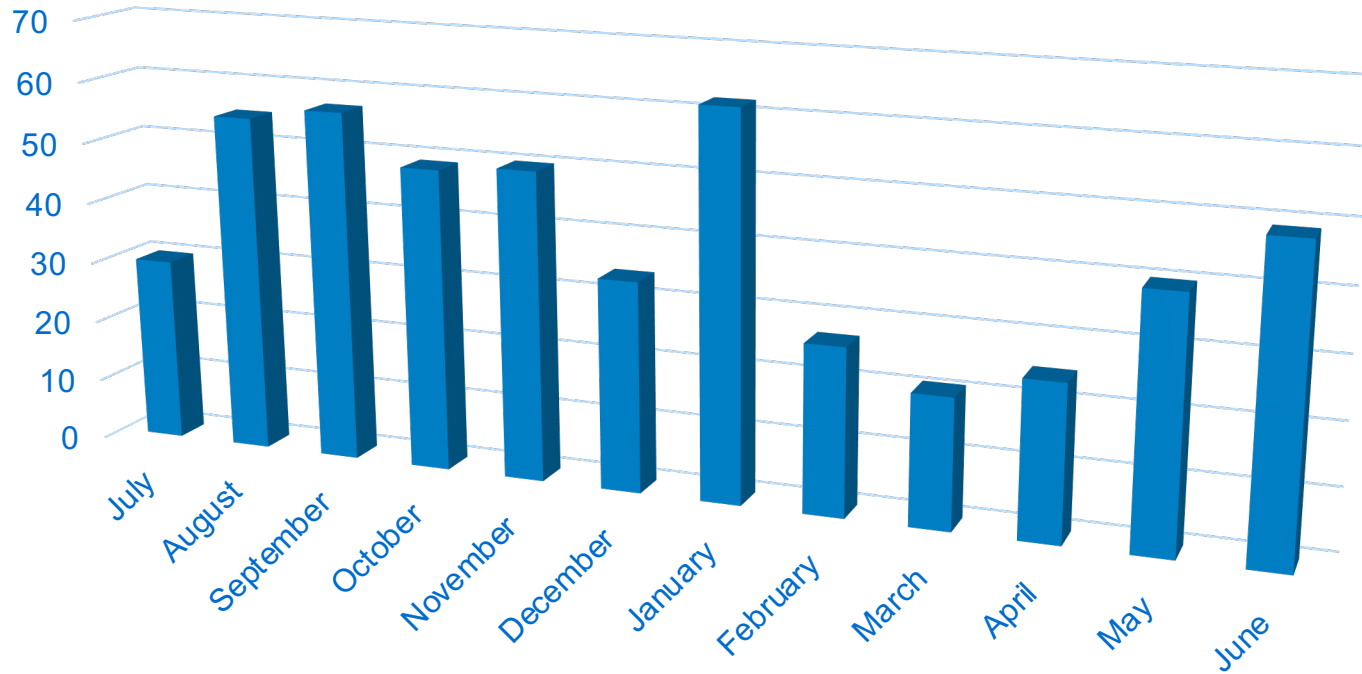
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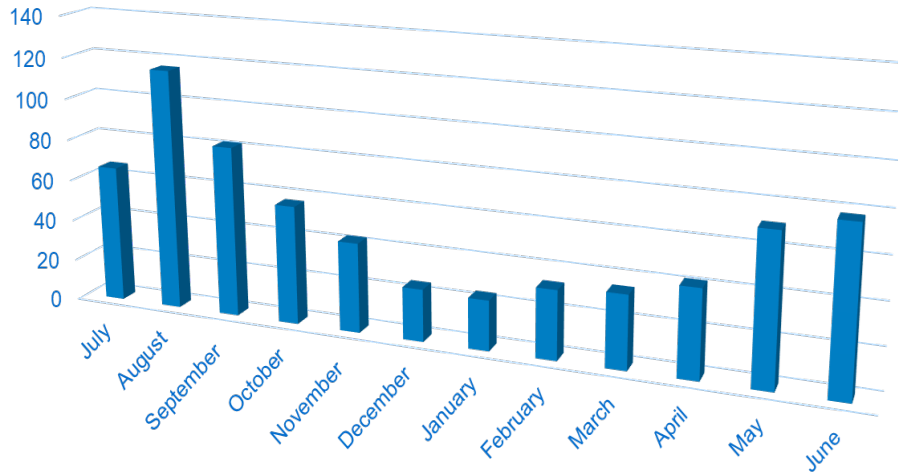
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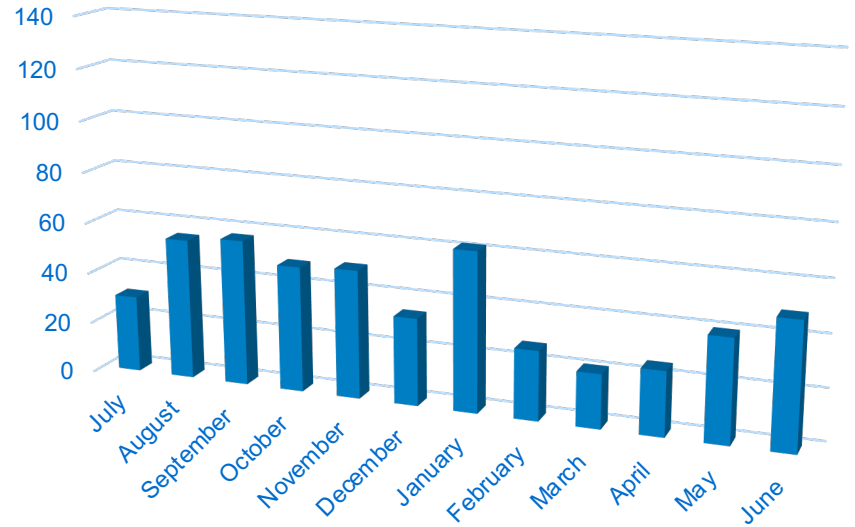
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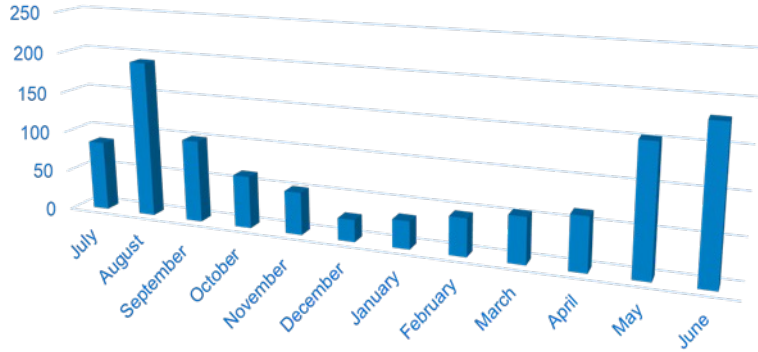
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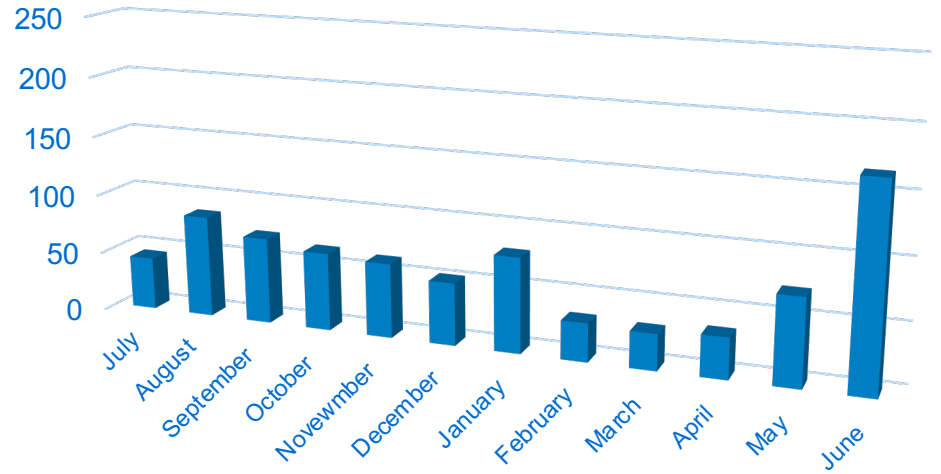
### Classified Hiring Actions 7/1/22 – 6/30/23: 499



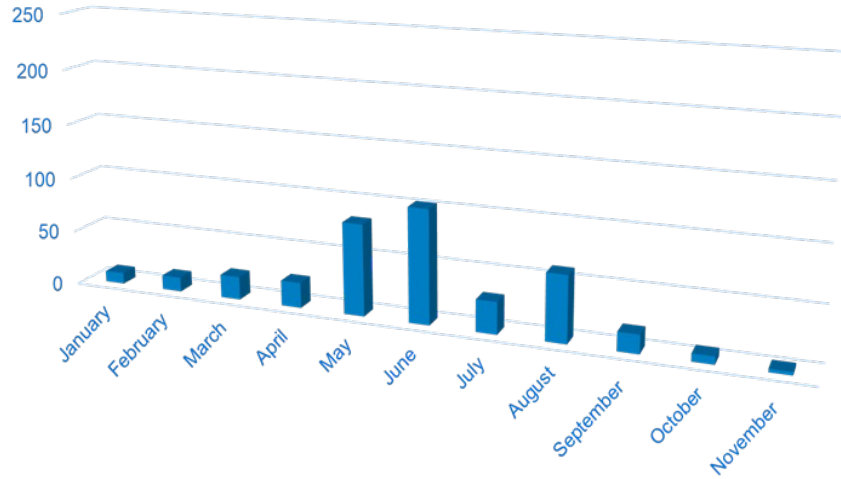
All Hiring Actions 7/1/21 – 6/30/22: 1,058



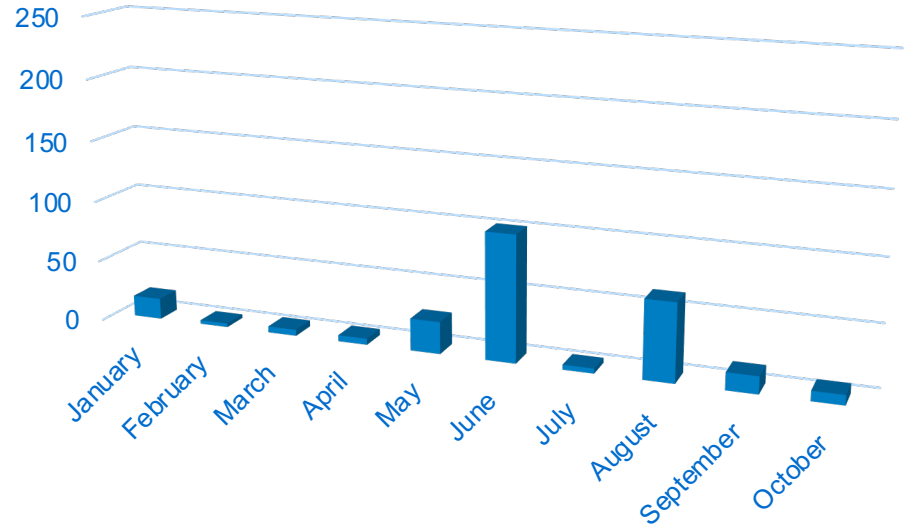
All Hiring Actions 7/1/22 – 6/30/23: 793



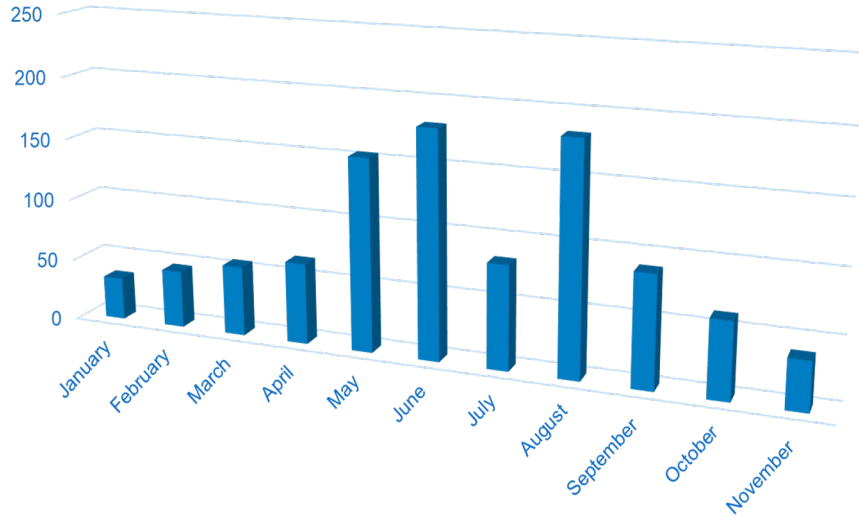
### Certified Hiring Actions 1/1/22 – 11/22/22



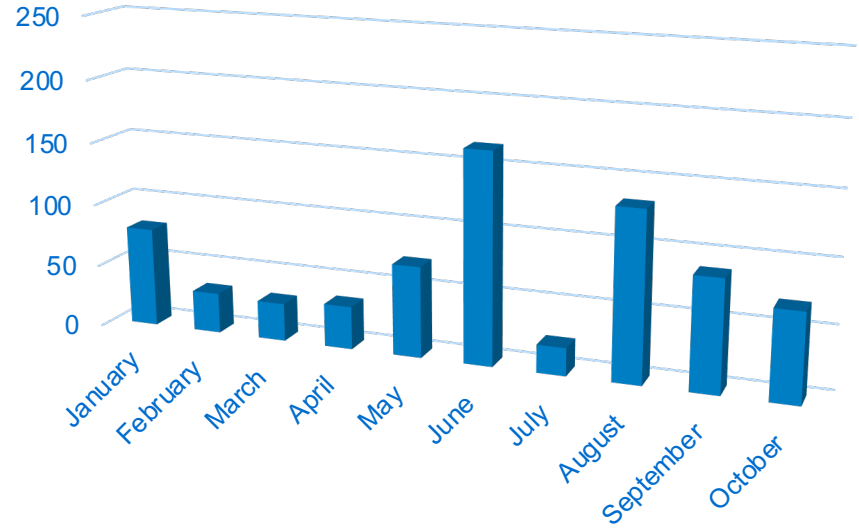
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All Hiring Actions 1/1/22 – 11/22/22



All Hiring Actions 1/1/23 – 10/31/23: 732



# Pasos Siguientes

- **Desde el Informe del Año Pasado**

- "Go Live" (Ir en Vivo) de la plataforma HRIS UKG en febrero de 2023
- Establecimiento de datos de referencia del nuevo sistema a partir de 2023-24

- **Acciones de Reclutamiento**

- Reasignación de ETP de Recursos Humanos para apoyar la contratación y retención
- Diversificación continua de Ferias de Empleo y Oportunidades de Contratación

- **Acciones Sistémicas**

- Se han realizado entrevistas de permanencia y de salida de manera piloto
- Revisión sistémica de las estructuras de clasificación
- Mejora continua de los procesos del Panel de Contratación

# ¿Preguntas?



**ACTION ITEM:** Resolution 1958: Approval of Supplemental Transportation Plans

**PRESENTED BY:** Kim Crabtree, Director of Transportation

**EXECUTIVE SUMMARY:**

Generally, the State of Oregon will financially support transportation services for elementary students living one mile or more from an elementary school and for secondary students living one- and one-half miles or more from a secondary school. However, the State of Oregon will support transportation services for elementary students who live within one mile of an elementary school and secondary students who live within one- and one-half miles of a middle or high school when significant safety hazards are present. The attached resolution lists the schools with significant hazards and the number of students affected. Since the Board last approved the plans in 2018, we have added thirteen new areas, revised two areas, and removed six areas. Updated counts for added and revised areas are below.

**ADMINISTRATIVE RECOMMENDATION:**

Support the revised list presented in Resolution 1958 as a supplemental transportation plan for the listed schools.

**RECOMMENDED MOTION:**

I move to approve Resolution 1958 Approval of Supplemental Transportation Plans as presented.



Administrative School District No. 1  
 Bend-La Pine Schools  
 RESOLUTION NO. 1958

**Approval of Supplemental Transportation Plans**

WHEREAS a hazard exists to students attending and potentially walking to the schools listed below and illustrated on the attached maps; and

WHEREAS, the State of Oregon will support transportation services for elementary students who live within one mile of an elementary school and secondary students who live within one and one half miles of a middle or high school when significant safety hazards are present; then

WHEREAS, the approximate number of students affected by the plans is as follows:

School	Approximate Affected students
Bend High School - REMOVED #1 & #2	-18
Caldera High School	39
La Pine High School	1
Mountain View High School - REMOVED	-46
La Pine Middle School	3
Cascade Middle School	1
Bear Creek Elementary School - REMOVED	-1
Ensworth Elementary - REMOVED	43
High Lakes Elementary - REMOVED #2	4
High Lakes Elementary	11
Juniper Elementary	6
La Pine Elementary	3
Ponderosa Elementary - REVISED #1	5
Ponderosa Elementary	24
R.E. Jewell Elementary - REVISED #1	26
Rosland Elementary	0
Silver Rail Elementary	15
W.E. Miller Elementary	16

BE IT RESOLVED the Board of Directors of Administrative School District No. 1 (Bend-La Pine Schools) hereby approves the attached supplemental transportation plans.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Yes votes: \_\_\_\_\_ No votes: \_\_\_\_\_

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2023

Signed: \_\_\_\_\_  
 Chair

\_\_\_\_\_  
 Vice Chair

Attest: \_\_\_\_\_  
 Board Secretary



**ACTION ITEM:** Approval of MUPTe Tax Exemption for 105 NE Franklin

**PRESENTED BY:** Sharon Smith, Land Use Attorney

**EXECUTIVE SUMMARY:**

The City of Bend adopted code to implement state law allowing a 10-year property tax exemption on the improvements for qualified multiple-unit housing projects to encourage higher density housing and redevelopment in the City's Core Area Tax Increment Finance (TIF) Area that meet certain public benefit requirements. The TIF Area is in the central core of the city and all increased taxes generated by the improvements (buildings not land) within the TIF already are allocated to the TIF. Accordingly, approving the MUPTe application will not impact the tax revenue to BLS or the other taxing districts.

There is a pending application for a MUPTe project located at 105 NE Franklin Ave. Attached is an aerial of the location and a rendering of the development. The City of Bend has reviewed the application and determined the project qualifies for the MUPTe program because the project is planning to include the following three public benefits:

- **Priority benefit: High Energy Efficiency Standard-** Earth Advantage Platinum Certification
- **Enhanced Landscaping:** the project will use native, pollinator friendly, and water-wise landscaping
- **Electric Vehicle Charging Infrastructure** the project will provide 50% of its total provided parking spaces with EV charging infrastructure. This will result in 65 total spaces of the planned 129 surface parking spaces with EV charging infrastructure.

The applicant submitted a proforma income statement both with and without the tax exemption to demonstrate that the project would not be financially viable but for the exemption. These proforma were then reviewed by a third party independent financial consultant hired by the City and the City determined that even with the MUPTe benefit, the project is still operating on tight profit margins and would not be financially viable without it.

All the other taxing districts have approved the application by resolution or have stated their support for it.

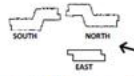
If the Board approves this resolution, the development will be granted a 10 year property tax exemption for the improvements.

**Recommended Motion:**

I move to adopt the Resolution approving the MUPTe property tax exemption for the project located at 105 NE Franklin Ave. Bend, OR.



AERIAL VIEW OF 3RD STREET - REMODELING



US 97

Franklin Ave

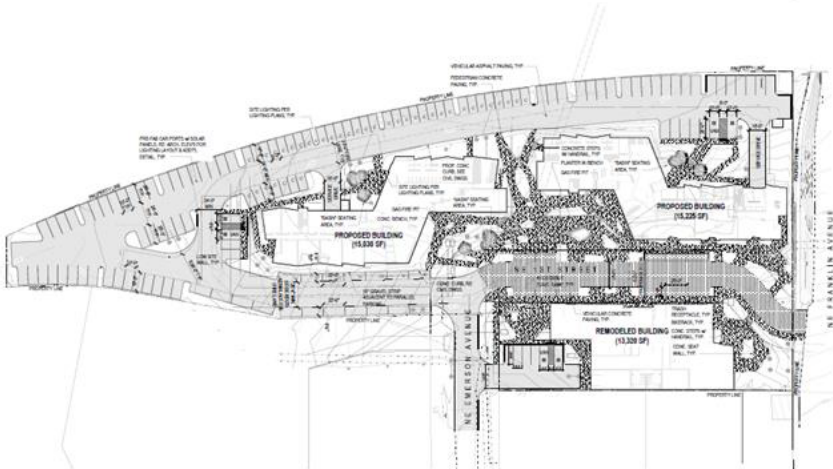
SITE

3rd St

NE Franklin Ave

NE Emerson Ave

NE Dekalb Ave





Administrative School District No. 1  
Bend-La Pine Schools  
RESOLUTION NO. 1957

**Resolution Agreeing to Tax Exemption for a Multiple-Unit Housing project under ORS  
307.600 to 307.637 and Sections 12.35.010-12.35.050 of the Bend Code**

WHEREAS, the City of Bend adopted Sections 12.35.010-12.35.050 of the Bend Code implementing the State's Multiple-Unit Property Tax Exemption (MUPTe) policy pursuant to ORS 307.600 to 307.637; and

WHEREAS, the MUPTe enables the City Council to grant 10-year property tax exemptions to qualified multi-unit housing projects to encourage higher density housing and redevelopment in certain areas within the City of Bend, including in the City's Core Area Tax Increment Finance (TIF) Area; and

WHEREAS, pursuant to ORS 307.606(1), if the combined rates of taxation of the governing body that adopted the exemption policy and the rates of all taxing districts whose governing boards agree to the tax exemption equal 51 percent or more of the total combined rate of taxation on the property granted the exemption, the County Assessor may exempt such property from all property taxes; and

WHEREAS, There is a pending application for a MUPTe project located at 105 NE Franklin Ave.

WHEREAS, Bend-La Pine Schools has conferred with the other taxing districts and has determined that they agree with the exemption policy for the project located at 105 NE Franklin Ave; and

WHEREAS, ORS 307.606(1) is applicable to Bend-La Pine Schools and Bend-La Pine Schools concurs with the exemption for such project.

**NOW, THEREFORE, BE IT RESOLVED THAT** the Bend-La Pine Schools agrees to the policy of the multiple-unit property tax exemption for 105 NE Franklin Ave., Bend, Oregon for a multiple-unit housing project as provided in Sections 12.35.010-12.35.050 of the Bend Code within the TIF Area.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Yes votes: \_\_\_\_\_ No votes: \_\_\_\_\_

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 2023

Signed:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice Chair

Attest:

\_\_\_\_\_  
Board Secretary

**NOMINATION FORM  
OSBA BOARD OF DIRECTORS  
REGIONAL MEMBER**

Date: September 11, 2023

TO: Sami Al-Abdrabbuh, OSBA President-Elect  
Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

**Nominations are due by 5 pm,  
September 29, 2023**

Return this form and all candidate information  
forms to the OSBA office by email at  
[OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301


Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the  
Central Region Region, Position # 3.

**BOARD CANDIDATE INFORMATION**

Name: Laurie Danzuka  
District/ESD/Community College: Jefferson County School District, 509J  
Address: 445 SE Buff Street  
City: Madras Oregon ZIP: 97741  
E-mail: c/o Tbailey@509j.net (board secretary) Phone: 541-475-6192 Ext. 2207

**This nomination was approved by official action of our board of directors at a duly called meeting on  
September 11, 2023  
(date)**



(Board Chair signature)

Board Chair name: Kevin Richards  
District: Jefferson County School District  
Address: 445 SE Buff Street  
City, State, Zip: Madras, OR 97741

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Laurie Danzuka

Date: 09/21/23

Address: P.O. Box 333

City/Zip: Warm Springs, OR 97761

Business phone: 541-475-6192

Residence phone: \_\_\_\_\_

Cell phone: 541-325-2151

E-mail: ldanzuka@509j.net

District/ESD/CC: Jefferson County School District 509-

Term expires: 06/30/2025 Years on board: 14

Region: Central

Insert your high-resolution digital photo (head shot):  
1) Open this PDF in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame

Position #: 1

*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

  
\_\_\_\_\_

09/21/23  
\_\_\_\_\_

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

To provide advocacy on legislative policy, offer board development training, keep the membership informed on current issues or hot topics and support board leaders with legal guidance as well as best practices.

2. What do you want to accomplish by serving on the OSBA board of directors?

I want to enrich the conversation surrounding student success, assist with school improvement measures, and continue to monitor student/staff progress post-covid.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I create a bridge for understanding and meaningful communication by finding similarities rather than differences. I bring a unique perspective to the table and remain focused on outcomes for the kids and families we serve. There are specific needs for the Native population served in my district and I provide fiscal guidance to meet those needs.

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

The safety and security in our schools. This can range from outside intruders, lack of qualified security personnel or funding and/or a dysfunctional leadership team. I also want to note the safety for students who identify as LGBTQ2SIA. Second, the recruitment of qualified teachers and retention of newly licensed and those on a temporary license.

5. What do you see as the two most challenging issues faced by your region?

The supplemental funding for programs is ending and many are not sustainable by the region's districts. Finding ways to continue to support students and families with limited resources with the uncertainty of closing the gap post-covid. There is still limited access to mental health services for staff and students. The impact to classroom management has been at all grade levels so it's also a safety issue.

6. What is your plan for communicating with boards in your region?

I will provide updates through email and virtual meetings. When possible I will engage with the other boards in this region to introduce myself and provide some background information.

**Please continue to the next section.**

# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

I served as the board Chair for at least six times. I was part of the negotiations team for the certified and classified teams. I was a member of two separate bond teams that successfully passed both times. I served on scholarship committee, budget committee, superintendent selection committee and public service team to share information with our community partners. I

**Other education board positions held/dates:**

Quality Education Commission - appointed June 10, 2022  
Oregon School Board Member of Color Caucus - 2016/present  
Central Oregon Regional Educator Network - 2019/present  
Warm Springs Tribal Education Committee - six years (former)

**Occupation** (Include at least the past five years):

Employers:	Dates:
High Desert Education Service District	07/01/2022-present
Warm Springs Economic Development	12/15/15-present

**Schools attended** (Include official name of school, where and when):

High school: Madras High School, Madras, Oregon

College: Linn-Benton Community College, Albany, Oregon

Degrees earned:

**Education honors and/or awards:**

Jefferson County Champion for Children Award, 2021

**Other applicable training or education:**

Licensed Tax Preparer - former

**Activities, other state and local community services:**

NeighborImpact Advance Committee 2017-2022

NeighborImpact Advisory Board 2014-2017

Jefferson County Little League Board

Oregon Education Advisory Group

**Hobbies/special interests:**

Running, reading, listening to e-books, hiking, attending sporting events, cultural pow-wows, and rodeos. Conservation and preservation of our Tribal First Foods and most important resource: water. I like to learn about other native and non-native cultures, practices, and customs.

**Business/professional/civic group memberships; offices held and dates:**

Economic Development for Central Oregon/Madras, 2016-2019

**Additional comments:**

2021 Oregon School Board Member of the Year

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date September 11, 2023

TO: Sami Al-Abdrabbuh, OSBA President-Elect  
Oregon School Boards Association 1201 Court  
St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [OSBAelections@osba.org](mailto:OSBAelections@osba.org)

**Nominations are due by 5 pm,  
September 29, 2023.**

Return this form and all candidate information  
forms to the OSBA office by email at  
[OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to Oregon  
School Boards Association, 1201 Court  
St. NE, #400, Salem, OR 97301

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Central Region Region, Position # 3.

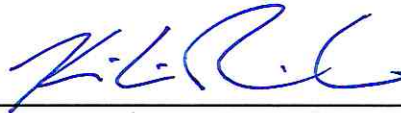
**LPC CANDIDATE INFORMATION**

Name: Courtney Snead  
District/ESD/Community College: Jefferson County School District 509J  
Address: 445 SE Buff Street  
City: Madras Oregon ZIP: 97741  
E-mail: c/o Tbailey@509j.net (board secretary) Phone: 541-475-6192 Ext. 2207

**This nomination was approved by official action of our board of directors at a duly called meeting on**

September 11, 2023

**(date)**



*(Board Chair signature)*

Board Chair name: Kevin Richards  
District: Jefferson County School District 509J  
Address: 445 SE Buff Street  
City, State, Zip: Madras, OR 97741

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

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

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

*Courtney Snead*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
Deadline: September 29, 2023, 5 p.m.

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
Deadline: September 29, 2023, 5 p.m.

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*



---

**Resolution to Amend Oregon School Boards Association’s  
Bylaws Relating to Composition of the Board of Directors**

---

**WHEREAS**, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018; and

**WHEREAS**, the Oregon Rural School Board Advisory Committee has been active and publicly supported by OSBA’s Board of Directors since April 22, 2022; and has developed a mission statement and goals; and has established bylaws; and

**WHEREAS**, the Advisory Committee is ready to elect officers and their Rural Leadership Assembly; and

**WHEREAS**, the Advisory Committee has articulated its mission as follows: “To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.”

**WHEREAS**, OSBA’s Board of Directors recognizes the importance of the Advisory Committee's value and mission; and

**WHEREAS**, the Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the proposed bylaws amendment designating a Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2023 OSBA election; and

**BE IT FURTHER RESOLVED** that the bylaws with the proposed amendments and a copy of this resolution be forwarded to all association member boards in accordance with OSBA’s adopted elections calendar.

*Submitted by: OSBA Board of Directors*

# **BYLAWS**

**OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS**

**OF THE**

**OREGON SCHOOL BOARDS ASSOCIATION**

**DRAFT**

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## ARTICLE 1

### CHARTER

The Oregon School Boards Association (the "OSBA") exists solely to perform essential governmental functions and all of its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA's mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of rural students.

To this end, The OSBA Board of Directors has formally recognized the Oregon Rural School Board Members Caucus (the "Caucus") to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA's efforts on behalf of all local governing boards.

## ARTICLE 2

### NAME, MISSION AND GOALS:

**2.1 Name:** This organization shall be known as the Oregon Rural School Board Members Caucus of the Oregon School Boards Association (OSBA).

**2.2 Mission:** To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

**2.3 Goals:**

2.2.1 To elevate the voice of rural school districts and recognize their unique needs.

2.2.2 To build and maintain collaborative relationships between OSBA and rural school boards.

2.2.3 To develop, promote, and advance legislation supporting rural schools and understand the impact of statewide legislation to each rural community and district.

2.2.4 To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

2.2.5 To support school boards in rural communities by prioritizing professional development of rural board members and bringing training and other resources to rural areas.

## ARTICLE 3

### MEMBERSHIP

**3.1 Qualification.** All members must support the purposes and goals of the Caucus as set forth in Article 2.

**3.2 Members.** The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association *and serve a school district with a population density of less than 200 people per square mile and/or total school district population less than 20,000 people.* All board members of Oregon Education Service Districts are eligible to participate in the Rural Caucus. If a school board member or district does not meet the aforementioned qualification but feels they are indeed a rural district, an appeal process will be available as outlined in policy. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person (or virtually) *to vote. Voting by proxy shall not be permitted.*

**3.3 Attendees.** The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

**3.4 Membership List.** The Membership list shall be maintained by the Secretary/Treasurer.

## ARTICLE 4

### BUDGET

**4.1 Budget.** The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

## ARTICLE 5

### MEETINGS

**5.1 Annual Meetings.** An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

**5.2 Regular and Special Meetings.**

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location (or virtually) within Oregon as designated by the President or the Executive Committee.

### 5.3 Notice.

5.3.1 Notice and agenda of every annual meeting, regular or special meeting of members, stating the time and place thereof, shall be posted to the OSBA website, no less than 14 days prior to such meeting.

5.4 **Quorum.** Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 **Organization.** The President may determine *in their sole* discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 **Records.** The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA. Minutes from each meeting shall be posted to the OSBA website.

5.7 **OSBA Staff Liaison.** The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

## ARTICLE 6

### Rural Leadership Assembly

6.1 **Composition.** The Rural Leadership Assembly of the Caucus shall consist of 9 members, and shall include *one representative from each OSBA district with 10 or more districts defined as rural ( Regions 1, 2, 4, 6, 9, and 14), plus 3 at-Large* members. The executive committee (President, Vice-President, Secretary/Treasurer) shall be elected from the body of the Rural Leadership Assembly by the members of the Rural School Board Members Caucus.

6.2 **Terms.** **The Rural Leadership Assembly members shall each serve two-year terms. The President, Vice-President & Secretary/Treasurer shall each serve a one-year term. The President, Vice-President, Secretary Treasurer, Regional Members, and Members-at-Large may serve any number of consecutive terms.** Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

### 6.3 Nomination and Election

6.3.1 **Nomination.** Rural Leadership Assembly members may be nominated by either (a) the nominating committee, or (b) a caucus member at the annual meeting.

6.3.2 **Election.** The members shall elect the Leadership Council by majority vote at the annual meeting. Positions 1, 4, 9, and at large #1 shall be elected in even numbered years, and positions 2, 6, 14, at large #2 and at large #3 shall be elected in odd numbered years.

### 6.4 Designations

6.4.1 **President.** The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus.

6.4.2 Vice President. The Vice President shall have such duties as from time-to-time may be assigned by the Executive Committee, and in the absence of the President, the Vice-President shall have and perform all the powers and duties of the President.

6.4.3 Secretary/Treasurer. The Secretary/Treasurer shall keep the minutes and records and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time-to-time may be assigned by the Executive Committee. The Secretary/Treasurer shall maintain a roster of the current membership. The Secretary/Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Secretary/Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

**6.5 Resignation.** A Leadership Assembly member may resign by filing a written resignation with the President or Secretary/Treasurer of the Caucus or the President of OSBA.

**6.6 Vacancies.** Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the Leadership Assembly at the next regular or special meeting.

**6.7 Removal.** Any member of the Leadership Assembly who misses more than two meetings out of any four consecutive meetings, *unless they are* excused by the Executive Committee for a valid reason, may *have their* position vacated by action of the Leadership Assembly.

## ARTICLE 7

### EXECUTIVE COMMITTEE

**7.1 Composition.** There shall be an Executive Committee made up of the President, Vice-President, and Secretary/Treasurer.

**7.2 Responsibilities.** *The Executive Committee* shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) *To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.*
- (e) Members of the Executive committee will be elected from the Rural Leadership Assembly.

**7.3 Ratification.** Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

**7.4 Administration.** The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

**ARTICLE 8**

**COMMITTEES**

The President may establish committees of 2 or more members to serve at the discretion of the President. These committees would consist of such persons and perform such duties as the President designates from time to time; provided, however, that the committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Leadership Assembly.

**ARTICLE 9**

**SEAT ON THE OSBA’S BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE**

9.1 The Caucus shall appoint one officer from the Rural Leadership Assembly to serve as liaison to the OSBA Board of Directors and to be a voting member of the OSBA Board of Directors for a two year term. That liaison shall hold all of the rights and responsibilities of a member of the OSBA Board of Directors.

9.2 The Caucus shall appoint one member from the Rural Leadership Assembly to serve on the Legislative Policy Committee for a term of two years.

**ARTICLE 10**

**GENERAL PROVISIONS**

**10.1 Amendment of Bylaws**

10.1.1 Bylaws may be altered, amended, or replaced by a majority vote of the members of the Caucus who are present and voting at the annual meeting.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert’s Rules of Order, when they do not conflict with the Charter.

\*\*\*\*\*

The foregoing charter was adopted by the active membership of the OSBA Rural Caucus on (\_\_\_\_)month (\_\_\_\_) date (\_\_\_\_) year.



## *Resolution*

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### **Resolution to Ammend the OSBA's 2018 Bylaws**

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**WHEREAS**, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards; and

**WHEREAS**, in 2017, through a vote of the Membership, OSBA was incorporated under ORS Chapter 65 to nonprofit status and Bylaws replaced the Constitution.

**WHEREAS**, in 2018, through a vote of the Membership, the Bylaws were amended to expand the OSBA Board of Directors and the Legislative Policy Committee with representatives from the School Board Members of Color Caucus.

**WHEREAS**, The Bylaws have not been amended since 2018, the OSBA Board of Directors determined, based on its review of the proposed changes, that it was in the membership's best interest to amend the Bylaws; and

**WHEREAS**, the following only reflects a high-level overview of the proposed changes, all changes are reflected in the proposed bylaws.

- Clarification of the Membership voting process for both resolutions and bylaw amendments.
- Clarification of an exception to the term limits for the OSBA director serving as immediate past president.
- Clarification of the definition of a quorum for the OSBA Board of Directors.
- Combining the Finance and Budget Committees and outline the terms of the members.
- Adding a Rural School Boards Caucus representative to the Board of Directors and the Legislative Policy Committee (LPC).
- Adding language to reflect the School Board Members of Color Caucus representation on the LPC, which was inadvertently omitted during the 2018 amendment.
- Adding information regarding the PACE Board of Trustees under the Committees and Caucus section of the Bylaws.
- Adding language stating caucuses must comply with OSBA policies/guidelines and adding language to establish the Rural caucus.
- Edits to grammar, punctuation, and language for readability.

**WHEREAS**, after reviewing the recommended OSBA Bylaws as proposed by staff and legal counsel, the OSBA Board of Directors supports the recommendation to amend the Bylaws:

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the proposed Bylaws be submitted to the membership for consideration during the 2023 OSBA election; and

**BE IT FURTHER RESOLVED** that the proposed Bylaws and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

*Submitted by: OSBA Board of Directors*



# BYLAWS

As Amended by the Membership: December 2018

Suggested Revisions: September 23, 2023

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## SECTION 1 PURPOSE

~~A.~~ The Oregon School Boards Association (the “Association”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

~~B.A.~~ To work for the general advancement and improvement of the education of all public school children of the State of Oregon.

~~C.B.~~ To gather and disseminate information pertinent to the successful operation of public schools.

~~D.C.~~ To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.

~~E.D.~~ To work for adequate and dependable financial support for the public schools of this state.

~~F.E.~~ To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.

~~G.F.~~ To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.

~~H.G.~~ To study and interpret educational programs and to relate them to the needs of pupils.

~~I.H.~~ To promote public understanding of the role of school boards and school board members in the improvement of education.

~~J.I.~~ To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.

~~K.J.~~ To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.

~~L.K.~~ To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.

~~M.L.~~ To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

## SECTION 2 MEMBERS

**2.1 Admission.** All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

**2.1.1** Local School District as defined under ORS Chapter 332;

- 2.1.2** Education Service District as defined under ORS Chapter 334;
- 2.1.3** Community College District as defined under ORS Chapter 341;
- 2.1.4** State Board of Education as defined under ORS Chapter 326; and
- 2.1.5** Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

**2.2 Dues.** Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

**2.3 Reserved Powers of the Members.** The following corporate actions require the consent and approval of the members:

- 2.3.1** Election and removal of directors;
- 2.3.2** Election and removal of the Legislative Policy Committee (“LPC”) members;
- 2.3.3** Approval of resolutions to effectuate any of the following:
  - (a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
  - (b) Modification to the region descriptions set forth in Section 2.6.1; and the
  - (c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

**2.4 Voting Power.**

**2.4.1 Election of Directors and LPC Members.** For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

**2.4.2 Resolution.** For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

- (a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.
- (b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.
- (c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

- (d) K-12 Local Districts with an ADMr ~~between-of~~ 39,000.1 ~~and-above~~ or more shall have five votes.

## **2.5 Process of Approval of Member Resolutions.**

**2.5.1** Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

**2.5.2** The board of directors may call a special meeting of the members under Section 2.9, as necessary.

## **2.6 Regional Election of Directors and LPC Members**

**2.6.1 Regional Voting.** For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the county of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.

(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.

(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.

(m) Washington Region includes all of the members located in the county of Washington.

(n) Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

**2.6.2** Regional elections shall be taken by majority vote of the members within the region.

**2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.

**2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.

**2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

**2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.

**2.11 Place of Meetings.** Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

**2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot and or permitted to be taken at a members' meeting may be taken without a meeting if the Association will delivers a written ballot to every member entitled to vote on the matter. ~~A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.~~

~~**2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.~~

~~**2.13 Quorum and Voting.** A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members. A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.~~

~~**2.1.4 Approval:** With the exception of approving amendments to the Association's bylaws, which is outlined in Section 7.1 of these bylaws, approval by written ballot is effective when:~~

~~2.14.1 The number of votes cast by ballot equals or exceeds a quorum of the members;  
and~~

~~2.1.4.2 The number of approvals equals or exceeds a majority of the number of returned ballots.~~

## **SECTION 3 DIRECTORS**

**3.1 Powers.** Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a-the board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

**3.2 Qualifications.** Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

**3.3 Number.** The board of directors shall consist of not fewer than three nor more than 24-25 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.

**3.4 Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

**3.4.1** Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

**3.4.2** Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

**3.4.3** If a director serving as immediate past an officer~~president~~ requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

**3.5 Composition.** The board of directors will be comprised of up to 23 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, one designated director as defined in the bylaws of the Oregon Rural School Boards Caucus and ex-officio nonvoting members as delineated in Section 3.5.4.

**3.5.1 Regional Elected Directors.** Each region, as described under Section 2.6.1, shall elect one director except as follows:

- (a) Clackamas Region shall elect two directors;
- (b) Marion Region shall elect two directors;
- (c) Washington Region shall elect three directors; and
- (d) Multnomah Region shall elect three directors.
- (e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

**3.5.2 Regional Election.** The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot

shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

**3.5.3 Designated Representative.** ~~In accordance with their bylaws, caucuses of OSBA, The Oregon School Board Members of Color Caucus~~ shall appoint an officer a representative of the Caucus to serve as a director of the Association. ~~The appointee, as defined in the Caucus bylaws representative must, shall~~ be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

**3.5.4 Ex-Officio.** The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.
- (c) The immediate past president of the Oregon Association of School Executives;
- (d) The immediate past president of the Confederation of School Administrators;
- (e) The board section president of the Oregon Association of Education Service Districts;
- (f) The board section president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person as the board of directors may appoint.

**3.6 Vacancies.** In the event that any director position<sub>7</sub> other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region<sub>2</sub>, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in an OSBA caucus-designated director position~~the Members of Color Caucus' director position~~, then the ~~Caucus-caucus~~ shall, as set forth in Section 3.5.3, appoint a new Caucus caucus officer-representative to serve the remaining term.

**3.7 Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

**3.8 Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

**3.9 Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings at any location in ~~or out of~~ the State of Oregon.

**3.10 Notice of Meetings.** All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

**3.11 Waiver of Notice.** A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

~~**3.12 Quorum and Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before at the time the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.~~

~~**3.123.13 Voting:** If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.;~~

~~**3.133.14 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:~~

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

**3.143.15 Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**3.153.16 Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

## SECTION 4 COMMITTEES AND CAUCUSES

**4.1 Standing Committees.** The board of directors shall maintain the standing committees described below:

**4.1.1 Executive Committee.** The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.

**4.1.2 Finance Committee.** The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. ~~The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.~~

(a) Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term.

(b) The finance committee shall operate within the guidelines of the corporation's investment policy guidelines and the Finance Committee Operating Manual Guidelines.

**4.1.24.1.3 Legislative Policy Committee.** The board of directors shall maintain a Legislative Policy Committee (LPC).

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d) and one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus and the Oregon Rural School Boards Caucus. All committee members must be elected or appointed directors of a member. The vice president of the ~~board~~board of directors shall chair the LPC.

(c) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

(d) Election. Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(d). Such elections shall be held using the procedures described in Section 3.5.2.

~~(e)~~ Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

4.1.4 PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE bylaws Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. The nominees shall be elected by the OSBA Board of Directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.

(a) PACE Trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

**4.2 Other Board Committees.** The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

**4.3 Advisory Committees.** The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

**4.4 Caucuses.** Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. Caucuses shall:

**4.4.1** Clearly articulate the vision, mission and goals of the Caucus.

**4.4.2** Adopt bylaws for operating, programming and governing within the context of the Association bylaws described herein.

**4.4.3** Comply with Association policies and guidelines.

**4.4.34.4.4** Caucuses shall be added or eliminated to this provision through the amendment process described in these bylaws.

**4.4.5** With the adoption of this section, the The Oregon School Board Members of Color Caucus is was established by a vote of the membership in 2018.

**4.4.5** With the adoption of this sections, the Oregon Rural School Boards Caucus is established.

**4.5 Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

## **SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS**

**5.1 Appointment.** The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be

required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

**5.2 Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

**5.3 Compensation and Term of Office.** Officer terms are one calendar year. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**5.4 Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

**5.5 Officers.** The officers of the Association are as follows:

**5.5.1 President:** The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

**5.5.2 President-elect:** In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

**5.5.3 Vice president:** In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

**5.5.4 Secretary-treasurer:** The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

**5.5.5 Immediate past president:** The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

**5.5.6 Assistants:** The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

## **SECTION 6 NONDISCRIMINATION**

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, disability, or national origin.

## **SECTION 7 GENERAL PROVISIONS**

### **7.1 Amendment of Bylaws.**

**7.1.1** Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. ~~Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.~~

7.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

7.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

7.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

7.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

7.1.27.1.6 Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

**7.2 Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

**7.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

**7.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

**7.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

**7.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

**7.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

**7.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

**7.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

\* \* \* \* \*

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 14, 2018. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

DRAFT



**REPORT:** Administrative Polices & Regulations for Review (11/11/2023)

**PRESENTED BY:** Steve Cook, Superintendent

**EXECUTIVE SUMMARY:**

Bend-La Pine Schools has a two-part, policy and regulation review process. Part one 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 allows time for, and considers public feedback related to the proposed changes. Part two consists of the district review of feedback received and the presentation of the policies and regulations for adoption to the Board of Directors.

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

Policy / Regulation Title	Reason for Update
<b>IGAC-AR: Treatment of Religion in Schools</b>	<p>Revisions provide guidance when recognizing religious customs or beliefs in school settings as language updates to reflect current district practices and processes regarding student speech and dress, teaching and learning, celebrations and decorations. Language specific to employment has been removed as it is addressed in GBA-BP: Equal Employment Opportunity.</p> <p><b>IGAC-AR continues to be in review as the feedback received is being considered.</b></p>
<b>IKFB-AP: Graduation Requirements</b>	<p>New Administrative Policy            HB 2052 (2021) regarding Tribal Regalia was passed and became law, ORS 329.451(14) and recognizes and allows for American Indian / Alaska Native students to wear their tribal regalia or items of cultural significance at graduation and at other public-school ceremonies.</p>
<b>IKFB-AR: Wearing Items of Cultural Significance in Graduation Exercises</b>	<p>New Administrative Regulation            Regulation helps define culture appreciation and who to work with at each school with any questions in partnership with IKFB-AP.</p>

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on November 20, 2023.

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, November 12, 2023.



Bend-La Pine Schools believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The district wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs are planned by each district high school on the date selected by the district.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the school's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students who are in good standing<sup>1</sup> and who have successfully completed the requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma, or an alternative certificate, including a student participating in a district-sponsored alternative education program, and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises. Students in good standing have paid all fines are not on suspension or expulsion or have been approved by their principal to participate in graduation exercises.

Students who have extenuating circumstances beyond their control that warrant their participation in the graduation ceremony may appeal to their principal. Situations that may be considered extenuating include a lengthy illness that prevented the student from completing diploma requirements, a crisis in the family that requires the student to miss finals or other required course assignments. A student may be denied participation in graduation exercises for conduct that violates policy, administrative regulation and/or code of conduct provisions.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma, or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American, or other items of cultural significance.

1. HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. "Native American items of cultural significance" means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.
2. The district may prohibit an item or object that:
  - a. Is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or
  - b. Replaces a cap and gown customarily worn at a graduation ceremony.

**END OF ADMINISTRATIVE POLICY**

REVIEWED: 11/2023

APPROVED:

**POLICY / REGULATION CROSS REFERENCE**

IKF-AP  
IKF-AR  
IKFB-AR

**LEGAL REFERENCE**

[ORS 329.451](#)  
[ORS 332.107](#)  
[ORS 339.505](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-021-0060](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)

[ORS 343.295](#) | [OAR 581-022-2000](#) | [OAR 581-022-2502](#)  
31 OR. ATTY. GEN. OP. 428 (1964)  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683  
(2018); Nondiscrimination on the Basis of Sex in Education Programs or  
Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Kay v. David Douglas Sch. Dist. No. 40,1987); cert. den., 484 U.S. 1032 (1988).  
Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).  
Lee v. Weisman, 505 U.S. 577 (1992).  
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

<sup>1</sup>A student may be denied participation in graduation exercises for conduct that violates Board Policy, Administrative Policy and/or Regulation and/or code of conduct provisions.

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TITLE: WEARING ITEMS OF CULTURAL SIGNIFICANCE IN GRADUATION EXERCISES

Students eligible to participate in graduation exercises may wear items of cultural significance. Examples of items of cultural significance include, but are not limited to eagle feathers worn by students who identify as Native American, flower lei or maile lei worn by students who identify as Asian Pacific Islander, and stoles made of culturally significant fabric/cloths. Schools will adhere to the following protocol regarding items of cultural significance at graduation exercises:

1. All graduating students will be notified in an informational letter each school provides their students in preparation for graduation that they have the right to wear items of cultural significance during graduation exercises.
2. In determining whether to wear items of cultural significance during graduation exercises, students and families should consider cultural appreciation versus cultural appropriation. Cultural appreciation is the celebration of one's own culture or connecting cross-culturally while seeking to understand and learn. Cultural appropriation entails exploiting or taking an aspect of a culture that is not your own and using it for your own personal interest.
3. As a first step, students and/or parents/guardians who have any questions or concerns regarding items of cultural significance should connect directly with the principal or designee at their school.
4. As a next step, if students and/or parents/guardians have additional unanswered questions or concerns, they have the right to confer with the school principal, the district administrator who works with high schools, and/or the district administrator who oversees equity regarding items of cultural significance.

END OF ADMINISTRATIVE REGULATION

REVIEWED: 11/11/2023

APPROVED:

POLICY / REGULATION CROSS REFERENCE

IKF-AR  
IKFB-BP

LEGAL REFERENCE

[ORS 329.451](#) (14)  
HB 2052 (2021)

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