Bend-La Pine Schools
School Board Regular Meeting Agenda

January 10, 2023, 5:30 PM

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

1. **Call to Order**
   Speaker(s): Chair Barnes Dholakia
2. **Pledge of Allegiance**
   Speaker(s): Chair Barnes Dholakia
3. **Review of Agenda** 4
   Speaker(s): Chair Barnes Dholakia
   Description: Any changes to the Agenda after posting on January 6, 2023, are shown below.
   - Agenda Item: 11.C. Bend Education Foundation Ex-Officio Board Member Position was added to the Agenda on January 9, 2023.

   Attachments:

1.10.23 - Orden del Día de la Reunión Ordinaria de la Junta Escolar - BORRADOR 4

4. **District Recognitions**
   Speaker(s): Superintendent Cook
   A. Above and Beyond the Call of Duty Award
   B. National Board Certified Teacher (NBCT) Recognition 6
   Attachments:

Presentation: National Board Certification 6
Presentación: NBCT 23

   C. School Board Recognition Month 40
   Attachments:

School Board Appreciation Proclamation 2023 40

5. **Public Hearing**
   Speaker(s): Chair Barnes Dholakia
   Description: Construction Manager/General Contractor (CM/GC) Process Findings
6. **Public Comment** 41
   Speaker(s): Chair Barnes Dholakia
   Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, January 9, 2023.
   Attachments:

1.10.23 Public Comment 41

7. **Board Chair Report**
   Speaker(s): Chair Barnes Dholakia
8. **Superintendent's Report**

Bend-La Pine Schools meetings comply with open meeting laws and accessibility requirements. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least 48 hours prior to the scheduled meeting date. Thank you.

Speaker(s): Superintendent Cook

9. 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.

A. Approval of Minutes 42

Description: December 13, 2022, Regular Board Meeting

Reference: ORS 192.650 and ORS 332.057

Attachments:

12.13.22 Minutes - DRAFT 42

B. Approval of Personnel Recommendations 48

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

Reference: ORS 332.505

Attachments:

Certified Board Report 1.10.23 48

Classified Board Report 1.10.23 50

C. Approval of Board Policies 51

Attachments:

Executive Summary: Board Policies for Adoption 51

EEA-BP: Student Transportation Services - draft 12.2022 52

10. Consent for Information

Speaker(s): Chair Barnes Dholakia

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

A. Approval of Administrative Policies and Regulations 54

Attachments:

Executive Summary: Administrative Policies and Regulations for Adoption 54

EEA-AR: Transportation Procedures - draft 12.2022 55

GBL-AP: Personnel Records - draft 11.2022 58

GBLA-AR: Disclosure of Information - 12.2022 62

GBN/JBA-AR(1): Sexual Harassment Complaint Procedure - draft 12.2022 63

GBN/JBA-AR(1): 12.14-12.27 Policy Public Comment 67

GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure - draft 12.2022 68

GBN/JBA-AR(2): 12.14-12.27 Policy Public Comment 75

11. Action Items

A. Construction Manager/General Contractor (CM/GC) Process 76

Speaker(s): Doug Pigman, Executive Director of Facilities

Attachments:

Executive Summary: Construction Manager/General Contractor (CM/GC) Construction Method 76

Resolution 1942: CMGC 77

B. Annual Comprehensive Financial Report 2021-22 83

Speaker(s): Leah Bibeau, Finance Director

Attachments:

Executive Summary: ACFR FY 2021-22 83

ACFR - Final 84

C. Bend Education Foundation Ex-Officio Board Member Position 268

Speaker(s): Chair Barnes Dholakia

Attachments:

Executive Summary: Education Foundation Ex-Officio Board Member

12. Reports

A. Finance Report 269
Speaker(s): Leah Bibeau, Finance Director
Description: 2nd Quarter Report
Attachments:

Financial Statements January 2023 269

B. High Desert Educational Service District (HDESD) Annual Alternative Learning Options (ALO)/Charter School Comprehensive Report 271
Speaker(s): Kathy McCollum, HDESD Director of Alternative Learning Options
Attachments:

Bend-La Pine Complete ALO Report - 2021-2022 271
Presentation: ALO/Charter School Report for School Year 2021-22 369
Presentación: Informe de ALO/Escuela autónoma para el año escolar 2021-22 381

C. Healthy Schools Initiative Presentation 393
Speaker(s): Dr. Aimee Snyder, Prevention and Health Promotion Supervisor, Deschutes County Health Services
Attachments:

Presentation: Healthy Schools 2021-22 Annual Report 393
Presentación: Informe Anual Escuelas de Salud 21-22 415

13. Discussion

A. Board Policies in Review 437
Speaker(s): Chair Barnes Dholakia
Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, January 11, 2023, through Tuesday, January, 24, 2023, via Google Form.
Attachments:

Executive Summary: Board Policies for Review 437
JED-BP: Student Absences & Excuses - draft 1.10.23 438

14. Administrative Policy and Regulation Report
Speaker(s): Chair Barnes Dholakia

A. Administrative Policies and Regulations in Review 439
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, January 11, 2023, through Tuesday, January 24, 2023, via Google Form.
Attachments:

Executive Summary: Administrative Policies and Regulations for Review 439
DJ-AR: Public Contracting Rules & Procedures - draft 1.2023 440
DJC-AR: Purchasing Authorities & Limits - draft 1.2023 462
EBBAB-AR: Bloodborne Pathogens Manual - 1.10.23 464
IICA-AR: Field Trips & Special Activities - draft 1.10.23 495
IKAD-AR: Grade Reduction - 1.10.23 498
JEA-AP: Compulsory Attendance - draft 1.10.23 499
JEA-AP: Attendance Notification - 1.10.23 504

15. Board Comments
Description: An opportunity for board members to provide comments or reflections.

16. Adjourn
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for February 14, 2023.

Escuelas de Bend-La Pine
Agenda de la Reunión Ordinaria de la Mesa Directiva Escolar - BORRADOR

10 de enero de 2023, 5:30 PM

Ubicación:
Centro de Educación, Sala de Juntas #314
520 NW Wall Street
Bend, OR 97703

1. Llamada al Orden
   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
   Ponente(s): Superintendente Cook
   A. Premio Campeón de Estudiantes
   B. Profesor Certificado por la Junta Nacional (NBCT, por sus siglas en inglés)
   C. Mes de reconocimiento de las Mesas Directivas
5. Comentario Público
   Ponente(s): presidenta Barnes Dholakia
   Description: Hallazgos del proceso del gerente de construcción/contratista general (CM/GC, por sus siglas en inglés)
6. Public Comment
   Ponente(s): presidenta Barnes Dholakia
   Descripción: Este es un tiempo previsto para que las personas se dirijan a la Mesa Directiva. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del lunes, 9 de enero de 2023.
7. Reporte de la presidenta de la Mesa Directiva
   Ponente(s): presidenta Barnes Dholakia
8. Reporte del superintendente
   Ponente(s): superintendente Cook
9. Consentimiento para la acción
   Ponente(s): presidenta Barnes Dholakia
   Descripción: Los elementos que son de naturaleza rutinaria se colocan en la Agenda de Consentimiento. Cualquier elemento incluido en el consentimiento para la acción puede eliminarse a petición de cualquier miembro de la Mesa Directiva antes del momento en que se realiza la votación. Todos los elementos restantes del consentimiento para la acción se eliminan en una sola moción.
   A. Aprobación de Minutas

Las reuniones de Escuelas de Bend-La Pine cumplen con las leyes de reuniones abiertas y los requisitos de accesibilidad. Por favor, comuníquese con Escuelas de Bend-La Pine al 541-355-1001 si necesita adaptaciones para participar en la reunión de la Mesa Directiva. Llame al menos 48 horas antes de la fecha de la reunión programada. Gracias.

Descripción: 13 de diciembre de 2023, reunión ordinaria de la Mesa Directiva; *Referencia: ORS 192.650 y ORS 332.057*

B. Aprobación de recomendaciones del personal
Descripción: Renuncias, jubilaciones y recomendación de contrataciones de personal administrativo, licenciado, clasificado y confidencial; Referencia: ORS 332.505

C. Aprobación de las políticas de la Mesa Directiva

10. Consentimiento para información
Ponente(s): presidenta Barnes Dholakia
Descripción: Los elementos que son de naturaleza rutinaria y con fines informativos se colocan en el Consentimiento para la información.

A. Aprobación de políticas y reglamentos administrativos

11. Elementos de acción

A. Proceso del gerente de construcción/contratista general (CM/GC, por sus siglas en inglés)
Ponente(s): Doug Pigman, director ejecutivo de Instalaciones

A. Informe financiero integral anual 2021-22
Ponente(s): Leah Bibeau, directora financiera

12. Informes

A. Informe financiero
Ponente(s): Leah Bibeau, directora financiera
Descripción: Informe del 2° trimestre

B. Informe anual integral de Opciones de Aprendizaje Alternativo (ALO, por sus siglas en inglés) /escuela chárter del Distrito de Servicios Educativos de High Desert (HDESD, por sus siglas en inglés)
Ponente(s): Kathy McCollum, directora de Opciones Alternativas de Aprendizaje de HDESD

C. Presentación de la Iniciativa Escuelas Saludables (Healthy Schools Initiative, por su nombre en inglés)
Ponente(s): Tami Pike, subdirectora de Servicios de Salud

13. Discusión

A. Políticas de la Mesa Directiva en revisión
Ponente(s): presidenta Barnes Dholakia
Descripción: Políticas de la Mesa Directiva, Procesos de gobierno, Limitaciones ejecutivas, Metas de la Mesa Directiva y Vínculos del personal de la Mesa Directiva que requieren la revisión de la Mesa Directiva Escolar. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 11 de enero de 2023 hasta el martes 24 de enero de 2023 a través del formulario de Google.

14. Informe de política y reglamento administrativo
Ponente(s): presidenta Barnes Dholakia

A. Políticas y reglamentos administrativos en revisión
Ponente(s): superintendente Cook
Descripción: Lista de políticas y/o reglamentos que actualmente están bajo revisión por el Distrito. Se aceptan comentarios públicos sobre las políticas en revisión a partir del miércoles 11 de enero de 2023 hasta el martes 24 de enero de 2023 a través del formulario de Google.

15. Comentarios de la Mesa Directiva
Descripción: Una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios o reflexiones

16. Levantamiento de la sesión
Descripción: Se levanta la sesión con la próxima reunión regular de la Mesa Directiva Escolar programada para el 14 de febrero de 2023.

NATIONAL BOARD CERTIFICATION

ELEVATING TEACHING AND LEARNING

We are proud to be a

National Board

Accomplished District

#TeamNBCT

2022 New National Board Certified Teachers

Bekki Tucker, Caldera HS
Whitney Thelan, High Lakes Elem
Allison Barrett, Lava Ridge Elem
Nina Sarroub-Boyd, Summit HS
Ross White, La Pine Elem



BEKKI TUCKER

Caldera High School

“This process helped guide me to reflect on my teaching practices and learn how to make changes based on student and industry need. It helped me understand why I do what I do in my classroom as a teacher and how to articulate that to others.”



WHITNEY THELAN

High Lakes Elementary



"Carefully examining my teaching practice through the NBCT lens has been a rigorous journey full of growth. Reflecting on the "why" behind what I do and how each move impacts student learning has led to an evolution in every part of my planning and classroom culture. I am endlessly thankful for my community and all I have learned from the students, colleagues, families, and friends that made this journey possible."

ALLISON BARRETT

Lava Ridge Elementary

“Going through the process of becoming nationally board certified was the best professional development as it forced me to take a deeper look at my teaching, to better myself as an educator and the students I serve. I strive to be a life-long learner and continue to make positive changes to my practice! My goal is to foster life-long learners who take pride in their work and push themselves to do their very best. I can only push that goal on my students if I, as their teacher, model this in my own life. ”



NINA SARROUB-BOYD

Summit High School

“The NBCT process helped me strengthen my teaching practice by being more reflective through strategies that engage diverse learners. While I thought I knew a lot about differentiation and meeting students’ needs, certification helped me find new ways to connect with students and their emotional, developmental and academic needs. The renewed energy and inspiration for teaching is worth every moment of the NBCT journey! ”



ROSS WHITE

La Pine Elementary

“The National Board Process has refined my ability to intentionally reflect on my teaching with a focus on student learning.”



2022 Maintaining National Board Certified Teachers

Kari Sue, Ponderosa Elem
Julie Montoya, Caldera HS
Connie Montgomery, Three Rivers
Heidi Friesen, Bend Senior HS
Marni Pittam, Summit HS
Lindsey Manitsas, Bear Creek Elem
Karen Corson, Pilot Butte MS
Nicole Ricketts, Ponderosa Elem
Lisa Nye, Bend Senior HS
Mara Richardson, WE Miller Elem
Cindy Perkins, Juniper Elem
Sarah Spernak, Bend Senior HS





CONNIE MONTGOMERY

Three Rivers Elementary

”Every moment is an opportunity to discover what my students know and what they need to know. The National Board Certification process required me to dig deep, research, plan, question, and reflect upon my instructional practices…then, do it again and again. This helped me understand and address my students’ unique challenges, strengths, and goals. My students continue to benefit from these impactful practices today.”



CINDY PERKINS

Juniper Elementary

“National Boards helped me learn the 'why' behind all the decisions I make on a daily basis in my teaching. Because of the National Board process, I'm more reflective and intentional with my lessons and teaching."



JULIE MONTOYA

Caldera High School

"My maintenance of certification allowed me to reflect on my leadership roles in the district. As with my initial certification, National Boards has detailed standards that exemplify a highly effective practitioner. These continue to serve as my guide and gave me both the vision and push to facilitate the World Language materials adoption in 2022 and to explore equitable strategies that had a positive impact on all students and reduced student failure for the most vulnerable populations."



NICOLE RICKETTS

Ponderosa Elementary

“Going through the National Board Certification process has made daily reflection and actively searching new personal learning regular habits. These habits have improved my teaching and therefore positively impacts my students learning to the best of my ability.”

KAREN CORSON

Pilot Butte Middle School



“The NBCT process and certification with English as a New Language have made me a better person in all of my roles, especially as an educator/advocate for our English Language Learners and their families.”



MARNI PITTAM

Summit High School

"What I love so much about National Boards and its process is how it places students at the very center of all we do. It has helped my teaching stay rooted in deeply knowing my students as learners and as individuals, and in pushing me towards creating and participating in learning communities of reflection, representation & belonging."



HEIDI FRIESEN

Bend Senior High School

“National Boards caused me to reflect on how I have grown in my teaching practice, honed my skills as an educator, and improved my ability to listen to each student so as to tailor learning to their unique journey toward understanding the nature of science.”



LISA NYE

Bend Senior High School

“I would like to thank Bend-La Pine for its support to pursue National Board Certifications. In the process, I thought more about how I am teaching and what my students are learning. I'm inspired to keep improving and advocating for giving our students and teachers the support they need. ”

KARI SUE
Ponderosa Elementary School

LINDSEY MANITSAS
Bear Creek Elementary

MARA RICHARDSON
W.E.Miller Elementary

SARAH SPERNAK
Bend Senior High School

NATIONAL BOARD CERTIFICATION

ELEVANDO LA ENSEÑANZA Y EL APRENDIZAJE

We are proud to be a

National Board

Accomplished District

#TeamNBCT

2022 Nuevos maestros certificados por la Junta Nacional

Bekki Tucker, Caldera HS
Whitney Thelan, High Lakes Elem
Allison Barrett, Lava Ridge Elem
Nina Sarroub-Boyd, Summit HS
Ross White, La Pine Elem



BEKKI TUCKER

Escuela Preparatoria Caldera

“Este proceso me ayudó a guiarme para reflexionar sobre mis prácticas docentes y aprender a hacer cambios en función de las necesidades de los estudiantes y la industria. Me ayudó a entender por qué hago lo que hago en mi salón de clases como maestra y cómo articular eso a los demás”.



WHITNEY THELAN

Escuela Primaria High Lakes



“Examinar cuidadosamente mi práctica docente a través de la lente NBCT ha sido un viaje riguroso lleno de crecimiento. Reflexionar sobre el "por qué" detrás de lo que hago y cómo cada movimiento impacta el aprendizaje de los estudiantes ha llevado a una evolución en cada parte de mi planificación y cultura del aula. Estoy infinitamente agradecido por mi comunidad y todo lo que he aprendido de los estudiantes, colegas, familias y amigos que hicieron posible esta travesía”.

ALLISON BARRETT

Primaria Lava Ridge

“Pasar por el proceso de obtener la certificación de la junta nacional fue el mejor desarrollo profesional, ya que me obligó a analizar más profundamente mi enseñanza, para mejorarme a mí mismo como educador y a los estudiantes a los que sirvo. ¡Me esfuerzo por ser un aprendiz de por vida y continuar haciendo cambios positivos en mi práctica! Mi objetivo es fomentar aprendices de por vida que se enorgullecen de su trabajo y se esfuerzan por dar lo mejor de sí mismos. Solo puedo impulsar esa meta en mis alumnos si yo, como su maestro, modelo esto en mi propia vida. ”



NINA SARROUB-BOYD

Escuela Preparatoria Summit

“El proceso NBCT me ayudó a fortalecer mi práctica docente al ser más reflexiva a través de estrategias que involucran a estudiantes diversos. Si bien pensé que sabía mucho sobre la diferenciación y el satisfacer de las necesidades de los estudiantes, la certificación me ayudó a encontrar nuevas formas de conectarme con los estudiantes y sus necesidades emocionales, académicas y de desarrollo. ¡La energía renovada y la inspiración para la enseñanza valen cada momento de la travesía que ha sido NBCT! ”



ROSS WHITE

Primaria La Pine

“El Proceso de la Junta Nacional ha refinado mi capacidad para reflexionar intencionalmente sobre mi enseñanza con un enfoque en el aprendizaje de los estudiantes”.



2022 Mantenimiento de maestros certificados por la Junta Nacional

Kari Sue, Ponderosa Elem
Julie Montoya, Caldera HS
Connie Montgomery, Three Rivers
Heidi Friesen, Bend Senior HS
Marni Pittam, Summit HS
Lindsey Manitsas, Bear Creek Elem
Karen Corson, Pilot Butte MS
Nicole Ricketts, Ponderosa Elem
Lisa Nye, Bend Senior HS
Mara Richardson, WE Miller Elem
Cindy Perkins, Juniper Elem
Sarah Spernak, Bend Senior HS





CONNIE MONTGOMERY

Escuela Primaria Three Rivers

“Cada momento es una oportunidad para descubrir lo que mis alumnos saben y lo que necesitan saber. El proceso de Certificación de la Junta Nacional me exigió profundizar, investigar, planificar, cuestionar y reflexionar sobre mis prácticas de instrucción... luego, hacerlo de nuevo una y otra vez. Esto me ayudó a comprender y abordar los desafíos, fortalezas y objetivos únicos de mis alumnos. Mis estudiantes continúan beneficiándose de estas prácticas impactantes hoy”.



CINDY PERKINS

Primaria Juniper

“La Junta Nacional me ayudo a aprender el 'por qué' detrás de todas las decisiones que tomo a diario en mi enseñanza. Debido al proceso de la Junta Nacional, soy más reflexivo e intencional con mis lecciones y enseñanza".



JULIE MONTOYA

Escuela Preparatoria Caldera

"El mantenimiento de mi certificación me permitió reflexionar sobre mis roles de liderazgo en el distrito. Al igual que con mi certificación inicial, las Juntas Nacionales tienen estándares detallados que ejemplifican a un/a profesional altamente efectivo. Estos continúan sirviendo como mi guía y me dieron tanto la visión como el impulso para facilitar la adopción de materiales de idiomas del mundo en 2022 y para explorar estrategias equitativas que tuvieron un impacto positivo en todos los estudiantes y redujeron el fracaso estudiantil para las poblaciones más vulnerables



NICOLE RICKETTS

Primaria Ponderosa

“Pasar por el proceso de certificación de la Junta Nacional ha provocado una reflexión diaria y la búsqueda activa de nuevos hábitos regulares de aprendizaje personal. Estos hábitos han mejorado mi enseñanza y, por lo tanto, tienen un impacto positivo en el aprendizaje de mis alumnos en la medida de mis habilidades”.

KAREN CORSON

Escuela Secundaria Pilot Butte



“El proceso NBCT y la certificación de Inglés Como Nuevo Idioma me han convertido en una mejor persona en todos mis roles, especialmente como educador/defensor de nuestros estudiantes del idioma inglés y sus familias”.



MARNI PITTAM

Escuela Preparatoria Summit

"Lo que más me gusta de las Juntas Nacionales y su proceso es cómo coloca a los estudiantes en el centro mismo de todo lo que hacemos. Ha ayudado a que mi enseñanza se mantenga arraigada en conocer profundamente a mis estudiantes como aprendices y como individuos, y me empuja a crear y participar en comunidades de aprendizaje de reflexión, representación y pertenencia".



HEIDI FRIESEN

Escuela Preparatoria Superior de Bend
(Bend Senior High)

“Las Juntas Nacionales me hicieron reflexionar sobre cómo he crecido en mi práctica docente, perfeccionado mis habilidades como educador y mejorado mi capacidad de escuchar a cada estudiante para adaptar el aprendizaje a su travesía única hacia la comprensión de la naturaleza de la ciencia”.



LISA NYE

Escuela Preparatoria Superior de Bend
(Bend Senior High)

“Me gustaría agradecer a Bend-La Pine por su apoyo para obtener las Certificaciones de la Junta Nacional. En el proceso, pensé más en cómo estoy enseñando y qué están aprendiendo mis alumnos. Estoy inspirado para seguir mejorando y abogando por brindar a nuestros estudiantes y maestros el apoyo que necesitan.”

KARI SUE
Escuela Primaria Ponderosa

LINDSEY MANITSAS
Primaria Bear Creek

MARA RICHARDSON
W.E.Miller Elementary

SARAH SPERNAK
Escuela Preparatoria Superior de Bend
(Bend Senior High)

Administrative School District No. 1
Bend-La Pine Schools

School Board Appreciation Month Proclamation

WHEREAS, school boards create a vision for what students should know and be able to do;

WHEREAS, school boards establish clear standards for student performance;

WHEREAS, school boards ensure that student assessments are tied to established standards;

WHEREAS, school boards are accountable to the community for operating schools that support student achievement;

WHEREAS, school boards align school district resources to ensure that students meet standards;

WHEREAS, school boards create a climate that supports the philosophy that all children can learn at high levels;

WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

WHEREAS, school boards are committed to continuous education and training on issues related to student achievement;

NOW, THEREFORE, we hereby declare our appreciation to the members of the Bend-La Pine Schools School Board and proclaim the month of January to be School Board Recognition Month.

We urge all citizens to join us in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Adopted this _____ day of _____, 2023

Signed: Attest:

_____ _____

Superintendent Board Clerk

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

PUBLIC COMMENT

January 10, 2023

No requests for public comment were received.

Bend-La Pine Schools

School Board Regular Meeting Minutes

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

Meeting Date: December 13, 2022

Board Members

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

Carrie McPherson Douglass joined the meeting at 5:39 p.m.

1. **Call to Order**
   Speaker(s): Chair Barnes Dholakia
   Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:34 p.m. ASL interpreters were Kayla Celedon and Kaitlyn Oldham. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS SchoolBoard YouTube page.
2. **Pledge of Allegiance**
   Speaker(s): Chair Barnes Dholakia
   Discussion: The Pledge of Allegiance was led by Chair Barnes Dholakia.
3. **New Board Member Oath of Office**
   Speaker(s): Chair Barnes Dholakia
   Attachments: Oath of Office
   Discussion: Vice Chair Marcus LeGrand led the swearing in of incoming board member Kina Chadwick.
4. **Review of Agenda**
   Speaker(s): Chair Barnes Dholakia
   Description: Any changes to the Agenda after posting on December 9, 2022, are shown below.
   Attachments: 12.13.22 - Orden del día - BORRADOR
   Discussion: There were no changes to the agenda.
5. **District Recognitions**
   A. **Champion for Students Award**
      Speaker(s): Superintendent Cook

DRAFT: Pending Board Approval

Discussion: Superintendent Cook presented the Champion for Students award to Mike Bailey for his volunteer work at Elk Meadow Elementary over the last five years. He was honored for his consistency, patience, hard work and willingness to help.

6. Public Hearing

Speaker(s): Chair Barnes Dholakia

Description: Construction Manager/General Contractor (CM/GC) Process Findings

Discussion: The regular meeting was recessed at 5:42 p.m. for a public hearing to hear testimony regarding the proposed finding of facts for the use of the CM/GC alternative contracting method for the Bend High School remodel projects. There were no requests to provide public testimony. It was noted that the board was scheduled to take action on the CM/GC process later in the meeting. The regular meeting was reconvened at 5:43 p.m.

7. Public Comment

Speaker(s): Chair Barnes Dholakia

Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, December 12, 2022.

Attachments: 12.13.22 Public Comment

Discussion:

Chair Barnes Dholakia shared that the Board and District leadership value communication from students, families, staff, and community members as it helps to guide the work of Bend-La Pine Schools. She noted four individuals had requested to provide public comment.

Kristina Ebner, a teacher at La Pine Elementary, addressed inclement weather conditions and the district policies and regulations related to the topic.

Mark Molner, a former BLS teacher and current HDESD substitute teacher, asked the Board to make a conscious effort to increase school visits and spend time in classrooms having conversations with teachers about their work.

Bella Callfas and Lily Eckert, Bend High School students, addressed Board Resolution 1884, Call to Climate Action. They asked the board to participate in student-led environmental meetings and to create concrete agreements to commit to sustainability in all future projects.

Chair Barnes Dholakia asked Superintendent Cook to address the public comments received on policy JG-BP included in the Consent for Action. Cook noted that the majority of the restorative practices comments on the policy are regarding implementation of the policy as opposed to the structure of the policy. He noted that there are ongoing conversations with the teacher's union to find a good path forward.

Barnes Dholakia asked for a future report from Jackie Wilson, Sustainability Specialist, on district sustainability projects. She also asked that the student environmental group be considered in the development of the student voice committee.

8. Consent for Action

Speaker(s): Chair Barnes Dholakia

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

Action(s):

I move to approve the Consent for Action as presented. This motion, made by Marcus LeGrand and seconded by Amy Tatom, Carried.

Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea

DRAFT: Pending Board Approval

Voting Summary: Yea: 6, Nay: 0, Absent: 1

A. Approval of Minutes

Description: November 8, 2022, Regular Board Meeting and November 15, 2022, Special Board Meeting
Reference: ORS 192.650 and ORS 332.057
Attachments: 11.8.22 Minutes – DRAFT and 11.15.22 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 12.13.22 and Classified Board Report 12.13.22

C. Approval of Board Policies

Attachments: Executive Summary: Board Policies for Adoption, IGDJ-BP: Interscholastic Athletics & Activities - draft 11.8.22, JG-BP: Student Conduct & Discipline - draft 10.2022, JG-BP Policy Public Comment with BLS Response, and Board Ends/Results - draft 12.13.22

9. Consent for Information

Speaker(s): Chair Barnes Dholakia
Description: Items that are routine in nature and for informational purposes only are placed on the Consent for Information.
Discussion: Superintendent Cook noted that the district was adopting EBCD-AR and IGDK-AR. He addressed the public feedback received on EBCD-AR noting that the regulation is generalized to provide flexibility in day-to-day operations. Cook shared that there is an opportunity for additional conversations regarding the regulation and that the district continues to work to manage all variables when it comes to weather-related issues.

A. Approval of Administrative Policies and Regulations

Attachments: Executive Summary: Administrative Policies and Regulations for Adoption, EBCD-AR: Delays & School Closures - draft 11.8.22, IGDK-AR: Non-District Sponsored Study, Tours, Trips & Competitions - draft 11.8.2022, and EBCD-AR 11.9-11.22 Policy Public Comment with BLS Response

10. Action Items

A. Land Purchase

Speaker(s): Mike Tiller, Executive Director of Facilities
Action(s): I move to approve Resolution 1941 as presented. This motion, made by Carrie McPherson Douglass and seconded by Amy Tatom, Carried.
Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1
Attachments: Executive Summary: Land Purchase Resolution, Map: Bend High Campus and 606 SE Glenwood Drive, and Resolution 1941: Purchase of Property at 606 SE Glenwood Drive
Discussion: Mike Tiller, Executive Director of Facilities, shared that the district has the opportunity to purchase .79 acres near Bend Senior High School to increase the school footprint as the work on the master plan begins. The Bend High campus is currently the smallest high school campus in the district.

B. Construction Manager/General Contractor (CM/GC) Process

Speaker(s): Mike Tiller, Executive Director of Facilities
Action(s): I move to approve Resolution 1940 as presented. This motion, made by Amy Tatom and seconded by Shirley Olson, Carried.
Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1
Attachments: Executive Summary: Construction Manager/General Contractor (CM/GC) Construction Method and Resolution 1940: Construction Manager/General Contractor Process
Discussion: Mike Tiller, Executive Director of Facilities, shared that the construction project at Bend High will be a complex project that is expected to take 3-6 years. The district has the option of using the non-traditional CM/GC process which will allow the contractor to work directly with the architect on design

DRAFT, Pending Board Approval

of the project from the beginning. The process was previously used with the Amity Creek Elementary and Juniper Elementary projects.

Chair Barnes Dholakia shared that Mike Tiller has been with the district since 1990 and is retiring at the end of December. She thanked him for his service.

C. Sale of Bonds and Certification of Bond Election Results

Speaker(s): Leah Bibeau, Finance Director
Action(s): I move to approve Resolution 1939 as presented. This motion, made by Amy Tatom and seconded by Carrie McPherson Douglass, Carried.
Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1
Attachments: Executive Summary: Bond Resolution, Deschutes County 11.8.22 Election Results, and Resolution 1939: Sale of Bonds and Certification of Bond Election Results
Discussion: Leah Bibeau, Finance Director, noted that with the approval of the bond measure in the November election, a resolution is required to authorize staff to issue bonds as well as to certify the results of the bond measure.

D. Budget Committee Vacancies

Speaker(s): Leah Bibeau, Finance Director
Action(s): I move to reappoint Cara Marsh Rhodes to a 3-year term in the position 5 seat on the Bend-La Pine Schools' Budget Committee and advertise the vacant position 4 seat to the community. This motion, made by Melissa Barnes Dholakia and seconded by Kina Chadwick, Carried.
Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Absent, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 6, Nay: 0, Absent: 1
Attachments: Executive Summary: Budget Committee
Discussion: Leah Bibeau, Finance Director, shared that there are two openings on the budget committee. Cara Marsh-Rhodes and Matt Hillman's terms ended June 30, 2022. Cara has expressed interest in continuing on the committee and Matt will not be returning to the committee.

Chair Barnes Dholakia recommends that the Board reappoint Cara to a three-year term on the committee and to open the other position to the public to apply. The application process will be finalized before posting with applications due by January 20, 2023. Deliberations on finalists is expected to take place during the February 14, 2023, board meeting.

Barnes Dholakia thanked Matt Hillman for his six years of service to the Budget Committee.

E. Bend Education Foundation Ex-Officio Board Member Position

Speaker(s): Chair Barnes Dholakia
Attachments: Executive Summary: Education Foundation Ex-Officio Board Member
Discussion: Chair Barnes Dholakia shared that Director Montgomery has resigned her position as the ex-officio board member on the Board of Directors for the Education Foundation for Bend-La Pine Schools. She inquired if there was any interest from any board member to fill the seat. Board members asked for a job description that includes meeting requirements before taking action. Board Clerk Bojanowski will gather information and forward to Chair Barnes Dholakia.

11. Reports

A. Board Ends/Results

Speaker(s): Dave VanLoo, Director of School Improvement
Description: Report on item 1 of Board Ends/Results
Attachments: Executive Summary: Progress Report Board End #1, Presentation: Board Ends #1 Results December 2022, and Presentación: Finaliza Directorio #1 Resultados Diciembre 2022

DRAFT - Pending Board Approval

Discussion: Dave VanLoo, Director of School Improvement, reported on Board End 1 the measures on building a strong academic foundation. He noted that the focus is asking whether, as a system, if we are making an impact on the things that we can make an impact on. He provided data from ODE which shows our district compared to four others in the state, noting that in all aspects our district rates very similarly in all categories. It was noted that the report compares 2018-19 data to data from 2021-22. Data specifically related to each of the ends from 1A through 1F were discussed.

B. Staff Recruitment, Retention, and Diversity

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

Attachments: Executive Summary: BLS Staffing Report, Presentation: BLS Staffing Report, and Presentación: Informe de dotación de personal de BLS

Discussion: Steve Herron, Chief Human Resources Officer, discussed staffing levels and staff demographics, student/staff demographic comparisons, and hiring trends and patterns. He noted that with the implementation of the new HRIS system, data collection will be easier to obtain and will be more accurate. The goal of the district continues to be that staff demographics accurately represent student demographics. He discussed hiring actions in the 2021-22 fiscal year, noting that the goal is to move the hiring trend earlier in the calendar year. Herron highlighted the next steps in regards to recruitment actions and systemic actions.

C. Chair Report

Speaker(s): Chair Barnes Dholakia

Discussion: Chair Barnes Dholakia thanked the 60% of the voters that passed the school bond measure in the November election.

She noted that in November, several board members attended the OSBA conference. Director Shirley Olson shared that each board member attended different sessions to ensure they gathered as much information as possible and shared that the presentations on student voice were very powerful.

Director Amy Tatom provided an update on public health in regards to current respiratory illnesses in the community. She urged the community to be cautious and considerate and to wear masks for the next 6-8 weeks.

D. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook shared that he, alongside several other district staff, attended the state Law Conference last week. He noted that the Oregon Paid Leave Act becomes effective at the beginning of the year. Cook shared that on January 4th the HDESD is hosting the K-12 Legislative Forum to discuss priorities for the upcoming legislative session. He also gave a shoutout to the BLS IT staff that are in the process of learning meeting production so they can produce board meetings in the near future and to the team from Hand in Hand Productions for their excellent work over the last year and a half producing board meetings.

12. Discussion

A. Board Policies in Review

Speaker(s): Chair Barnes Dholakia

Description: Board Policies, Governance Processes, Executive Limitations, Board Ends, and Board Staff Linkages that require School Board review. Public feedback regarding the policies in review is accepted beginning Wednesday, December 14, 2022, through Tuesday, December 27, 2022, via Google Form.

Attachments: Executive Summary: Board Policies in Review and EEA-BP: Student Transportation Services - draft 12.2022

Discussion: Chair Barnes Dholakia noted that EEA-BP: Student Transportation Services is currently being reviewed by the Board. It has undergone a full rewrite to reflect legal requirements and incorporate equity focused on student transportation services and has been renamed from an administrative policy (AP) to a board policy (BP).

DRAFT, Pending Board Approval

13. 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, December 14, 2022, through Tuesday, December 27, 2022, via Google Form.

Attachments: Executive Summary: Administrative Policies and Regulations in Review, EEA-AR: Transportation Procedures - draft 12.2022, GBL-AP: Personnel Records - draft 11.2022, GBLA-AR: Disclosure of Information - 12.2022, GBN/JBA-AR(1): Sexual Harassment Complaint Procedure - draft 12.2022, and GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure - draft 12.2022

Discussion: Superintendent Cook shared that EEA-AR, GBL-AP, GBLA-AR, GBN/JBA-AR(1), and GBN/JBA-AR(2) are currently being reviewed by the District.

EEA-AR: Transportation Procedures includes updated language to reflect student transportation legal requirements, alignment with current district practice and also incorporates equity.

GBL-AP: Personnel Records is a complete rewrite and now includes disclosure of information language that was previously in GBLA-AR.

GBLA-AR: Disclosure of Information is recommended for deletion as the information is now included in GBL-AP.

GBN/JBA-AR(1): Sexual Harassment Complaint Procedure was previously consolidated into AC-AR and addresses reporting and investigation procedures for a sexual harassment complaint.

GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedures was also previously consolidated into AC-AR and addresses reporting and investigation procedures for a Title IX (9) sexual harassment complaint.

14. Board Comments

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

Discussion: Director Carrie McPherson Douglass expressed a sincere hope that staff are able to rest and rejuvenate over the holiday break.

Director Kina Chadwick expressed thanks for being on the Board and looks forward to contributing more in the coming months.

Director Amy Tatom welcomed Kina to the Board.

Chair Melissa Barnes Dholakia shared her appreciation for Kina joining the Board and for the other 17 applicants that applied for the position. She also appreciated all of the staff and students that participated in the Bend holiday parade.

15. Adjourn

Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for January 10, 2023.

Discussion: Chair Barnes Dholakia adjourned the meeting at 8:03 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: January 3, 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 January 10, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bures, Karen	Special Programs Learning Specialist Job #5445	District Wide	Temporary Full Time	12/08/2022
Needham, Alexander	Certified Teacher Job #5478	Ponderosa Elementary	Temporary Full Time	12/12/2022
Romero, Miriam	Dual Immersion Elementary Teacher Job #5463	Bear Creek Elementary	Temporary Full Time to Regular Full Time	12/06/2022
Wyant, Kathryn	Certified Teacher Job #5465	Buckingham Elementary	Temporary Full Time	12/15/2022

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Ekstrom, Erik	Music Teacher	Pacific Crest Middle School/Cascade Middle School/Summit High School	08/30/2021 – 11/07/2022
Laymon, Sofie	K-2 Primary Teacher	WE Miller Elementary	08/28/2017 – 12/15/2022

CERTIFIED 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

ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

HUMAN RESOURCES
Education Center
520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax (541) 355-1109

January 03, 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 January 10, 2023.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Honey, Catherine	EA – Behavior Support 5449	Sky View	Temp 3.5 hrs / day	01/04/23
Lichter, Kori	Attendance Secretary II 5479	Bend High	Reg 8.0 hrs / day	01/03/23
Mahoney, Mark	Custodial Crew I 5129	Caldera	Reg 8.0 hrs / day	11/15/22
Pelroy, Chris	Custodial Crew I 5129	Ensworth	Reg 8.0 hrs / day	12/16/22
Weaver, Kyle	EA – Student Success 5073	Ponderosa	Reg 7.0 hrs / day	01/03/23

Classified Resignations

Name	Position	Location	Resign Date
Baker, Jason	Custodial Crew I	Summit	01/04/21 – 01/04/22
Hayes, Jessica	Media Manager	Rosland	08/29/22 – 01/10/23
Overstreet, Katie	Nutrition Server I	Cascade	10/28/22 – 12/16/22

Classified Retirements

Name	Position	Location	Retire Date
Darcy, Molly	Custodial Facilities Support II	Custodial	08/18/99 – 12/30/22
Sevigny, Denise	Special Programs Application Technician	Special Programs	05/12/04 – 02/28/23

REPORT: Board Policies for Adoption (1/10/2023)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

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.

A brief summary of the proposed changes are listed below and a redline version of each follows this executive summary.

Policy Title	Reason for Update
EEA-BP: Student Transportation Services	Policy has undergone a full rewrite to reflect legal requirements and incorporate equity focused on student transportation services. Policy has also been renamed from an administrative policy (AP) to a board policy (BP). No public comment received

RECOMMENDED MOTION:

I move to approve EEA-BP: Student Transportation Services as presented.

BEND-LA PINE SCHOOS
Administrative School District No. 1
Deschutes County ~~7~~, Oregon
~~**ADMINISTRATIVE**~~ **BOARD POLICY**

Name: Student Transportation Services
Section: Required Policies
Code: EEA-BP ~~AP~~

School transportation services will be provided for students to and from school; and when available, will be provided for transporting students to and from curricular and extracurricular activities sponsored by the district, transporting from one school or facility to another, transporting for school-sponsored field trips that are extentions of classroom learning experiences. Transportation will be provided for foster and unhoused students to and from the student's school of origin[1] as required by law. Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the district.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special eduction services, may be eligible for transportation for health and/or safety reasons.

END OF POLICY

[1]"School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the studen has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

LEGAL REFERENCE(S)
ORS 327.006
ORS 327.033
ORS 327.043
ORS 332.405
ORS 332.415
ORS 339.240 - 339.250
ORS 343.155 - 343.246
ORS 343.533
ORS 811.210
ORS 811.215
ORS 815.055
ORS 815.080
ORS 820.100 - 820.190
OAR 581-021-0050 - 0075
OAR 581-022-2345
OAR 581-023-0040
OAR 581-053-0002
OAR 581-053-0003
OAR 581-053-0004
OAR 581-053-0010
OAR 581-053-0031
OAR 581-053-0040
OAR 581-053-0053
OAR 581-053-0060
OAR 581-053-0070
OAR 581-053-0210
OAR 581-053-0220
OAR 581-053-0230
OAR 581-053-0240
OAR 735-102-0010

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018)
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012)

Draft: 12/13/2022

Senate Bill 905 (2019)

Reviewed: 4/22/02, 12/8/22

Approved: 5/26/92, 2/13/96, 1/14/97

~~STUDENT TRANSPORTATION SERVICES~~

~~Home-to-school student transportation services shall be provided within the guidelines of applicable federal and state law, administrative rules and Board policy.~~

~~The superintendent is authorized to establish student transportation shuttle service between schools of the district and for curricular and extracurricular student transportation needs. This authorization is limited by the adopted budget and applicable Board policy.~~

~~All students attending any private or parochial school under the compulsory school attendance laws shall, where the private or parochial school is along or near the bus route designated by the Board, be provided equally the riding privileges given to public school students.~~

~~Legal Reference(s):~~
~~ORS 327.006~~
~~ORS 327.033~~
~~ORS 327.043~~
~~ORS 332.405~~
~~ORS 332.415~~
~~ORS 339.240-339.250~~
~~ORS 343.155-343.246~~
~~ORS 343.533~~
~~ORS 811.210~~
~~ORS 815.055~~
~~ORS 815.080~~
~~ORS 820.105-820.190~~

~~OAR 581-021-0050 to -0075~~
~~OAR 581-022-1530~~
~~OAR 581-053-0002 to -0015~~
~~OAR 735-102-0010~~

~~Letter Opinion, Office of the Attorney General (Nov. 22, 1988)~~

~~DATED: 05/26/92~~
~~REVISED: 2/13/96, 1/14/97,~~
~~REVIEW DATE: 04/22/02~~
~~REVIEWED BY: Leadership Council~~

draft: 12/13/2022

REPORT: Administrative Polices & Regulations for Adoption (1/10/2023)

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.

A redline version of each follows this executive summary. The policies and regulations will be adopted as presented.

Policy / Regulation Title	Reason for Update
EEA-AR: Transportation Procedures	Updated language reflects student transportation legal requirements, alignment with current district practice and also incorporates equity. No public comment received
GBL-AP: Personnel Records	Updates include a complete rewrite and now includes disclosure of information language that was previously in GBLA-AR, which is recommended for deletion. No public comment received
GBLA-AR: Disclosure of Information	Recommend deletion of GBLA-AR. Disclosure information is now included in GBL-AP: Personnel Records No public comment received
GBN/JBA-AR (1): Sexual Harassment Complaint Procedure	JBA/GBN-AR was previously consolidated into AC-AR. This AR addresses reporting and investigation procedures for a sexual harassment complaint. See attached public comment received and notes from BLS in blue.
GBN/JBA-AR (2): Federal Law (Title IX) Sexual Harassment Complaint Procedure	JBA/GBN-AR was previously consolidated into AC-AR. This AR addresses reporting and investigation procedures for a Title IX sexual harassment complaint. See attached public comment received and notes from BLS in blue.

Miles from school will be determined by the Director of Transportation or designee in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home, and to and from district-sponsored activities.

The district may also provide transportation using federal funds[2] or through cooperative agreements with local victim's assistance units for a student to attend a safe district school[3] out of the student's attendance area for any student who is a victim of violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous. If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students. Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt property fits[4]. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted on each school bus or activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or activity vehicle driver to the Director of Transportation or designee. The Director of Transportation or designee will, as soon as possible, inform the appropriate district administrator of such occurrence. Violators may be denied use of transportation for a period of time as deemed appropriate by the district administrator and/or Director of Transportation.

District administrators or their designee shall ensure transportation officials and drivers receive notice of students having special medical or behavioral protocols identified in student records. Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

draft - 10/13/2022

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2 "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.
3 If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.
4 "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The school bus or activity vehicle driver will be responsible for the school bus or activity vehicle at all times, from departure to return. The driver will not participate in any activities that might impair their driving abilities.

Bend-La Pine Schools will comply with all state and federal laws and regulations pertaining to school bus transportation.

Elementary students grades K-5 living beyond one mile of their attendance area school and secondary students grades 6-12 living beyond one and one-half miles of their attendance area school will be provided transportation by the district or, in specific situations, the district may consider the following:

- The district may pay mileage reimbursement, at a rate per mile that is determined by the district, to parents/guardians who transport their own students to school or to an established district-determined bus stop if:

    1. The student's residence is situated beyond the required distances from a school or bus stop as stated above when the student is attending their attendance area school; or if a magnet student is on a route that is cancelled; and

    2. The district determines the need.

Courtesy Rides
Students who do not qualify for transportation as defined above may request a courtesy ride under the following procedure:

- After October 1 of each school year, a parent/guardian/staff member can submit a Courtesy Transportation Request form. The Courtesy Transportation Request form shall be submitted to the Transportation Department. The process for determining space for a courtesy ride may take several weeks.

- After November 1, the Transportation Director, or designee will evaluate the availability of seats for courtesy rides on transportation routes. The parent/guardian is responsible for getting the student to and from the stop safely. If capacity is available, the Transportation Department will notify the requestor. Stops will not be added to existing routes to accommodate courtesy riders.

If there are fewer available seats than requested, the Transportation Director, or designee will deliver the Courtesy Transportation Request forms and the number of available seats to the principal(s) of the schools on such routes. The principal(s) will determine which students shall be offered courtesy rides, taking the following into consideration, in no particular order:

- State-identified historically-underserved populations;
- Childcare access;
- Students with dual households;
- Other relevant factors in the discretion of the principal(s)

The Transportation Director, or designee will inform the requester of the determination. The determination of the principal(s) is not subject to review.

Students offered courtesy rides are not guaranteed courtesy rides for the remainder of the school year. Courtesy rides are subject to space and availability and may be terminated if space is no longer available.

draft - 12/13/2022

Reviewed: 1/26/2007, 12/8/22

Approved: 1/26/2007

BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: EEA-AR
DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:

REIMBURSEMENT IN LIEU OF TRANSPORTATION

Elementary students grades K-5 living beyond one mile of the school they attend and secondary students grades 6-12 living beyond one and one-half miles of the school they attend will be provided transportation by the district or, in specific situations, the district shall consider the following:

The district shall pay mileage reimbursement, at a rate per mile that is determined by the district, to parents who transport their own students to school or to an established district-determined bus stop if:

1. The student's residence is situated beyond the required distances from a school or bus stop as stated above;

2. Requested by the district;

3. It is more economical for the district to pay mileage reimbursement than to schedule a bus to the given area.

If individuals transport students other than their own, to be eligible for reimbursement they must have current insurance with district-specified limits of coverage to completely protect the district from liability in the event of accident. Proof of current insurance coverage must be supplied to the district by those individuals who are eligible to receive mileage reimbursement.

draft - 12/13/2022

BEND-LA PINE SCHOOS
Administrative School District No. 1
Deschutes County, Oregon
ADMINISTRATIVE POLICY ~~REGULATION~~

Name: Personnel Records
Section: Personnel
Code: GBL-AP~~AR~~

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The Superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a licensed employee's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees' (including former employees) personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the Human Resources Department to inspect the contents of their personnel file on any day the Human Resources Department is open for business;

2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;

3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;

4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;

5. The Superintendent and members of the central administrative staff designated by the Superintendent;

6. District administrators and supervisors who currently or prospectively supervise the employee;

7. Employees of the Human Resources Department;

8. Attorneys for the district or the district's designated representative on matters of district business;

9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is

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presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The Superintendent may permit persons other than those specified above to use and to inspect personnel records when, in their opinion, the person requesting access has a legitimate official purpose. The Superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be in line with KBA-AR: Public Records. The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 – 339.374
ORS 339.378
ORS 339.388
ORS 342.143
ORS 342.850
ORS 652.750
ORS Chapter 659
ORS Chapter 659A
OAR 581-022-2405

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (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. § 2000ff-1 (2018).

Reviewed: 1/2007, 12/13/2022

Adopted: 1/29/2007

12/13/2022 draft

BEND – LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: GBL-AR
DATED:
REVISED:
REVIEW DATE:
REVIEWED BY:

PERSONNEL RECORDS

An official personnel file will be established for each person employed by the district. Such files will be maintained in the district's personnel services department. Information will be kept confidential. No files will be removed from their central location for personal inspection.

All records containing employee medical condition information such as workers' compensation reports and release/permission to return to work forms will be kept confidential in a separate file from personnel records. Such records will be released only in accordance with requirements of the Americans with Disabilities Act or other law as may be applicable.

The superintendent will be responsible for establishing regulations regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions to be placed in their personnel file and may submit a written response to be attached to the file copy.

Except as provided below or required by law, district employees' personnel records will be available for use and inspection by only the following authorized individual(s):

1. The individual employee. An employee or designee may arrange with the personnel services department to inspect the contents of his/her personnel file on any day the personnel services department is open for business;

2. Others designated in writing by the employee;

3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;

4. A member of the Board, designated by the Board, when relevant to personnel actions then under consideration by the entire Board;

5. The superintendent, his/her secretary and members of the central administrative staff;

6. District administrators and supervisors who currently or prospectively supervise the employee;

7. Employees of the personnel services department;

8. Attorneys for the district or the district's designated representative on matters of district business;

9. Law enforcement officers conducting an investigation requested by the superintendent;

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10. Individuals assigned to applicant screening or interview teams when the employee has applied for another position in the district.

The superintendent may permit persons other than those specified above to use and inspect employee records when, in his/her opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order requiring their release.

Records placed in personnel files should include, but are not limited to, the following:

1. Application forms and other applicant communications;
2. Offer of position;
3. Acceptance of offer;
4. Position descriptions;
5. Employment contracts and personnel action forms;
6. Performance evaluations;
7. Records of academic growth or training programs;
8. Copies of certificates and other required documents;
9. Transfer requests;
10. Requests for leaves of absence for non-medical reasons and replies;
11. Letter of commendation or reprimand;
12. Comments the employee may wish made and added to records;
13. Letters of resignation and other termination documents.

A copy of these provisions shall be placed conspicuously near all personnel files.

A log book will be kept with the personnel files to record the name, date, purpose of access and materials added or deleted when an employee's file is inspected.

The superintendent and his/her secretary as well as the personnel services department staff are exempt from signing the log book.

12/13/2022 draft

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

Name: Disclosure of Information
Section: Personnel
Code: GBLA-AR

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:

a. Knowingly false;
b. Deliberately misleading;
c. Rendered with malicious purpose; or
d. Violated civil rights.

2. The disclosure is of the disciplinary records[1] of a district employee who has been convicted of a crime listed in ORS 342.143. These records are not exempt from disclosure under ORS 192.501 or ORS 192.502 and shall be released to any person upon request. Prior to the disclosure of a disciplinary record an education provider shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.

3. The disclosure is the result of a request from a law enforcement agency, the Department of Human Services or the Teachers Standards and Practices Commission regarding the records of investigations of suspected child abuse by a district employee.

Not later than 20 days after receiving a request under ORS 339.374, an education provider that has or has had an employment relationship with the applicant shall disclose the information requested and any disciplinary records that must be disclosed as provided by ORS 339.388(7).

END OF REGULATION

Legal Reference(s):

ORS 30.178
ORS 339.370 - 339.375
ORS 339.388(7)

ORS Chapter 659
ORS Chapter 659A

recommend delete

[1] Disciplinary records is defined as records related to a personnel discipline action or materials or documents supporting that action.

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

Name: Sexual Harassment Complaint Procedures
Section:
Code: GBN/JBA-AR (1)

Reports and complaints of sexual harassment should be made to the following individual(s):

Chief Human Resources Officer / Title IX Coordinator
520 NW Wall Steet
Bend, OR 97703
541-355-1100
titleix.coordinator@bend.k12.or.us

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board Policy JBA/GBN-BP: Sexual Harassment.

Reporting Procedures
All reports and information will be promptly investigated in accordance with the following procedures:

STEP 1
The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board Policy JBA/GBN-BP: Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents/guardians of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within 10 business days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 business days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent.

STEP 2
If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the Superintendent or designee. Such appeal must be filed within 10 calendar days after receipt of the Step 1 decision. The Superintendent or designee may arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant within 10 business days after completion of meetings deemed necessary to discuss the appeal.

STEP 3
If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board Chair. Such appeal must be filed within 10 calendar days after receipt of the Step 2 decision. The Board will review the decision of the Superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the Superintendent's or designee's decision. All parties involved, including the district administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 business days following the completion of the hearing.

Draft 12/15/2022

If the Board chooses not to hear the complaint, the Superintendent's or designee's decision in Step 2 is final. The Superintendent's or designee's written decision must meet the requirements of OAR 581-022-2370(4)(b).

The Superintendent is authorized to amend these procedures (including timelines) when the Superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against a principal may start at Step 2 and may be filed with the Superintendent or designee. The Superintendent or designee will cause the required notices to be provided. The Superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 business days of receipt by the Superintendent or designee, the complainant may appeal to the Board as described in Step 3.

Complaints against the Superintendent or a Board member (other than the Board Chair) may start at Step 3 and should be referred to the Board Chair on behalf of the Board. The Board Chair will cause required notices to be provided. The Board Chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 30 business days, in open session what action, if any, is warranted. The Board Chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board Chair may start at Step 3 and should be referred to the Board Vice Chair or district legal counsel on behalf of the Board. The Board Vice Chair will cause required notices to be provided. The Board Vice Chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 30 business days, in open session what action, if any, is warranted. The Board Vice Chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or Superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The Superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

Reviewed: 12/13/2022
Approved:

draft 12/13/2022

NOTIFICATION
SEXUAL HARASSMENT COMPLAINT PROCEDURES AND RESOURCES

Rights of Complainant

- The right to work, attend, or be present at district schools and activities free from any sexual harassment.
- The right to file a complaint pursuant to AC-BP: Non-Discrimination, when a person feels the person is or has been the victim of sexual harassment.
- The right to be notified when the investigation is concluded and as to whether a violation of the policy was found to have occurred, to the extent allowable under state and federal confidentiality laws.

A person who initiates a complaint in good faith may not be retaliated against. The initiation of a complaint by an employee in good faith about behavior that may violate the policy may not adversely affect any terms or conditions of employment or work environment of the staff member who initiated the complaint. The initiation of a complaint by a student or student's parent/guardian in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of the student who initiated the complaint.

Complaint Procedure

Complaints of sexual harassment should be made to the building principal or site administrator. Complaints against a building principal or site administrator should be made to the Superintendent or designee. Complaints against the Superintendent should be made to the Board Chair. The sexual harassment complaint procedure is set forth in GBN/JBA-AR(1) Sexual Harassment Complaint Procedure and GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure can be found on the district's website.

School and District Services for Employees and Students

The following district services are available to victims of sexual harassment who are employees of the district:

- Employee Assistance Program through Uprise Health / OEBB (https://members.uprisehealth.com/ access code: OEBB)
- SafeOregon / www.safeoregon.com/report-a-tip/ : employees can report anything from vandalism to theft to cyberbullying
- Human Resources (541-355-1100)
- School Resource Officers

The following district services are available to victims of sexual harassment who are students of the district:

- **Available at schools: school counselors, school nurses, FAN advocates and School Resource Officers**
- First Step / www.firststeporegon.org : access to the free counseling and support resources
- SafeOregon / www.safeoregon.com/report-a-tip/ : students can report anything from vandalism to theft to cyberbullying
- YouthLine – a free and confidential teen-to-teen help line
  - Text: text the phrase "teen2teen" to 839863
  - Talk: 877-968-8491
  - Email: Teen2Teen@LinesForLife.org

State and Community Based Services

A victim of sexual harassment can locate services available in our community by accessing the Oregon Attorney General's Sexual Assault Task Force website http://oregonsatf.org/help-for-survivors/#deschutes

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave, Room 3310, Seattle, WA 98174-1009. Direct complaints related to employment may be filed with the U.S. Department of Labor (1-866-487-2365), Equal Employment Opportunity Commission (909 First Avenue, Suite 400, Seattle, WA 98104, (800-669-4000) or Oregon Bureau of Labor and Industries (800 NE Oregon St., Suite 1045, Portland, OR 97232, 971-673-0764).

Privacy Rights

The district will keep all documentation related to sexual harassment complaints as confidential as is allowable under the law. Please note that the district may be required to disclose records in some instances per the Family Education Rights and Privacy Act (FERPA), the Oregon Public Records Law, the Oregon Public Employees Collective Bargaining Act, or a court order, subpoena, or discovery request.

Please note that civil and criminal remedies that are not provided by the school or district may be available through the legal system and those remedies may be subject to statutes of limitations.

draft 12/13/2022

Policy and Regulation Public Comment
GBN/JBA-AR(1): Sexual Harassment Complaint Procedure
Received by 5:00 p.m. December 27, 2022

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
I appreciate that the district has taken the time to update this policy. It is unfortunate and disappointing that it has taken so long. Additionally, after reading through it I am concerned that a person would need an attorney in order to understand it. Due to the legal language, I can not tell if the policy protects victims.	Name Withheld	JBA/GBN-AR(1) was previously included as part of AC-AR: Discrimination Complaint Procedure. Bend-La Pine Schools has recently separated the various complaint processes that were included in AC-AR to help simplify the process for filing and procedures involved in investigating complaints.

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

Name: Federal Law (Title IX) Sexual Harassment Complaint Procedure
Code: GBN/JBA-AR (2)

Additional Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.[1]

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent[2] and requesting that the district investigate the allegation of sexual harassment.[3]

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[4] The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties[5] written notice of the following:

1. Notice of the district's grievance process, including any informal resolution process.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details[6] known at the time and with sufficient time to prepare a response before any initial interview.

3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.

4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

[1] This standard is not met when the only official with knowledge is the respondent.

[2] "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

[3] A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

[4] Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

[5] Parties include the complainant and the respondent, if known.

[6] Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

5. The parties may inspect and review evidence.

6. A reference to any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.

2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.[7]

3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.

4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.[8] The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.[9] Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 business days to submit a written response, which the investigator will consider prior to completion of the investigative report;

8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 business days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

[7] The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

[8] In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

[9] This includes the evidence upon which the district does not intent to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions[10] that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The standard to be used for formal complaints in determining whether a violation has occurred is the clear and convincing evidence standard.[11]

The person deciding the question of responsibility (the "decision-maker") must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including:
    a. A determination regarding responsibility;
    b. Any disciplinary sanctions the district imposes on the respondent; and
    c. Whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

[10] Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

[11] A clear and convincing evidence standard of evidence is understood to mean concluding that a fact is highly probable to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions may include:

1. Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;
4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.

Other remedies may include:

5. Educational programming.

Dismissal of a Formal Complaint

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;
2. Did not occur in the district's education program or activity[12]; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

4. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
5. The respondent is no longer enrolled or employed by the district; or
6. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

[12] Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. (Title 34 C.F.R. §106.44(a))

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

1. Provides written notice to the parties disclosing:

    a. The allegations;
    b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing toa resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
    c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary written consent to the informal resolution process; and

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Appeals

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within 10 calendar days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

4. Additional bases may be allowed, if made available equally to both parties.

When an appeal is filed, the district must:

1. Notify the other party in writing;

2. Implement appeal procedures equally for both parties;

3. Ensure the decision-makers(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;

5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;

6. Issue a written decision describing the result of the appeal and the rationale for the result; and

draft 12/13/2

7. Provide the written decision simultaneously to both parties.

Timelines

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility: 90 business days;

2. Appeals (from receipt of appeal): 60 business days;

3. Informal resolution process: 60 business days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause[13] with written notice to the parties.

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).[14]

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evident, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website or available upon request for inspection by members of the public.

draft: 12/15/2022

[13] Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

[14] This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response what not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberatively indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

NOTIFICATION
SEXUAL HARASSMENT COMPLAINT PROCEDURES AND RESOURCES

Rights of Complainant

- The right to work, attend, or be present at district schools and activities free from any sexual harassment.
- The right to file a complaint pursuant to AC-BP: Non-Discrimination, when a person feels the person is or has been the victim of sexual harassment.
- The right to be notified when the investigation is concluded and as to whether a violation of the policy was found to have occurred, to the extent allowable under state and federal confidentiality laws.

A person who initiates a complaint in good faith may not be retaliated against. The initiation of a complaint by an employee in good faith about behavior that may violate the policy may not adversely affect any terms or conditions of employment or work environment of the staff member who initiated the complaint. The initiation of a complaint by a student or student's parent in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of the student who initiated the complaint.

Complaint Procedure

Complaints of sexual harassment should be made to the building principal or site administrator. Complaints against a building principal or site administrator should be made to the Superintendent or designee. Complaints against the Superintendent should be made to the Board Chair. The sexual harassment complaint procedure is set forth in GBN/JBA-AR(1) Sexual Harassment Complaint Procedure and GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure can be found on the district's website.

School and District Services for Employees and Students

The following district services are available to victims of sexual harassment who are employees of the district:

- Employee Assistance Program through Uprise Health / OEBB (https://members.uprisehealth.com/ access code: OEBB)
- SafeOregon / www.safeoregon.com/report-a-tip/ : employees can report anything from vandalism to theft to cyberbullying
- Human Resources (541-355-1100)
- School Resource Officers

The following district services are available to victims of sexual harassment who are students of the district:

- **Available at schools: school counselors, school nurses, FAN advocates and School Resource Officers**
- First Step / www.firststeporegon.org : access to the free counseling and support resources
- SafeOregon / www.safeoregon.com/report-a-tip/ : students can report anything from vandalism to theft to cyberbullying
- YouthLine – a free and confidential teen-to-teen help line
  - Text: text the phrase "teen2teen" to 839863
  - Talk: 877-968-8491
  - Email: Teen2Teen@LinesForLife.org

State and Community Based Services

A victim of sexual harassment can locate services available in our community by accessing the Oregon Attorney General's Sexual Assault Task Force website http://oregonsatf.org/help-for-survivors/#deschutes

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave, Room 3310, Seattle, WA 98174-1009. Direct complaints related to employment may be filed with the U.S. Department of Labor (1-866-487-2365), Equal Employment Opportunity Commission (909 First Avenue, Suite 400, Seattle, WA 98104, (800-669-4000) or Oregon Bureau of Labor and Industries (800 NE Oregon St., Suite 1045, Portland, OR 97232, 971-673-0764).

Privacy Rights

The district will keep all documentation related to sexual harassment complaints as confidential as is allowable under the law. Please note that the district may be required to disclose records in some instances per the Family Education Rights and Privacy Act (FERPA), the Oregon Public Records Law, the Oregon Public Employees Collective Bargaining Act, or a court order, subpoena, or discovery request.

Please note that civil and criminal remedies that are not provided by the school or district may be available through the legal system and those remedies may be subject to statutes of limitations.

draft 12/13/2022

Policy and Regulation Public Comment
GBN/JBA-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure
Received by 5:00 p.m. December 27, 2022

Public Comment:	Submitted by:	Bend-La Pine Schools Notes:
I appreciate that the district has taken the time to update this policy. It is unfortunate and disappointing that it has taken so long. Additionally, after reading through it I am concerned that a person would need an attorney in order to understand it. Due to the legal language, I can not tell if the policy protects victims.	Name Withheld	JBA/GBN-AR(2) was previously included as part of AC-AR: Discrimination Complaint Procedure. Bend-La Pine Schools has recently separated the various complaint processes that were included in AC-AR to help simplify the process for filing and procedures involved in investigating complaints.

DISCUSSION ITEM: Construction Manager/General Contractor (CM/GC) Construction Method

PRESENTED BY: Doug Pigman, Executive Director of Facilities

EXECUTIVE SUMMARY:
Project: Education Center Improvements

Public Notice: Per ORS 279C a notice was published in the Daily Journal of Commerce on December 14 and 16th, 2022 to hold a public hearing on the findings and exemptions from competitive bidding requirements. Any interested person may appear and comment.

Situation: This project includes improvements to the Education Center, and it is anticipated to be constructed in phases while the building remains occupied, and services are maintained. It is expected that this project will be completed over the course of a year. In working with a CM/GC and staff the schedule for the work can be determined to minimize the impact to the operation of the facility and still meet the anticipated completion date of August 2024.

Due to the schedule and complexity of construction, the Facility Development Office is recommending that the School District use the Construction Manager/General Contractor (CM/GC) with a Guaranteed Maximum Price (GMP) construction delivery method. The use of this delivery method requires a specific exemption from the standard competitive bid process for a general contractor that allows the use of this alternative contracting method be granted by the Board.

Solicitation Process: The Request for Proposals for CM/GC services will be published in the Daily Journal of Commerce and the district website, likely in February 2023.

ADMINISTRATIVE RECOMMENDATION:
Board members are asked to review these Findings, Conclusions, and Proposed Resolution, ask questions, take public comments, and provide input at the January 10, 2023 School Board Meeting. Board action on this proposal is recommended. Due to the complicated nature of the project, critical timing, and schedule, staff recommends approval Resolution 1942 for the use of the CM/GC Contracting Method.

RECOMMENDED MOTION:
I move to approve Resolution 1942 as presented.

RESOLUTION 1942

RESOLUTION 1942 GRANTING BIDDING EXEMPTION, AUTHORIZING CONSTRUCTION OF THE EDUCATION CENTER IMPROVEMENTS BY MEANS OF A CONSTRUCTION MANAGER/GENERAL CONTRACTOR AND AUTHORIZING SELECTION BY REQUEST FOR PROPOSALS

WHEREAS, ORS Chapter 279A authorizes the School District's Board of Directors to designate itself as the public contract review boards for the School District, and

WHEREAS, the Board of Directors of Administrative School District #1, Bend La Pine Schools, has designated itself as the public contract review board for the School District, and in that capacity has authority to exempt certain contracts from the competitive bidding requirements of ORS Chapter 279C, and

WHEREAS, ORS 279C.335(2) provides for a process for exempting certain public improvement contracts from competitive bidding and the School District's Model Procurement Rules authorize the selection of a contractor through the CM/CG process as set forth in DJ-AR, and

WHEREAS, the School District Board of Directors determines that the Education Center Improvements should be constructed by a CM/GC.

The School District Board of Directors finds as follows:

1. The School District Board of Directors adopts the specific findings of fact set forth above.

2. The exemption of the CM/GC contract from competitive bidding will promote competition and will not encourage favoritism because the CM/GC will be chosen by the request for proposals process, and the major portion of the construction work will be performed by subcontractors chosen by competitive bidding.

3. The exemption of the CM/GC contract from competitive bidding will result in substantial cost savings to the School District, for the reasons set forth in the findings above.

4. The exemption of the CM/GC contract also appears to be in the best interest of the School District in that the use of the CM/GC process will permit the School District to complete the construction within a GMP and within a reasonable time with minimum redesign effort.

NOW, THEREFORE, the School District Board of Directors resolves as follows:

The contract for construction of the Education Center Improvements by a Construction Manager/General Contractor for a Guaranteed Maximum Price is exempted from competitive bidding, and the Construction Manager/General Contractor shall be selected by the Request for Proposal method in accordance with the School District's Model Procurement Rules, DJ-AR, and the process described in the above findings.

Moved by _____ Second by _____

Yes votes _____ No votes _____

_____ _____

Chair Vice Chair

_____

Board Secretary Dated this 10th day of January, 2023

FINDINGS OF FACT FOR THE USE OF
THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC)

Before the Administrative School District #1, Bend La Pine Schools Board of Directors

Administrative School District #1	)	Findings of Fact
For the	)	Conclusion of Law
Education Center Improvements	)	

SITUATION

On November 8, 2022, the voters of Administrative School District #1 – Bend La Pine Schools approved a $249,729,668 bond levy of which $1,956,754 was set aside for improvements at the Education Center. The project is anticipated to be constructed in phases while the building remains occupied and services are maintained. Due to the schedule and complexity of construction, and the on-site occupation of the building by students and staff during construction, the Facility Development Office is recommending that the School District use the Construction Manager/General Contractor (CM/GC) with a Guaranteed Maximum Price (GMP) construction delivery method. The use of this delivery method requires a specific exemption from the standard competitive bid process for a general contractor that allows the use of this alternative contracting method be granted by the Board.

The guiding applicable statutes are: ORS 279C.300 which requires, with certain exceptions, that all public improvement contracts be based on competitive bidding and, under ORS 279C.375, be awarded to the lowest responsive and responsible bidder. ORS 279A.050 and ORS 279A.060 permit the Board of Directors of the School District to act as the public contract review authority and to grant, under certain conditions, specific exemptions from the requirement for competitive bidding pursuant to ORS 279C.335(2) and ORS 279C.330. The Bend La Pine Public Schools Model Procurement Rules, adopted October 28, 2008, allow for alternative contracting methods, DJ-AR.

FINDINGS OF FACT

The School District makes the following findings regarding use of the CM/GC alternative contracting method for the above-referenced public improvement contract:

FINDING #1 – CM/GC WILL NOT DIMINISH COMPETITION NOR ENCOURAGE FAVORITISM

Finding: It is unlikely that the use of the CM/GC alternative contracting method will encourage favoritism, or substantially diminish competition, in the awarding of this public improvement contract.

FINDING #2 – CM/GC WILL RESULT IN SUBSTANTIAL COST SAVINGS

Finding: Use of the CM/GC alternative contracting method will result in substantial cost savings to the School District.

Information regarding the following was considered in justification of the School District's conclusion in reaching these findings:

1. Operational, Budget and Financial Data

Operational Data:

The CM/GC will be selected through a competitive process in accordance with a Request For Proposals (RFP) process authorized by the Board of Directors, Pursuant to OAR 137-49-0650. Competition will not be inhibited nor will favoritism be encouraged.

A. SOLICITATION PROCESS: Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least twice in the Daily Journal of Commerce.

B. FULL DISCLOSURE: To ensure full disclosure of all information, the RFP solicitation package will include:

1. Detailed Description of the Project
2. Contractual Terms & Conditions
3. Selection Process
4. Evaluation Criteria
5. Role of Evaluation Committee
6. Provisions for Comments
7. Complaint Process and Remedies Available

C. SELECTION PROCESS: Other highlights of the selection process will include:

1. A pre-proposal vendor conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.

2. Sealed proposals will be submitted to the Main Office Reception at the Education Center at 520 NW Wall Street, Bend, Oregon and opened publicly at the time specified in the advertisements.

3. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
   a. Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.
   b. Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
   c. Proposals will be independently scored by the voting members of the Selection Committee. Scores will then be combined and assigned to the proposals.
   d. If the Selection Committee chooses to conduct interviews, the Selection Committee will convene to select a group of finalists from the highest-scoring proposers for formal interviews.
   e. The Selection Committee will conduct the interviews.
   f. The Selection Committee will use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Selection Committee will rank the proposers.
   g. The Facilities Development Office will negotiate a contract for Phase 1 (pre-construction services) with the top-ranked firm. If an agreement cannot be reached, the School District will have the option to enter into an agreement with the second-ranked firm, and so forth, or cancel the solicitation.
   h. A guaranteed maximum price (GMP) will be negotiated after the 100% Design Development phase and before the 100% Construction Documents design phase of the Project. The GMP will be present to the School District Board of Directors for approval.

4. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the office of Facilities Development. Any questions or concerns about the selection process will be subject to the requirements of the School District's Model Procurement Rules, DJ-AR, must be in writing, and must be delivered to the School Districts' Deputy Superintendent within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.

Budget and Financial Data:

The contract achieved through the CM/GC process will require the CM/GC to use an open competitive selection process to bid all components of the job. The CM/GC's overhead and fee makes up 10-15% of the total cost, and will be evaluated as one of the scoring criteria. Overhead, which includes supervision, bonding, insurance, and mobilization, must be within the industry standard range of approximately 10%. The CM/GC's fee must be within the industry standard range of 3-5%. Since these amounts will be scored as part of the competitive RFP process, the entire dollar value of the project will be awarded through open competitive processes, at either the general contractor or subcontractor level. The CM/GC process also provides these additional benefits:

(a) FEWER CHANGE ORDERS: When the CM/GC participates in the design process, fewer change orders occur during project construction. This is due to the CM/GC's better understanding of the owner's needs and the architect's design intent. As a result, the project is more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of project management for both the School District and the contractor. The phased demolition of parts of the existing building and campus while maintaining system functionality and coordinating new construction will be complex. The use of a CM/GC will allow for early procurement of materials, improved cost-estimating, logistics coordination, and should reduce the overall quantity of change orders due to unforeseen circumstances. Prior to construction the CM/GC will assist the design team in developing the schedule, cost estimate, and select materials.

(b) GMP CHANGE ORDERS COST LESS: The reduced number of CM/GC change orders discussed above are processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% markup on construction change orders. The GMP method applies a lower predetermined markup. The experience of the School District has been that the markup is in the range of 3-5%.

(c) SAVINGS: Under the GMP method the School District will enjoy the full savings if actual costs are below the GMP. When the CM/GC completes the project, any savings between the GMP and the actual cost accrue to the School District.

(d) CONTRACTOR'S FEE IS LESS: Contracts with CM/GC's are designed to create a better working relationship with the contractor. As a consequence, the overhead and profit fee is generally in the 3-5% range, and contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.

2. Public Benefits

Early selection of the CM/GC creates more informed, better quality decision making by the project construction team. A more efficient construction team saves the District money and provides other public benefits. The CM/GC method will reduce financial risk to the School District. Reduced risk provides a significant value and potential savings.

THE CM/GC CONTRACTING METHOD ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS: The CM/GC will be able to obtain a complete understanding of the School District's needs, the architect's design intent, the scope of the project, and the operational needs of the students, teachers, and administration of the school by participating in the design development phase. With the CM/GC participating in this phase they will be able to offer suggestions for improvements and make suggestions that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price to be paid by the School District for constructing the project.

3. Value Engineering

The CM/GC process offers a unique opportunity for value engineering that is not possible through the design-bid-build process.

A. VALUE ENGINEERING AND CM/GC PARTICIPATION IN THE DESIGN PROCESS: An

essential part of each construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner's budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the project.

B. VALUE ENGINEERING WITH THE DESIGN-BID-BUILD PROCESS: If the School District were to utilize the design-bid-build method the contractor would not participate in this evaluation, hence, value engineering would be conducted without the benefit of:

- The ability to set the schedule;
- The ability to sequence work; and
- Commitment from the contractor to implement the design within the schedule and budget.

Through integrated participation, a project scope and design evolve that has greater value for the owner, and is not likely to be the same project created by the design-bid-build method.

4. Specialized Expertise Required

The construction project is highly complex because it involves construction on an existing school site while the building is in use. Use of a CM/GC in conjunction with the team approach will result in a better coordinated project, speed completion, and minimize disruption to operations. The CM/GC: guarantees the maximum price to complete the project; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final project design within the GMP; and participates as an essential member of the project design and construction team. Several benefits of participation by the CM/GC on this project will be realized: developing the design documents to reflect the best work plan that accommodates both the School District and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area on the school campus; the most cost effective route through campus and buildings for the various utilities; and help with adjusting the work plan when the needs change along the way.

5. Public Safety

Because the site is in use during the construction process, safety is of critical importance. By being involved in all phases of the project, including the design and construction, understanding the structural peculiarities of the existing building, and knowing the scope and technical complexity of the project, the CM/GC will able to provide a safe environment for the students, teachers, and school administration throughout the entire project.

6. Market Conditions

The School District's ability to accurately estimate the cost of this project is complicated by the multitude of construction market conditions that exist today in Oregon (e.g., competition of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, etc.), as well as the difficulty in establishing the best work sequence. Because the project has a limited budget, it is essential to reduce the risk of cost overruns.

7. Technical Complexity

A CM/GC is necessary to manage the complex design and construction of this project, as well as the on-site occupation of the building by students and staff and the critical timing of construction to meet delivery schedules. The project will require elements of demolition and reconstruction of the existing building while maintaining functionality of the overall facility and essential services throughout the duration of the project. It is anticipated this project will be completed over the course of a year which will be challenging logistically and have many impacts on facility operations. In working with a CM/GC and staff the schedule for the work can be determined to minimize the impact to the operation of the facility and still meet the anticipated completion date of August, 2024.

8. Funding Sources

The School District's voters approved a $249,729,668 bond levy of which $1,956,754 was set aside for the design and construction of the Education Center Seismic & ADA Upgrades.

CONCLUSIONS OF LAW

Use of the CM/GC process for the Education Center Seismic & ADA Upgrades complies with the criteria outlined in ORS 279C.335(2), including the factors in ORS 279C.330:

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition. The selection process will be fair and open to all interested proposers as established within above findings.

2. The exemption will result in substantial cost savings to the School District. Also, value will be added to the project that could not otherwise be obtained.

DISCUSSION ITEM: Annual Comprehensive Financial Report

PRESENTED BY: Leah Bibeau, Finance Director

EXECUTIVE SUMMARY:
The annual audit of the Bend – La Pine Schools' financial statements for the year ending June 30, 2022, has been completed. Our auditors, Sensiba San Filippo (SSF) have issued an unmodified ("clean") opinion. This is the best opinion available to be given.

The final ending fund balance, for our general fund operations, for year ending June 30, 2022 was finalized at $17,074,545 approximately $305,733 more than the update we provided in June.

Included in the Annual Comprehensive Financial Report you will find the Independent Auditor's Report on page 1, the Independent Auditor's Report Required by State Regulations on page 143, the Independent Auditor's Report on Internal Control over Financial Reporting on page 146, the Independent Auditor's Report on Compliance for Each Major Federal Program on page 148 and the Schedule of Findings and Questioned Costs on page 153 along with our Corrective Action Plan related to the Findings and Questioned Costs on page 156.

During the course of the audit the auditor identified certain transactions related to a group of invoices that should have been recorded in the 2021-22 school year but were initially recorded in the 2022-23 school year. Please know that all transactions have been properly recorded in the appropriate year, and all vendors were paid in a timely fashion. We have since enhanced our controls specific to the year-end procedures related to processing invoices. You will find the auditor's comments on these transactions as well as our related action plan, on pages 153-157. As part of today's meeting, we are asking the board to accept the presented Annual Consolidated Financial report and accompanying action plan.

ADMINISTRATIVE RECOMMENDATION:
We recommend approval of the action plan as presented in the Annual Consolidated Financial Report.

RECOMMENDED MOTION:
I move to accept the Annual Consolidated Financial Report and included action plan, as presented.

Annual Comprehensive Financial Report

For Fiscal Year Ended June 30th, 2022



Administrative School District No. 1
(Bend - La Pine Schools)
Deschutes County, Oregon

520 NW Wall Street
Bend, OR 97703

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

ADMINISTRATIVE SCHOOL DISTRICT NO. 1
(BEND – LA PINE SCHOOLS)
DESCHUTES COUNTY, OREGON

520 NW Wall Street
Bend, OR 97703

ANNUAL COMPREHENSIVE FINANCIAL REPORT

FOR FISCAL YEAR ENDED JUNE 30, 2022

Prepared by the Business Office
Brad Henry – Chief Operations and Financial Officer
Leah Bibeau – Finance Director

Administrative School District No. 1
Deschutes County, Oregon
Financial Statements
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Introductory Section



"If you're not willing to learn, no one can help you. If you are determined to learn, no one can stop you."

-Zig Ziglar

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

Business Office
Education Center
520 NW Wall Street
Bend, OR 97703

December 13, 2022

To the Board of Directors and citizens of Deschutes County Administrative School District No. 1 (Bend-La Pine Schools):

We are pleased to submit the Annual Comprehensive Financial Report of Administrative School District No. 1, Deschutes County, Oregon (Bend-La Pine Schools or the District), as of and for the year ended June 30, 2022. Oregon Revised Statutes 297.425 requires the accounts and fiscal affairs of the district be audited and reviewed at least once each fiscal year. This report is published to accomplish that requirement.

Audits and reviews required by Oregon Revised Statutes 297.425 shall inquire into:

- The principles of accounting and methods followed by Bend-La Pine Schools in recording, summarizing and reporting its financial transactions and financial condition;
- The accuracy and legality of the transactions, accounts, records, files and financial reports of the officers and employees of Bend-La Pine Schools as they relate to its fiscal affairs; and
- Compliance with requirements, orders and regulations of other public officials which pertain to the financial condition or financial operations of Bend-La Pine Schools.

The management of Bend-La Pine Schools assumes full responsibility for the completeness and reliability of the information contained in this report. The District maintains a system of internal accounting controls designed to provide reasonable assurance that assets are safeguarded against loss or unauthorized use and that financial records can be relied upon to produce financial statements in accordance with GAAP. The concept of reasonable assurance recognizes that the cost of maintaining the system of internal accounting controls should not exceed benefits likely to be derived.

Sensiba San Filipo (SSF), issued an unmodified (“clean”) opinion on Bend-La Pine Schools’ financial statements for the year ended June 30, 2022. SSF’s audit opinion report is located at the front of the financial section of this report.

In addition to meeting the requirements set forth above, the independent audit also was designed to meet the special needs of federal grantor agencies as provided for in the Federal Single Audit Act and the Office of Management and Budget’s (OMB) Uniform Guidance. These standards require the independent auditor not only report on the fair presentation of the basic financial statements, but also on the audited government’s internal controls and compliance with legal requirements, with special emphasis on the administration of federal awards. The results of the independent audit for the fiscal year ended June 30, 2022 can be found in the Audit Comments and Disclosures Section of this report.

Management’s discussion and analysis (MD&A) immediately follows SSF’s report and provides a narrative introduction, overview, and analysis of the basic financial statements. MD&A complements this letter of transmittal and should be read in conjunction with it.

Bend-La Pine Schools Profile

Bend-La Pine Schools is the fifth largest school district in the State of Oregon. Constituted by 33 schools

and 2 charter schools across our 1,700 square miles across the communities of Bend, La Pine, and Sunriver. The District was formed in 1961 as the result of an election that consolidated five school districts.

Bend-La Pine Schools serves more than 17,440 students in kindergarten through grade twelve and currently operates nineteen elementary schools, seven middle schools, and seven high schools. There are also two district-sponsored charter schools.

The District is governed by a seven-member board elected to four-year terms, five members by zones based on voter precincts and two at-large members. The Board is the governing body, and as such is exclusively responsible for its decisions and is accountable for the decisions it makes. The Board is focused on policies that elevate student achievement and create world class schools. The latitude afforded under state law allows the School Board to significantly influence operations. This authority includes, but is not limited to, adoption and appropriation of the budget, control over all assets, negotiating collective bargaining agreements, short-term borrowing, and contracting and developing the programs of the District. The Board of Directors together with seven appointed community members, comprises the fourteen-member Budget Committee. In addition, community members take an active role in the District's schools through volunteer programs, site committees and parent groups.

We are the second largest employer in Central Oregon, with 85% of our $211 million operating budget focused on people. We celebrate an award-winning staff of over 2100, including Teachers of the Year, numerous Presidential Math and Science honorees, James Madison Fellowship winners, and School Nurses of the Year.

Visioning

Bend-La Pine Schools' strategic plan is built on a simple, but profound promise: every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career, and community engagement.

At Bend-La Pine Schools we value the work of our teachers and staff, who help enrich our students' school experiences. Our schools are home to state and national award-winning activities, including journalism, band, speech and debate, robotics, DECA, Future Farmers of America, Future Business Leaders of America, and more. With over 33 career technical education programs and 60 courses available for both high school and college credit in our 7 high schools, we provide comprehensive and highly enriching opportunities for our students to access their passions and pathways to a successful future.

Each year, Bend-La Pine works to build upon our successes in order to deliver the best teaching and learning environment in Oregon. Almost 1300 Bend-La Pine Schools students flipped their tassels in 2022, accepting high school diplomas and preparing for studies at prestigious universities and colleges around the world, or beginning post-high school training at hundreds of institutions. 338 of these students earned honors diplomas, 29 earned the Seal of Biliteracy, and 28 received their International Baccalaureate diplomas.

The Board of Directors, in partnership with district leadership, has provided clear direction and focus towards this promise through the development of the Board's Goals:

1. Students are engaged and develop a **strong academic foundation.**
2. Students have a **passion, purpose, and plan** for their future.
3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools.
4. Operational systems align and support an academically effective and sustainable organization

These goals are also informed by the 2019-20 Excellence and Equity Review, where we engaged with the community to identify focal points in how we deliver upon the goals identified above:

1. Empower student, family, and community voice.
2. Create safer, healthier, more equitable school environments for students and families.
3. Review and redesign curriculum to include anti-racist resources and diverse perspectives.
4. Focus on core curricula, instruction, and assessment practices that elevate learning for all students.
5. Diversify staff in all classifications.

At Bend-La Pine Schools we strive to connect students with meaningful experiences beyond academics. Through community service efforts and an emphasis on kindness, empathy and social emotional learning in the classroom, we are helping all of our students thrive on their respective paths toward limitless futures.

Local and State Economy

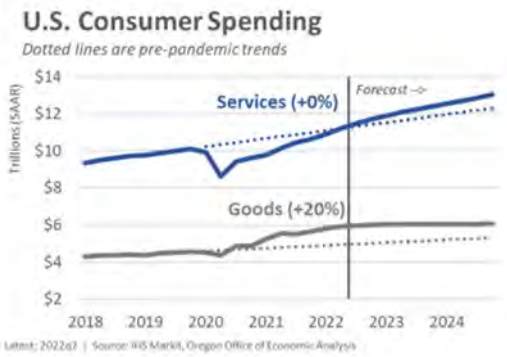
Bend-La Pine Schools is located entirely within Deschutes County. Deschutes County is the most populous county in the eastern part of Oregon with a 2021 population of approximately 204,800 people. With its varied topography, tourism is one of Deschutes County largest economic sectors. The Mount Bachelor ski resort and nearby Cascade Lakes are large draws for tourists. Recreational activities include downhill and cross-country skiing, hiking, biking, rafting, golfing, camping, fishing, picnicking, rock climbing, and general sightseeing. Oregon State University - Cascades (OSU-Cascades) is located in Bend and is the first public university to open in Oregon in more than 50 years. Bend is also home to the Deschutes Brewery, the 11th largest craft brewery in the nation and the largest of over a thirty microbreweries in the city.

In FY2021-22, the taxable assessed value of property in Deschutes County increased by approximately 5.6 percent. The area's economic base has diversified significantly since 1980, when the region was known for its wood products. The top employers in the area are St. Charles Medical Center, a regional health service organization; Bend-La Pine Schools; Deschutes County; Bright Wood Corporation, one of the world’s largest manufacturers of wood components and millwork; Sunriver Resort, a prime Central Oregon destination; and Les Schwab, a tire retail chain operating in the western United States. Due to its strong and healthy local economy, Bend-La Pine Schools has maintained a credit rating of Aa2 from Moody’s Investor Service, the Aa2 rating is a little stronger than the US school districts median of Aa3. The key credit factors include an extensive tax base with a healthy wealth and income profile, a solid financial position, and mid-ranged debt and pension burdens.

According to the September 2022 Oregon Economic and Revenue Forecast economists are on a recession watch given the combination of slower economic growth, high inflation, and rising interest rates. Most importantly, right now the fundamental indicators of economic health are still positive. Employment and industrial production are growing, and the main indicators used by the National Bureau of Economic Research (NBER) do not support the worry that the U.S economy is currently in a recession. However, most financial advisors believe the risks of a recession are real. It is still uncertain the extent of the potential economic impact of a recession.

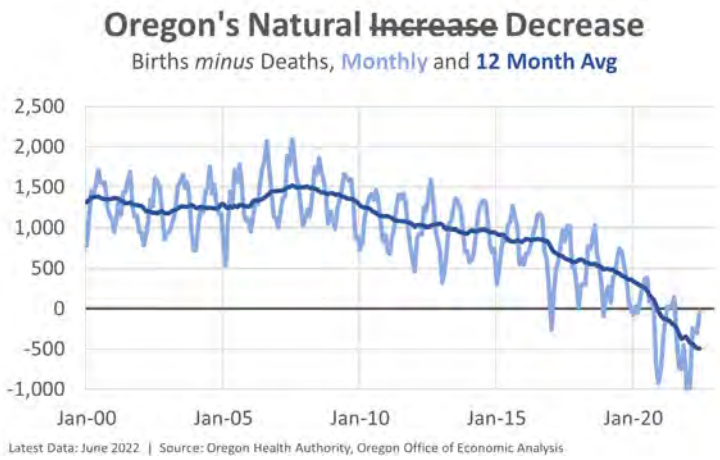
With all the turmoil of the last two and a half years, it is easy to lose sight of the fact that incomes are higher today than they were expected to be in pre-pandemic forecasts. All told, incomes continue to grow and consumer spending is still increasing, it is hard for an economy to fall into recession when both of these are occurring.





However, inflation has accelerated and remains more persistent than anticipated. Should inflation not subside as expected, the potential for a deeper and longer-lasting recession could become the more likely outcome.

Another factor in the state and local economy is population. In an August 2022 update from the Oregon Office of Economic Analysis, for the first time in recorded history, there were more deaths than births in Oregon. Without stronger migration trends, Oregon's economic growth could be slower than anticipated.



In Oregon, the birth rates recorded for the second quarter of 2022 are the lowest for those months in the past 25 years. The significance of this decline, is that Oregon is increasingly reliant upon in-migration to grow our economy and labor force. Without net in-migration, Oregon's state-wide workforce will shrink in the decades ahead. Oregon economists had already been predicting a 6 percent decline for K-12 population from 2020 to 2030, even before the latest birth rates were made available.

In contrast to the state birth rates trends, the birth rates for the district have increased 5 percent over the last 10 years, and an additional 5 percent in 2021 alone. Overall, the population in Bend has increased by over 35,000 between 2010 and 2020, a growth rate of over 45 percent.

The District has made substantial investments in school facilities to keep pace with that growth. While some facilities are almost 100 years old, over 95 percent of the net book value of buildings are related to assets placed in service since the beginning of the 21st century.

The FY2022-23 projected enrollment for Bend-La Pine Schools is 17,552, a slight increase of 52 students compared with enrollment of 17,500 on October 1, 2021. This represents basically flat growth

year over year with the projected enrollment still below the pre-pandemic measurement of 18,672 students on October 1, 2019.

State Support for Oregon Public Schools

Generally, Oregon public schools receive funding from two primary sources, local property taxes and a state school support grant, with the latter predominately from income taxes. The state's school support formula recognizes local property taxes as an offset to the payment due from the state.

Public schools, together with education service districts and community colleges, have had an aggregate maximum property tax rate for operations of $5.00 per $1,000 of real market valuation since the passage of Ballot Measure 5 in 1990. On May 20, 1997, Oregon voters approved Ballot Measure 50, which limited the annual increase in taxable property values. Under Measure 50, the legislature is required to continue to fund revenue lost by schools due to property tax limitations and established a permanent tax rate of $4.7641 per $1,000 of assessed value on property for our district.

Since Ballot Measure 5 passed in 1990, school districts across Oregon rely upon the state for the majority of their financing. Even though districts collect revenue locally through the property tax, school funding is essentially equalized through the allocations under the state school fund, which accounts for more than 50% of the District's general fund revenue. The State of Oregon is more dependent upon a single revenue source, state income tax, than any other state in the country. Accordingly, the financial outlook for the District is tied closely to the condition of the Oregon economy. The second most important source of revenue for the District, and the source of funds to pay its capital bonds, is local property taxes. Real estate values and associated assessed values of real property are the most important factor in the strength of this revenue source.

The 2021-23 Oregon's legislatively adopted budget included $9.3 billion for the State School Fund (SSF) which makes up the state portion of the amount distributed to School Districts and Education Service Districts (ESDs) through the school funding formula. The 2021-23 budget represents an increase of almost $300 million, or 3.33%, over the 2019-21 funding level. Funding from the SSF was split 49/51 between the two school years of the biennium. Overall, general purpose funding for School Districts and ESDs depends on both the state contribution through the SSF and the contributions of local revenue including property taxes, timber revenue, and distributions from the Common School Fund.

The FY2021-22 ending fund balance in the General Fund Operations subfund is almost $17.2 million, which is approximately $7.5 million more than the budgeted $9.7 million.

Major Initiatives

In May 2017, voters approved a general obligation bond issue in the amount of $268 million for the construction of Caldera High School, North Star Elementary School, and other capital projects. School bond projects will increase student and staff safety, improve access to school sites, and address chronic overcrowding through upgrades and updates made to schools and classrooms throughout the district. Caldera High School and North Star Elementary School will add more capacity to keep pace with the growing community.

- Caldera High School: Bend-La Pine's first new high school in two decades, opened its doors to students this year. The new school includes nearly 60 classrooms, including several Career and Technical Education classrooms, a 600-seat auditorium, library, football stadium, sports fields and includes two secure main entries.



Long-term Financial Planning

We forecast revenues, expenditures and fund balance in a five-year rolling plan. Revenue forecasts consider historical increases in formula revenue from the State with adjustments for current information, as well as increases tied to the consumer price index for other types of revenues. Forecasts for salary expenditures consider contracts with employee associations while forecasts for non-salary items consider the increase in the consumer prices index as well as other external factors. The long-term impact of adding additional schools is also considered.

Because approximately one-half of operational funding is derived from state income tax, the Board of Directors instituted an executive limit that prohibits management from proposing an ending fund balance less than five percent of total revenue in the general fund operations. The FY2021-22 adopted budget included an ending fund balance for general fund operations set at 5 percent of resources, in accordance with the executive limitation. The actual FY2021-22 ending fund balance for the General Fund Operations subfund is almost $17.2 million.

Relevant Financial Policies and Information

Bend-La Pine Schools has adopted a comprehensive set of financial policies. District management is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the District are protected from loss, theft, or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP) and statutory requirements. The internal control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

Single Audit
As a recipient of federal financial assistance, the District is also responsible for ensuring that an adequate internal control structure is in place, including that portion related to federal financial assistance programs, as well as to determine that the District has complied with applicable laws and regulations.

Budgetary Control
Bend-La Pine Schools maintains numerous budgetary controls. The objective of these budgetary controls is to ensure compliance with the requirements of Local Budget Law as outlined in the Oregon Revised Statutes 294.305 through 294.565, inclusive. The Board of Directors adopts the annual budget, makes appropriations, and levies taxes after the public hearing and before the beginning of the year for which the budget has been prepared. After adoption, the budget may be revised through procedures specified in State statute and Board policy.

The legal level of budgetary control is set at the major fund and major function level. At this level district and school administrators have discretion to reassign resources within major function levels.

The District also maintains an encumbrance accounting system to account for commitments for goods and services, which have not yet been provided or rendered. Encumbrances outstanding at year-end are not reported as expenditures in the financial statements for GAAP purposes.

Accounting Policies
Detailed descriptions of the District's accounting policies are contained in the Notes to Basic Financial Statements on pages 28-70, and they are an integral part of this report. These policies describe the basis of accounting, funds and accounts used, valuation policies for inventories and investments, and other significant accounting information. Please note that totals may not precisely add up due to rounding. We consider the differences to be immaterial.

Charter Schools
Oregon statute provides state funding for charter schools that flows through the district for schools that local boards of education have granted a charter. The District sponsors two charter schools; Bend International School and Desert Sky Montessori. The charter schools are not considered a component unit of the District under GASB 61.

Debt Administration
We have been very active in managing our debt over the last 30 years. Many general obligation issues have been "refunded" (refinanced), saving millions for taxpayers by locking in lower interest rates and shortening the maturity of the bonds. In November 2021, the District closed on a refunding of our 2013 Bonded debt. While savings from refunding do not directly impact the district's financial statements, the taxpayers will save approximately $7.5 million dollars over the next 10 years.

In November 2002, the district joined a state-wide consortium to issue $40.9 million of taxable pension bonds to finance a portion of the estimated 2001 unfunded actuarial liability with the Oregon Public Employees Retirement System (PERS). In April 2003, the District participated in the second state-wide effort to issue $25.3 million of taxable pension bonds to apply to the estimated unfunded actuarial liability with the PERS. In February 2004, the District participated in the third state-wide effort to issue $5.9 million of taxable pension bonds to apply to the unfunded actuarial liability. As a result of these pension bond issuances the PERS employer rates will be lower than the rates assessed for the school district pool for the foreseeable future.

The statutory debt limit is established by Oregon law, specifically ORS 328.245(1) and (2), at 7.95 percent of the real market value of property within the taxing district's boundary. At June 30, 2022 our net bonded debt is approximately $2.8 billion less than the statutory debt limit.

Independent Audit
The provisions of Oregon law, specifically ORS 297.425 through 297.555, require that an independent audit be made of all public school district funds within six months following the close of each fiscal year. The auditors, selected by the Board of Directors, have completed their audit of our financial statements and their opinion is included in the Financial Section of this report.

This report also includes Audit Comments and Disclosures required under the Minimum Standards for Audits of Oregon Municipal Corporations Section of the Oregon Administrative Rules. In addition, the District is required to have an audit of its Federal Assistance Programs in accordance with the Single Audit Act, Office of Management and Budget (OMB) Compliance Supplement and the provisions of Government Auditing Standards promulgated by the U.S. Comptroller General as they pertain to the financial and compliance audits. A report on the District's compliance with applicable Federal laws and regulations related to the Single Audit Act, OMB Compliance Supplement is included with this report beginning on page 146.

Awards

ASBO Certificate of Excellence in Financial Reporting

The Association of School Business Officials International (ASBO) awarded its Certificate of Excellence in Financial Reporting to the District for our Annual Comprehensive Financial Report for the year ended June 30, 2021. Receiving this award is recognition that we have met the highest standards of excellence in school financial reporting as adopted by the Association of School Business Officials International. We have received a Certificate of Excellence for the last 38 years. We believe our current report continues to conform to the Certificate of Excellence program requirements, and we are submitting it to ASBO for review.

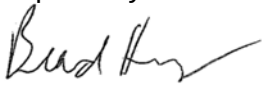
GFOA Certificate of Achievement of Excellence

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the District for our Annual Comprehensive Financial Report for the year ended June 30, 2021. The Certificate of Achievement is a prestigious national award recognizing conformance with the highest standards for preparation of state and local government financial reports. In order to be awarded a Certificate of Achievement, a government unit must publish an easily readable and efficiently organized Annual Comprehensive Financial Report, whose contents conform to program standards. Such reports must satisfy both generally accepted accounting principles and applicable legal requirements. A Certificate of Achievement is valid for a period of one year only. We have received a Certificate of Achievement for the last 39 years. We believe our current report continues to conform to the Certificate of Achievement program requirements, and we are submitting it to GFOA for review.

Acknowledgments

We wish to express our appreciation to the entire Business Office staff and members of other District departments who assisted in the preparation of this Annual Comprehensive Financial Report. We also wish to extend our appreciation to the members of the Board of Directors for their expectations of excellence, and their dedication to our financial operations.

Respectfully submitted,



Brad Henry
Chief Operating and Financial Officer

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

The Certificate of Excellence in Financial Reporting is presented to

Administrative School District No 1, Deschutes County, Oregon

for its Annual Comprehensive Financial Report for the Fiscal Year Ended June 30, 2021.

The district report meets the criteria established for ASBO International's Certificate of Excellence in Financial Reporting.

CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

William A. Sutter
President

David J. Lewis
Executive Director

Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

Administrative School District No. 1 (Bend - La Pine Schools) Deschutes County, Oregon

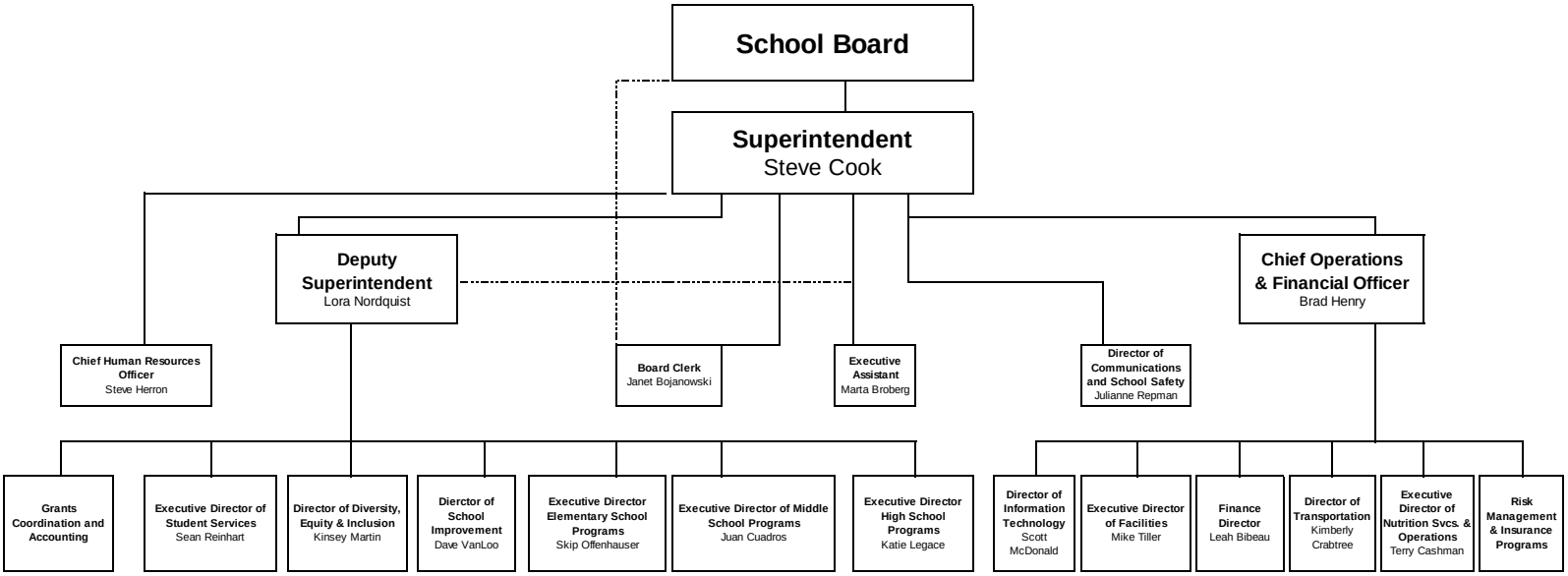
For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2021



Executive Director/CEO

Administrative School District No. 1
Deschutes County, Oregon
Organizational Chart
June 30, 2022



Administrative School District No. 1
Deschutes County, Oregon
Principal Officials
June 30, 2022

BOARD OF DIRECTORS

	Term Expires
Melissa Barnes Dholakia – Chair Bend, Oregon	June 30, 2023
Marcus LeGrand – Vice Chair Bend, Oregon	June 30, 2025
Carrie McPherson Douglass Bend, Oregon	June 30, 2022
Shimiko Montgomery Bend, Oregon	June 30, 2023
Shirley Olson Sunriver, Oregon	June 30, 2025
Amy Tatom Bend, Oregon	June 30, 2023
Janet Sarai Llerandi Gonzalez Bend, Oregon	June 30, 2025

ADMINISTRATIVE STAFF

Dr. Steven Cook	Superintendent
Brad Henry	Chief Operations and Financial Officer

The above members of the Board and administrative staff can be reached by mail at 520 NW Wall Street, Bend, OR 97703



Financial Section



"The content of a book holds the power of education and it is with this power that we can shape our future and change lives."

-Malala Yousafza

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

SENSIBA SAN FILIPPO LLP

CERTIFIED PUBLIC ACCOUNTANTS AND BUSINESS ADVISORS

Independent Auditor's Report

To the Board of Directors
Bend-La Pine Schools
Deschutes County, Oregon

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and each major fund of Bend-La Pine Schools (District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Bend-La Pine Schools, as of June 30, 2022, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of the proportionate share of net pension liability and contributions – PERS, schedule of the proportionate share of net OPEB liability and contributions – Retiree Health Insurance Account, schedule of changes in total OPEB liability and related ratios – medical benefit, and the schedules of revenues, expenditures, and changes in fund balance, budget and actual for the general and special revenue funds be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

We have applied certain limited procedures to the management's discussion and analysis, schedule of the proportionate share of net pension liability and contributions – PERS, schedule of the proportionate share of net OPEB liability and contributions – RHIA, and the schedule of changes in total OPEB liability and related ratios – medical benefit, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic

financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The schedules of revenues, expenditures, and changes in fund balance, budget and actual for the general and special revenue funds have been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedules of revenues, expenditures, and changes in fund balance, budget and actual for the general and special funds are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise District's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory sections as identified in the table of contents; combining schedule of assets, liabilities and fund balance – general fund subfunds; combining schedule of revenue, expenditures and changes in fund balance general fund subfunds; budgetary schedules for the general fund subfunds, the debt service, capital project, and the private purpose trust funds; the combining schedules of detailed revenues and expenditures – budgetary basis; schedules required by Oregon Department of Education as identified in the table of contents; and the statistical section as identified in the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 13, 2022 on our consideration of District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering District's internal control over financial reporting and compliance.

Other Reporting Required by Oregon Minimum Standards for Audits of Oregon Municipal Corporations

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated December 13, 2022 on our consideration of compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe our testing of compliance and the results of that testing and not to provide an opinion on compliance.

Brenda Bartlett

Sensiba San Filippo, LLP
Bend, Oregon

December 13, 2022

Management’s Discussion and Analysis

Management's Discussion and Analysis

The management of Bend-La Pine Schools (District) presents this narrative overview to facilitate both a short and long-term analysis of the financial activities of the District for the fiscal year ended June 30, 2022. This Management's Discussion and Analysis (MD&A) is based on currently known facts, decisions, and conditions that existed as of the date of the independent auditor's report. We encourage readers to consider the information presented here in conjunction with additional information provided in the Transmittal Letter found on pages iv – xi of this report.

Financial Highlights

Key financial highlights for FY2021-22 are as follows:

- The District's net position of governmental activities increased by $32.1 million, which represents a 62 percent increase from FY2020-21.

- For governmental activities, general revenues accounted for $234.3 million, 81.7 percent of total revenues of $286.9 million. Program specific revenues in the form of charges for services, grants, and contributions accounted for $52.7 million, 18.4 percent of total revenues.

- The District had $254.8 million in expenses related to governmental activities; only $52.7 million was offset by program specific charges for services, grants or contributions. General revenues of $234.3 million were adequate to provide for the governmental activities of the District.

- The District's net proportionate share of the Oregon PERS pension liability decreased by $97.4 million.

- At the end of FY2021-22, the District's governmental funds reported a combined fund balance of $68.5 million, a decrease of $28.4 million from FY2020-21, mainly the result of converting cash into buildings and improvements.

Overview of the Financial Statements

The following discussion and analysis is intended to serve as an introduction to the District's basic financial statements and other required supplementary information. The District's basic financial statements are comprised of three components:

- Government-wide financial statements
- Fund financial statements
- Notes to the basic financial statements

Government-wide financial statements**.** The government-wide financial statements are designed to provide readers a broad overview of the District's finances, in a manner similar to a private-sector business.

The Statement of Net Position presents information on all of the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the two reported as net position.

The Statement of Activities presents information showing how the District's net position changed during FY2021-22. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in a future fiscal period. Examples of such items include earned, but uncollected, property taxes and earned, but unused, compensated absences.

The governmental activities of the District include the following:

- Instruction
    - Regular instruction
    - Special programs including summer school
- Support Services
    - Students
    - Instructional staff
    - General administration
    - School administration
    - Business, transportation and maintenance
    - Central activities
    - Supplemental retirement program
- Enterprise and Community Services
    - Food services
    - Other enterprise and community services

The government-wide financial statements can be found on pages 20 and 21 in the basic financial statements.

Fund financial statements**.** A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District uses fund accounting to demonstrate transparency and ensure compliance with finance-related legal requirements.

Governmental funds. Governmental funds are used to account for activities where the emphasis is placed on available financial resources, rather than upon net income determination. Therefore, unlike the government-wide financial statements, governmental fund financial statements focus on the acquisition and use of current spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financial decisions. Both the governmental fund Balance Sheet and the governmental fund Statement of Revenues, Expenditures, and Changes in Fund Balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities. These reconciliations can be found on pages 23 and 25 in the basic financial statements.

The District maintains four governmental funds. Information is presented separately in the governmental fund Balance Sheet and in the governmental fund Statement of Revenues, Expenditures, and Changes in Fund Balances. The four governmental funds are:

- General
- Special Revenue
- Debt Service
- Capital Projects

Fiduciary fund. The District is the trustee, or fiduciary, for its scholarship programs. This activity is presented as a private-purpose trust fund. All of the District's fiduciary activities are reported in separate statements of fiduciary net position and changes in fiduciary net position on page 26. These activities are excluded from the District's other financial statements because the assets cannot legally be utilized by the District to finance its operation.

The District adopts an annual appropriated budget for all governmental funds. To demonstrate compliance with the budget, budgetary comparison statements have been provided for the General Fund and the Special Revenue Fund on pages 77 and 78. Budgetary comparisons for the Debt Service Fund and Capital Projects Fund funds have been provided as supplementary information on pages 97 and 98. The District was fully compliant with Oregon Budget Law in FY2021-22.

The governmental fund financial statements can be found on pages 22 and 24 in the basic financial statements.

Notes to the basic financial statements**.** The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements are an integral part of the financial statements and should be read in conjunction with them.

Required supplementary information**.** In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information concerning the District's progress in funding its obligation to provide pension and other post-employment benefits to its employees.

Supplementary information**.** The combining schedules of the General Fund subfunds and budgetary comparisons follow the required supplementary information in this report.

Government-Wide Financial Analysis

Net position may serve over time as a useful indicator of a government's financial health. The District's assets and deferred outflows of resources exceeded liabilities and deferred inflow of resources by $84 million at the close of the fiscal year ending June 30, 2022, an increase of $32.1 million.

A majority of the District's net position reflects its investment in capital assets (e. g. land, buildings, vehicles and equipment) less depreciation, amortization and any outstanding related debt used to acquire those assets. At June 30, 2022 this portion of the net position is positive which indicates the District has $224 million more in capital assets, net of depreciation and

amortization, than associated debt. The District uses capital assets to provide services to students and other district residents, consequently, these assets are not available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources required to pay the debt must be provided from other sources (generally property taxes), since the capital assets themselves cannot be used to liquidate these liabilities.

Capital assets, which consist of land, buildings, land improvements, construction in progress, vehicles, and equipment, represent about 86 percent of total assets. This percentage increased over the last two years as a result of the capital construction program supported by the $268 million general obligation bond approved by voters in May 2017. Information on capital asset activities is presented on page 41.

The District's largest liability, accounting for 69 percent of total liabilities, is the long-term portion of general obligation bonds and other debt. The net pension liability is the next largest liability and accounts for approximately 19 percent of total liabilities. Together the long-term debt and net pension liability represent 88 percent of total liabilities. Current liabilities, representing about 10 percent of total liabilities, consist of payables on accounts, benefits, and the current portion of long-term debt. Information on long-term debt activity is presented on pages 64-67.

The District as a Whole

The statement of net position provides the perspective of the District as a whole. The following table provides a summary of the District's net position for June 30, 2022 and June 30, 2021.

	Governmental Activities		
	2022	2021	Change
Capital assets	$ 569,836,000	$ 547,394,000	$ 22,442,000
Current and other assets	93,108,000	130,565,000	(37,457,000)
Total assets	662,944,000	677,959,000	(15,015,000)
Deferred outflow of resources	70,484,000	71,713,000	(1,229,000)
Long-term liabilities	535,252,000	657,850,000	(122,598,000)
Current liabilities	20,423,000	29,397,000	(8,974,000)
Total liabilities	555,675,000	687,247,000	(131,572,000)
Pension deferrals - inflows	93,643,000	10,449,000	83,194,000
Net Position			
Net investment in capital assets	223,516,000	191,764,000	31,752,000
Restricted	21,341,000	19,052,000	2,289,000
Unrestricted	(160,747,000)	(158,840,000)	(1,907,000)
Total net position	$ 84,110,000	$ 51,976,000	$ 32,134,000

Rounded to nearest thousand

Governmental Activities

The District's net position increased by approximately $32.1 million in FY2021-22. Capital assets increased by $22.4 million and changes in pension related liabilities, deferred inflows and deferred outflows decreased net position by $5.9 million. There was a net decrease in the restriction for capital projects of approximately $893,000.

The Statement of Activities shows the cost of program services, and offsetting those are charges for services, operating grants and contributions. The following table shows the changes in net position for governmental activities between FY2021-22 and FY2020-21.

Changes in Net Position, Fiscal Year Ended June 30

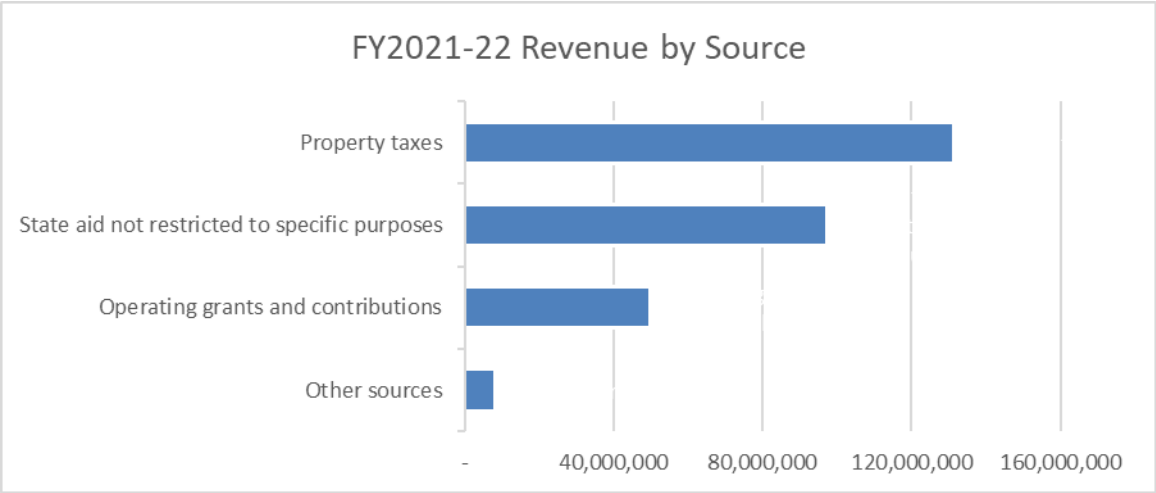
	Governmental Activities		
	2022	2021	Change
Revenues			
Programs revenues			
Charges for services	$ 1,919,000	$ 845,000	$ 1,074,000
Operating grants and contributions	49,933,000	40,577,000	9,356,000
Capital grants and contributions	815,000	792,000	23,000
General revenues			
Property taxes	131,384,000	124,734,000	6,650,000
Federal aid not restricted to specific purposes	442,000	167,000	275,000
State aid not restricted to specific purposes	97,396,000	103,024,000	(5,628,000)
Intermediate aid not restricted to specific purpo	2,324,000	2,529,000	(205,000)
Earnings on investments	549,000	400,000	149,000
Other local revenue	2,180,000	1,497,000	683,000
Total Revenues	286,942,000	274,565,000	12,377,000
Expenses			
Instruction	146,397,000	158,447,000	(12,050,000)
Support services	88,840,000	84,467,000	4,373,000
Enterprise and community services	10,695,000	9,716,000	979,000
Interest on long-term liabilities	8,876,000	16,681,000	(7,805,000)
Total Expenses	254,808,000	269,311,000	(14,503,000)
Changes in net position	32,134,000	5,254,000	26,880,000
Net position	51,976,000	46,722,000	5,254,000
Net position June 30	$ 84,110,000	$ 51,976,000	$ 32,134,000

Rounded to nearest thousand

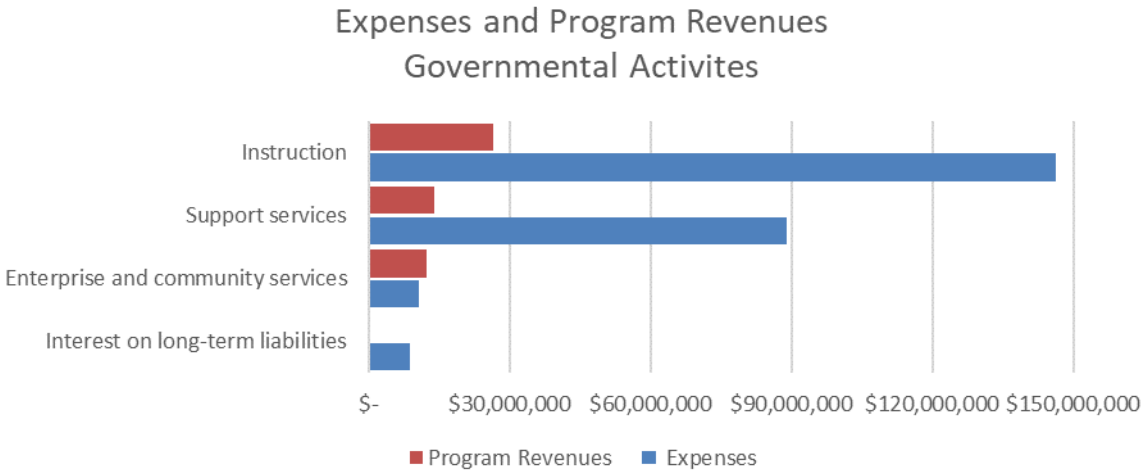
The increase in property taxes is the result of the increase in assessed values in Deschutes County. The decrease in State aid not restricted to specific purposes is a reflection of the reduction in the District's proportional share of the State School fund.

Net position of the District's governmental activities increased by $32.1 million. Total governmental expenses of $254.8 million were offset by program revenues of $52.7 million and general revenues of $234.3 million. Program revenues supported about 15 percent of the total governmental expenses.

The primary sources of revenue for governmental activities are derived from property taxes and state aid. Together these sources total $228.8 million and represent 80 percent of total governmental revenue.



Overall expenses decreased by $14.5 million or about 5.4 percent. This decrease was primarily the result of decreases to classroom instruction and interest on long-term liabilities. The decrease in classroom instruction was primarily due to a decrease in enrollment, which resulted in a decrease in costs. The decrease in interest on long-term liabilities was the result of savings from a refunding of the 2013 issue of general obligation bonds.



The District's Funds

The District's governmental funds (as presented on the balance sheet on page 22) reported a FY2021-22 combined fund balance of $68.5 million, a decrease of $28.4 million compared with the FY2020-21 combined fund balance of $96.8 million. The decrease in the combined fund balance is primarily the result of converting cash into buildings and improvements. The following schedule shows the fund balance and change in fund balance as of June 30, 2022 and 2021.

	Fund Balance June 30, 2022	Fund Balance June 30, 2021	Change	Percentage Change from June 30, 2021
General	28,574,000	29,790,000	(1,216,000)	-4%
Special Revenue	13,363,000	11,229,000	2,134,000	19%
Debt Service	4,662,000	4,694,000	(32,000)	-1%
Capital Projects	21,857,000	51,115,000	(29,258,000)	-57%
Total fund balances	68,456,000	96,828,000	(28,372,000)	-29%

Rounded to nearest thousand

General Fund
The District's general fund balance decreased by $1.2 million. The decrease is primarily attributable to a decrease in the State School Fund Formula revenues.

The following table summarizes the revenues and expenditures for FY2021-22 and FY2020-21:

	FY2021-22	FY2020-21	Percentage change
Revenues			
Property taxes	$ 93,689,000	$ 89,158,000	5.08%
Tuition	18,000	25,000	-28.00%
Investment earnings	356,000	387,000	-8.01%
Other local sources	5,586,000	3,475,000	60.75%
Intermediate sources	2,324,000	2,529,000	-8.11%
State sources:	90,964,000	95,459,000	-4.71%
Federal grant sources	451,000	185,000	143.78%
Other financing sources	166,000	18,000	822.22%
Total revenues & other financing sources	$ 193,554,000	$ 191,236,000	1.21%
Expenditures by function			
Instruction	$ 117,339,000	$ 114,170,000	2.78%
Support services	73,025,000	66,305,000	10.13%
Community services	362,000	278,000	30.22%
Debt Service	1,324,000	677,000	95.57%
Capital outlay	2,721,000	2,903,000	-6.27%
Other financing uses	-	1,000,000	-100.00%
Total expenditures & other financing uses by function	$ 194,771,000	$ 185,333,000	5.09%

Rounded to nearest thousand

The increase in property taxes reflects the growth in assessed valuation in Deschutes County. Investment earnings have declined, mainly the result of converting cash into buildings and improvements. The decrease in State sources is primarily a result of this being the first year of the biennium where state funding is paid out at 49% of the biennial budget.

The largest expenditure line items, instruction and support services, increased over FY2020-21. These expenditures increased primarily due to contractual obligations with employees, and increases in the costs of supplies and services.

General Fund Budgeting Highlights

Original budget compared to final budget.
The original adopted budget amount for FY2021-22 was $377 million. In June 2022 a resolution was passed to transfer $1.5 million of general fund appropriations between categories. This transfer was necessary to properly align the budget and actuals due to a change in the reporting of lease payments as required by the Government Accounting and Standards Board. There was no change to the total approved budget.

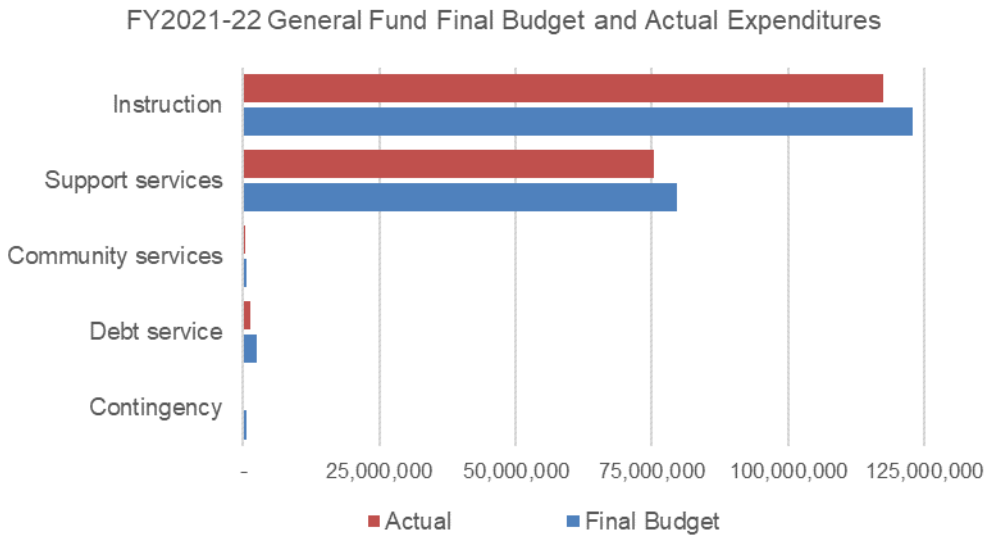
Final budget compared to actual results.
The most significant differences between estimated revenues and actual revenues were as follows:

Revenue Source	Revenues - Final Budget	Actual Revenues	Difference	Difference from Final Budget
Property taxes	$ 93,190,000	$ 93,689,000	$ 499,000	1%
Tuition	-	18,000	18,000	0%
Investment earnings	312,000	356,000	44,000	14%
Other local sources	7,255,000	5,586,000	(1,669,000)	-23%
Intermediate sources	2,390,000	2,324,000	(66,000)	-3%
State sources	92,913,000	90,964,000	(1,949,000)	-2%
Federal sources	160,000	451,000	291,000	182%
Total revenues	196,220,000	193,388,000	(2,832,000)	-1%

Rounded to nearest thousand

The differences in property taxes, state sources and other local sources are all components of the State School Fund formula. When property tax revenues and certain local sources like the County School Fund are more than estimated, State sources are reduced accordingly. The difference in local sources reflects a lower than anticipated eRate reimbursement. The Federal Communications Commission's eRate program provides rebates and discounts for telecommunications, internet access and internal connections to eligible schools and libraries.

A review of actual expenditures compared to appropriations in the final budget yields significant variances in the instruction and support services functions. The variances are due to a number of factors. Staffing costs were less than budgeted due to difficulties in finding and hiring needed staffing positions. Costs for supplies and materials were under budget due to supply chain issues.



Special Revenue Fund

The District's special revenue fund balance increased over the 2020-21 school year by $2.1 million dollars. The following table summarizes the revenues and expenditures for FY2021-22 and FY2020-21.

	FY2021-22	FY2020-21	Percentage change
Revenues			
Investment earnings	$ 30,000	$ 22,000	36.36%
Food Service	224,000	23,000	873.91%
Other local sources	4,646,000	3,923,000	18.43%
Intermediate sources	395,000	395,000	0.00%
State sources:	22,043,000	11,581,000	90.34%
Federal grant sources	22,287,000	24,166,000	-7.78%
Total revenues & other financing sources	$ 49,625,000	$ 40,110,000	23.72%
Expenditures by function			
Instruction	$ 21,802,000	$ 17,441,000	25.00%
Support services	14,132,000	8,992,000	57.16%
Community services	10,463,000	8,764,000	19.39%
Capital outlay	554,000	1,611,000	-65.61%
Other financing uses	540,000	500,000	8.00%
Total expenditures & other financing uses by function	$ 47,491,000	$ 37,308,000	27.29%

The increase in State sources is due to increased funding in the Student Investment Account (SIA) grant. The decrease in federal grant sources was a result of a decrease in amount of federal aid received from the COVID-19 ESSER relief funds this year as compared to prior year.

The increase in expenditures for instruction and support services resulted from use of state Student Investment Account grant funds to support student health and safety, reduce class size and increase student access to a well-rounded education.

Long-term Debt
At June 30, 2022, the District had total debt outstanding of $394.3 million net of unamortized premium/discount and consisting of general obligation bonds, limited tax pension bonds, notes from direct borrowings and full faith and credit obligations.

During FY2021-22, the District's total debt decreased by $25.9 million as a result of scheduled debt service payments applied to outstanding principal.

The debt service fund had $45.9 million in revenues and $44.5 million in expenditures for regularly scheduled debt service payments. Overall fund balance decreased by approximately $31,000. In FY2021-22 the district also completed refunding of our 2013 general obligation bond and while savings from refunding do not directly impact the district's financial statements, the taxpayers will save approximately $7.5 million dollars over the next 10 years.

The following table summarizes the debt outstanding at June 30, 2022 and 2021.

	Governmental Activities		
	FY2021-22	FY2020-21	Change
General obligation bonds	$ 347,720,000	$ 366,995,000	$ (19,275,000)
Limited tax pension obligation bo	43,475,000	48,904,000	(5,429,000)
Full faith and credit bonds	1,095,000	1,650,000	(555,000)
Notes payable	1,973,000	2,580,000	(607,000)
Total outstanding debt	$ 394,263,000	$ 420,129,000	$ (25,866,000)

Rounded to nearest thousand

The District's general obligation debt is issued with the Oregon School Bond Guaranty. The outstanding general obligations of the State are rated "AA+" by Fitch, "Aa1" by Moody's Investors Service and "AA+" by S&P Global Ratings. In March 2021, Moody's confirmed the District's Aa2 bond rating in its Issuer Comment Report.

State statutes limit the amount of general obligation debt a school district may issue to 7.95 percent of its total real market valuation. The current debt limitation of the District is approximately $3.2 billion and the District is well within this limit. The current legal debt margin is approximately $2.8 billion. More detailed information on long-term debt activity can be found in the notes to the basic financial statements beginning on page 28.

Capital Projects Fund
The District's capital projects fund balance decreased by $29.3 million due to continued expenditure of general obligation debt issued in FY2019-20 and FY2017-18. The following table summarizes the revenues and expenditures for FY2021-22 and FY2020-21.

	FY2021-22	FY2020-21	Percentage change
Revenues			
Investment earnings	$ 95,000	$ (71,000)	-233.80%
Other local sources	72,000	181,000	-60.22%
Federal grant sources	-	-	100.00%
Proceeds from insurance	-	-	0.00%
General obligation debt issued	-	-	0.00%
Premium from general obligation debt	-	-	0.00%
Other financing sources	596,000	816,000	-26.96%
Total revenues & other financing sources	$ 763,000	$ 926,000	-17.60%
Expenditures by function			
Facilities acquisition & construction	$ 1,510,000	$ 1,832,000	-17.58%
Capital outlay	28,510,000	93,208,000	-69.41%
Total expenditures by function	$ 30,020,000	$ 95,040,000	-68.41%

Rounded to nearest thousand

Net capital assets increased by $22.4 million in FY2021-22. See Note "D" on page 41 in the basic financial statements for further details on the District's capital assets. Major capital asset events during the FY2021-22 included the following:

- Caldera High School –Opened for students in the fall of 2021. Caldera High School is a two-story school that includes nearly 60 classrooms, a 600-seat auditorium and a library as a central focal point of the school.
- Bear Creek Elementary School – Secure entry, new cafeteria, upgrade climate controls and HVAC system, replace windows, and drainage improvements throughout the property.
- RE Jewell Elementary School – New kitchen and cafeteria, upgrade climate controls and HVAC system, and new gym floor.

Economic Factors and FY2022-23 Budgets and Rates

The following economic factors currently affect the District and were considered in developing the FY2022-23 budget.

- FY2022-23 is the second year of the 2021-23 biennium. The operating budget was based a state funding level of $9.3 billion with a 49/51 split between the first and second year of the biennium.
- The FY2022-23 ending fund balance for General Fund Operations was budgeted at 5 percent of revenues.
- Student enrollment was projected to be 17,552, an increase of 52 students compared with the

October 1, 2021 enrollment of 17,500.

- Funding from the State School Fund was estimated to be $196.8 million.
- FY2022-23 salary schedules increased by 3.25 and 3 percent respectively for our Certified and Classified staff, while the district's contribution to health insurance increased by $40 and $70 per month respectively for our Certified and Classified staff.
- FY2022-23 PERS employer rates are 14.99 percent for OPSRP and 18.1 percent for Tier1/Tier2 members.
- The District completed negotiating new agreements for wages and benefits with all of the employee groups in 2021.
- During the 2019 legislative session, Oregon's leaders made a commitment to our children, our educators, our schools and our state with the passage of the Student Success Act. When fully implemented, the Student Success Act is expected to invest $1 billion annually in early learning and K-12 education each year. At the heart of the SSA is a commitment to improving access and opportunities for students who have been historically underserved in the education system. In FY2022-23 the District expects to receive $13.8 million from the Student Success Act.

New Accounting Standards Implemented

The District implemented GASB Statement No. 87, Leases during FY2021-22.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about the financial report, need additional information or would like to request a copy, contact the Finance Director at Bend-La Pine Schools, 520 NW Wall Street, Bend, Oregon 97703.

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

Basic Financial Statements

Administrative School District No. 1
Deschutes County, Oregon
Statement of Net Position
June 30, 2022

	Governmental Activities
	2022
Assets:	
Cash and investments	$ 74,574,891
Property taxes receivable	2,603,157
Accounts and other receivables	2,438,393
Intergovernmental receivables	8,791,795
Prepaid items	1,367,414
Inventories	605,523
Net OPEB RHIA asset	2,727,253
Capital assets, net of amortization and depreciation	
Land	35,947,289
Construction in progress	44,143,716
Site improvements	14,035,316
Buildings and improvements	457,339,588
Vehicles and equipment	12,364,821
Leased buildings	5,889,770
Leased equipment	114,965
Total assets	662,943,891
Deferred outflow of resources:	
Pension related deferred outflows	58,458,061
OPEB - implicit subsidy deferred outflows	619,390
OPEB - RHI deferred outflows	1,021,170
Deferred charges on advanced refunding	10,385,699
Total deferred outflows of resources	70,484,320
Liabilities	
Accounts payable	4,217,339
Accrued payroll and related charges	14,967,327
Accrued interest	484,413
Unearned revenue	98,166
Retainage payable	655,923
Claims and judgements due within one year	220,020
Long-term liabilities due within one year	35,126,512
Accrued compensated absences	35,770
Noncurrent liabilities due in more than one year	
Net pension liability	106,176,637
Other postemployment benefits, implicit rate subsidy	8,763,022
Claims and judgements due in more than one year	220,020
Long-term liabilities due in more than one year	384,710,344
Total liabilities	555,675,493
Deferred inflows of resources:	
PERS deferred inflows	89,853,728
OPEB - RHI deferred inflows	1,086,900
OPEB - implicit subsidy deferred inflows	2,544,986
Leases deferred inflows	157,585
Total deferred inflows of resources	93,643,199
Net investment in capital assets	223,516,283
Restricted for:	
Transportation	1,484,951
Federal, state, and private grants	7,207,911
Energy efficency program	1,419,467
Debt service	4,662,158
Capital projects	6,565,808
Unrestricted	(160,747,059)
Total net position	$ 84,109,519

Totals may not precisely add due to rounding

See notes to basic financial statements

Administrative School District No. 1
Deschutes County, Oregon
Statement of Activities
Year Ended June 30, 2022

Functions	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities 2022
Governmental Activities					
Instruction					
Regular instruction	$ 110,115,858	$ 588,388	$ 17,937,129	$ -	$ (91,590,341)
Special programs including summer school	36,281,477	-	7,878,939	-	(28,402,538)
Total direct classroom services	146,397,335	588,388	25,816,068	-	(119,992,879)
Support Services					
Students	20,705,358	-	4,498,691	-	(16,206,667)
Instructional staff	9,031,583	-	2,100,528	-	(6,931,055)
General administration	909,078	-	-	-	(909,078)
School administration	13,989,109	-	-	-	(13,989,109)
Business, transportation and maintenance	31,821,331	842,400	1,577,560	814,814	(28,586,557)
Central activities	12,349,292	-	4,051,666	-	(8,297,626)
Supplemental retirement program	33,556	-	-	-	(33,556)
Total classroom support services	88,839,307	842,400	12,228,445	814,814	(74,953,648)
Enterprise and Community Services					
Food services	8,835,793	224,090	10,866,289	-	2,254,586
Other enterprise and community services	1,859,358	263,742	1,022,222	-	(573,394)
Total enterprise and community services	10,695,151	487,832	11,888,511	-	1,681,192
Unallocated interest expense	8,875,840	-	-	-	(8,875,840)
Total school district	$ 254,807,633	$ 1,918,620	$ 49,933,024	$ 814,814	(202,141,175)
	General revenues:				
	Property taxes levied for general purposes				93,724,829
	Property taxes levied for debt service				37,659,298
	Federal aid not restricted to specific purposes				441,794
	State aid not restricted to specific purposes				97,395,640
	Intermediate aid not restricted to specific purposes				2,324,042
	Earnings on investments				549,175
	Other local revenue				2,137,059
	Gain on sale of capital assets				40,865
	Restitution				1,583
	Total general revenues				234,274,285
	Change in net position				32,133,110
	Net position - beginning				51,976,409
	Net position - ending				$ 84,109,519

Totals may not precisely add due to rounding

See notes to basic financial statements

Administrative School District No. 1
Deschutes County, Oregon
Balance Sheet - Governmental Funds
June 30, 2022

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Totals
Assets					
Cash and investments	$ 40,600,795	$ 5,845,874	$ 4,439,741	$ 23,688,481	$ 74,574,891
Receivables:					
Property taxes	1,856,732	-	746,425	-	2,603,157
Accounts and other receivables	389,464	2,048,929	-	-	2,438,393
Intergovernmental receivables	1,061,256	7,730,539	-	-	8,791,795
Prepaid items	1,327,414	40,000	-	-	1,367,414
Inventories	190,142	415,381	-	-	605,523
Total assets	$ 45,425,803	$ 16,080,723	$ 5,186,166	$ 23,688,481	$ 90,381,173
Liabilities, deferred inflows and fund balances					
Liabilities					
Accounts and interest payable	$ 2,698,945	$ 400,208	$ -	$ 1,118,186	$ 4,217,339
Accrued payroll and related charges	12,691,040	2,219,018	-	57,269	14,967,327
Unearned revenue	-	98,166	-	-	98,166
Retainage payable	-	-	-	655,923	655,923
Total liabilities	15,389,985	2,717,392	-	1,831,378	19,938,755
Deferred inflows of resources					
Leases deferred inflows	157,585	-	-	-	157,585
Unavailable revenue - property taxes	1,304,224	-	524,008	-	1,828,232
Total deferred inflows of resources	1,461,809	-	524,008	-	1,985,817
Fund balances					
Nonspendable	1,517,556	455,381	-	-	1,972,937
Restricted	1,484,951	8,627,379	4,662,158	21,857,103	36,631,591
Assigned	19,991,056	4,280,571	-	-	24,271,627
Unassigned	5,580,446	-	-	-	5,580,446
Total fund balances	28,574,009	13,363,331	4,662,158	21,857,103	68,456,601
Total liabilities, deferred inflows and fund balances	$ 45,425,803	$ 16,080,723	$ 5,186,166	$ 23,688,481	$ 90,381,173

Totals may not precisely add due to rounding

See notes to basic financial statements

Administrative School District No. 1
Deschutes County, Oregon
Reconciliation of Governmental Funds
Balance Sheet to Statement of Net Position
June 30, 2022

Total fund balances, June 30, 2022 (page 22)		$ 68,456,601
Capital assets are not financial resources and therefore are not reported in the governmental funds:		
Cost	$ 774,261,457	
Accumulated depreciation and amortization	(204,425,992)	569,835,465
Deferred outflows and inflows of resources related to pensions and other post-employment benefits (OPEB) are applicable to future periods and, therefore, are not reported in the government funds		
Deferred outflows of resources related to pensions	$ 58,458,061	
Deferred outflows of resources related to OPEB Implicit	619,390	
Deferred outflow of resources related to OPEB - RHI	1,021,170	
Deferred inflow of resources related to pensions	(89,853,728)	
Deferred inflow of resources related to OPEB - RHI	(1,086,900)	
Deferred inflow of resources related to OPEB Implicit	(2,544,986)	(33,386,993)
A portion of the District's property taxes are collected after year-end, but are not available soon enough to pay for the current years' operations, and therefore, are not reported as revenue in the governmental funds.		1,828,232
Net OPEB-RHIA asset reported in the government wide statement of net position		2,727,253
Long-term liabilities not payable in the current year are not reported as governmental fund liabilities. Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due. These liabilities consist of:		
Long-term debt	$ (1,973,000)	
Accrued interest payable	(484,413)	
Bonds payable	(392,290,480)	
Proportionate share of the PERS net pension liability	(106,176,637)	
Net OPEB obligation-implicit rate subsidy	(8,763,022)	
Lease liability	(6,177,762)	
Compensated absences	(35,770)	
Accrued claims and judgments	(440,040)	
Early retirement benefits payable	(18,815)	(516,359,939)
Governmental funds report the effect of premiums, discounts, and refundings and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities.		
Unamortized portion of bond issuance premium	$ (19,376,799)	
Deferred outflow on refunding	10,385,699	(8,991,100)
Total net position (page 20)		$ 84,109,519

Totals may not precisely add due to rounding

See notes to basic financial statements

Administrative School District No. 1
Deschutes County, Oregon
Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds
Year Ended June 30, 2022

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Totals
Revenues					
Property taxes	$ 93,688,922	$ -	$ 37,659,298	$ -	$ 131,348,220
Tuition	17,664	-	-	-	17,664
Investment earnings	356,189	30,442	67,346	95,198	549,175
Other local sources:					
Food services	-	224,090	-	-	224,090
Print shop	824,735	-	-	-	824,735
Indirect costs charged to grants	649,631	-	-	-	649,631
Charges for services	1,619,776	-	-	-	1,619,776
Other local sources	2,491,533	4,646,386	-	71,597	7,209,516
Intermediate sources:					
County school funds	241,097	-	-	-	241,097
ESD apportionment	2,005,000	395,000	-	-	2,400,000
Other Intermediate sources	77,945	-	-	-	77,945
State sources:					
State school fund	87,894,308	56,070	8,153,049	-	96,103,427
Common school fund	2,107,027	-	-	-	2,107,027
Other state sources	962,899	21,986,637	-	-	22,949,536
Federal grant sources	451,237	22,286,884	-	-	22,738,121
Total revenues	193,387,963	49,625,509	45,879,693	166,795	289,059,960
Expenditures					
Current:					
Instruction	117,338,548	21,801,858	-	-	139,140,406
Support services	73,025,024	14,131,760	243,413	-	87,400,197
Community services	361,773	10,463,087	-	-	10,824,860
Facilities acquisition and construction	-	-	-	1,510,259	1,510,259
Debt service:					
Principal	1,063,776	-	28,749,397	-	29,813,173
Interest	260,547	-	15,499,745	-	15,760,292
Capital outlay	2,720,954	554,307	-	28,510,032	31,785,293
Total expenditures	194,770,622	46,951,012	44,492,555	30,020,291	316,234,480
Revenues over (under) expenditures	(1,382,659)	2,674,497	1,387,138	(29,853,496)	(27,174,520)
Other financing sources (uses)					
General obligation bonds refunding issued	-	-	80,795,000	-	80,795,000
General obligation bonds refunding issued - premium	-	-	31,487	-	31,487
Payment to refunded bond escrow agent	-	-	(82,245,097)	-	(82,245,097)
Lease financing	121,016	-	-	-	121,016
Sale of capital assets	42,128	-	-	57,237	99,365
Restitution	1,583	-	-	-	1,583
Transfer to general fund	-	(1,496)	-	-	(1,496)
Transfer to capital project fund	-	(538,742)	-	-	(538,742)
Transfer from special revenue fund	1,495	-	-	538,742	540,237
Total other financing sources (uses)	166,222	(540,238)	(1,418,610)	595,979	(1,196,647)
Net change in fund balances	(1,216,437)	2,134,259	(31,472)	(29,257,517)	(28,371,167)
Fund balances, beginning of year	29,790,446	11,229,072	4,693,630	51,114,620	96,827,768
Fund balances, end of year	$ 28,574,009	$ 13,363,331	$ 4,662,158	$ 21,857,103	$ 68,456,601

Totals may not precisely add due to rounding

See notes to basic financial statements

Administrative School District No. 1
Deschutes County, Oregon
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities
Year Ended June 30, 2022

Net change in fund balance (page 24)		$ (28,371,167)
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlay as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as amortization or depreciation expense. This is the amount by which capital outlays exceeded amortization and depreciation in the current period:		
Expenditures for capital and right of use assets and construction in progress	$ 33,294,731	
Less current year amortization and depreciation	(17,306,246)	
Net Loss\(Gain) on asset disposal	(61,461)	15,927,024
Long-term debt proceeds are reported as other financing sources in governmental funds. In the statement of net position, however, issuing long-term debt increases liabilities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement of net position. This is the amount by which repayments exceeded proceeds:		
Debt issued	$ (80,795,000)	
Lease financing	$ (121,016)	
Payment to escrow agent	76,050,000	
Debt principal repaid	29,813,173	24,947,157
In the statement of activities, pension expense is adjusted based on the actuarially determined contribution changes		6,319,948
Governmental funds report the effect of issuance costs, premiums, and discounts when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. This amount is the net effect of these differences:		
Amortization of deferred outflow on debt refunding	$ 6,648,038	
Amortization of premiums, net of discount amortization	5,015,915	
Premiums on long-term debt issued in current year	(31,487)	11,632,466
In the statement of activities interest is accrued on long-term debt, whereas in the governmental funds it is recorded as an interest expense when due.		
Accreted interest on PERS UAL bonds	$ 1,253,852	
Accrued interest on general obligation bonds and other long term debt	161,745	1,415,597
Property taxes that do not meet the measurable and available criteria are not recognized as revenue in the current year in the governmental funds. In the statement of activities property taxes are recognized as revenue when levied.		35,907
Certain expenses in the statement of activities do require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds		
Estimated claims and judgments	$ 201,046	
Early retirement benefits	48,068	
Compensated absences	11,676	
OPEB RHIA	269,236	
OPEB - implicit subsidy	(303,848)	226,178
Change in net position (page 21)		$ 32,133,110

Totals may not precisely add due to rounding

See notes to basic financial statements

Administrative School District No. 1
Deschutes County, Oregon
Statement of Fiduciary Net Position
Fiduciary Fund - Private Purpose Trust Fund
June 30, 2022

	2022
Assets	
Cash and investments	$ 96,190
Net position held in trust for scholarships	$ 96,190

Statement of Changes in Fiduciary Net Position
Fiduciary Fund - Private Purpose Trust Fund
Year Ended June 30, 2022

	2022
Additions:	
Donations	$ 17,755
Investment earnings	561
Total revenues	18,316
Deductions:	
Scholarships	16,400
Change in net position	1,916
Net position - beginning	94,274
Net position - ending	$ 96,190

See notes to basic financial statements

Notes to Basic Financial Statements

1. Summary of significant accounting policies

A. Description of government-wide financial statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the primary government and its component units. All fiduciary activities are reported only in the fund financial statements. Governmental activities, which normally are supported by taxes, intergovernmental revenues, and other nonexchange transactions, are reported separately from business-type activities, which rely to a significant extent on fees and charges to external customers for support.

B. Reporting entity

Bend La-Pine Schools was organized under provisions of the Oregon Statutes pursuant to ORS Chapter 332 and provides education services to children from grades K-12 located in Bend, La Pine and surrounding areas. The District has seven high schools, two K-8 schools, one K-8 charter school, seven middle schools, one K-5 charter school, and seventeen elementary schools with an approximate total enrollment of 17,500 students. The first period Average Daily Membership (ADM) in FY2021-22 was 16,914.08 and the Weighted ADM (ADMw) was 19,330.71. The District is governed by a separately elected seven-member Board of Education (Board) who approves the administrative officials. The daily functioning of the District is under the supervision of the Superintendent. As required by generally accepted accounting principles, all activities of the District have been included in the basic financial statements.

The District qualifies as a primary government since it has a separately elected governing body, is a legally separate entity, and is fiscally independent. There are various governmental agencies and special service districts, which provide service within the District's boundaries. However, none of these legally separate entities meet the criteria for inclusion in the financial reporting entity.

C. Basis of presentation – government-wide financial statements

While separate government-wide and fund financial statements are presented, they are interrelated. Separate financial statements are provided for governmental funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

D. Basis of presentation – fund financial statements

The fund financial statements provide information about the District's funds, including its fiduciary funds. Separate statements for each fund category — governmental and fiduciary — are presented. The emphasis of fund financial statements is on major governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

The District reports the following major governmental funds:

a. General fund
Accounts for all general operating revenues and expenditures of the District and for all financial resources not accounted for in another fund. Principal revenue sources are property taxes and state school support.

b. Special Revenue fund
Accounts for revenues derived from specific grants and other earmarked revenue sources. Principal revenue sources are federal and state grants, student fundraising activities, and school lunch sales.

c. Debt Service fund
Is used to account for the accumulation of resources and payment of general obligation bond and limited tax pension obligation bond principal and interest from governmental resources such as property taxes and state school support.

d. Capital Projects fund
Accounts for the acquisition and construction of major capital facilities or other improvements. Principal revenue sources are bond proceeds and interest earnings from cash and investments.

Additionally, the District reports the following fund type:

e. Private Purpose Trust fund
This fund uses the economic resources measurement focus and accrual basis of accounting, and accounts for scholarship resources held by the District in a fiduciary capacity for use by students. Disbursements from this fund are made in accordance with the various trust agreements.

During the course of operations, the District has activity between funds for various purposes. Certain activity occurs during the year involving transfers of resources between funds. In fund financial statements these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

E. Measurement focus and basis of accounting
The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resources or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned

and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

Property taxes are considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for this revenue source (within 60 days of year-end). All other revenue items are considered to be measurable and available only when cash is received by the District.

The private-purpose trust fund is reported using the economic resources measurement focus and the accrual basis of accounting.

F. Budgetary information

a. Budgetary basis of accounting

Annual budgets are adopted on a basis “consistent with generally accepted accounting principles” for all funds consistent with Oregon Local Budget Law.

The appropriated budget is prepared and appropriated by fund and major function as required by Oregon Local Budget Law. The district’s administrators may make transfers of appropriations within appropriation levels. Transfers between appropriation levels require the approval of the School Board. The legal level of budgetary control (i.e., the level at which expenditures may not legally exceed appropriations) is the major appropriation level.

Appropriations in all budgeted funds lapse at the end of the fiscal year even if they have related encumbrances. Encumbrances are commitments related to unperformed (executory) contracts for goods or services (i.e., purchase orders, contracts, and commitments). Encumbrance accounting is utilized to the extent necessary to assure effective budgetary control and accountability and to facilitate effective cash planning and

control. While all appropriations and encumbrances lapse at year end, valid outstanding encumbrances (those for which performance under the executory contract is expected in the next year) are re-appropriated.

b. Excess of expenditures over appropriations
No expenditures exceeded appropriation for the fiscal year ending June 30, 2022

G. Assets, liabilities, deferred outflows/inflows of resources, and net position/fund balance

a. Cash and cash equivalents
The District's cash and investments are considered to be cash on hand, demand and savings deposits, and short-term investments with maturities of three months or less from the date of acquisition.

State statutes authorize the District to invest in general obligations of the U.S. Government and its agencies, certain bonded obligations of Oregon municipalities, bankers' acceptances and the State of Oregon Treasurer's Local Government Investment Pool (LGIP).

Investments are reported at fair value. The LGIP operates in accordance with appropriate state laws and regulations. The reported value of the LGIP is the same as the fair value of the LGIP shares.

The State Treasurer's LGIP is not registered with the U.S. Securities and Exchange Commission as an investment company. The state's investment policies are governed by the Oregon Revised Statutes and the Oregon Investment Council. The State Treasurer is the investment officer for the Council and is responsible for all funds in the State Treasury. Investments in the fund are further governed by portfolio guidelines issued by the Oregon Short-Term Fund Board, which establishes diversification percentages and specifies the types and maturities of investments. The portfolio guidelines permit securities lending transactions as well as investments in repurchase agreements and reverse repurchase agreements.

Amounts in the State Treasurer's LGIP are not required by law to be collateralized.

b. Investments
Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Observable inputs are developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are developed based on the best information available about the assumptions market participants would use in pricing the asset. The classification of securities within the fair value hierarchy is based upon the activity level in the market for the security type and the inputs used to determine their fair value, as follows:

i. Level 1 – unadjusted price quotations in active markets/exchanges for identical assets or liabilities that each Fund has the ability to access

ii. Level 2 – other observable inputs including, but not limited to, quoted prices for similar assets or liabilities in markets that are active, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the assets or liabilities (such as interest rates, yield curves, volatilities, loss severities, credit risks and default rates) or other market–corroborated inputs

iii. Level 3 – unobservable inputs based on the best information available in the circumstances, to the extent observable inputs are not available (including each Fund's own assumptions used in determining the fair value of investments)

The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements).

Accordingly, the degree of judgment exercised in determining fair value is greatest for instruments categorized in Level 3. The inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the fair value hierarchy classification is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

c. Inventories and prepaid items

Print Shop supplies, maintenance supplies, food and other cafeteria supplies are stated at average invoice cost. Donated commodities from the United States Department of Agriculture in the Nutrition Services Fund are included in the District's inventories at fair market wholesale value. Inventory items are charged to expenditures of user departments at the time of withdrawal from inventory (consumption method).

Prepaid items primarily consist of prepaid software support fees, and are reported using the consumption method, where items are charged to expenditure as the service is provided.

d. Capital assets

Capital assets are recorded at original or estimated original cost. Donated capital assets are recorded at their acquisition value on the date donated. The District defines capital assets as assets with an initial cost of more than $5,000 and an estimated life in excess of one year. Interest incurred during construction is not capitalized. Maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. Capital assets are depreciated using the straight-line method over the following useful lives:

Asset Types	Estimated Lives
Buildings and improvements	20 to 50 years
Equipment	5 to 10 years

e. Deferred outflows/inflows of resources

The statement of net position reports a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net assets that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District has three items that qualify for reporting in this category. The statement of net position reports one type related to the net PERS pension liability, one type related to bond refunding, and one type related to the net OPEB liability. These amounts are deferred and recognized as an outflow of resources in the period that the amounts become available.

A deferred charge on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. Another item in this category is related to the pension plan due to differences in expected and actual experiences, differences in expected and actual earnings, and contributions made after the actuary's measurement date.

The statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net assets that applies to a future period so it will not be recognized as an inflow of resources (revenue) until that time. The District has four items that arise for reporting in this category. The balance sheet reports unavailable revenues from property taxes and deferred inflows from leases. The statement of net position reports one type related to the net PERS pension liability, one type related to the net OPEB liability and one type related to leases. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available.

f. Net position flow assumption

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted – net position and unrestricted – net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied.

It is the District's policy to consider restricted – net position to have been depleted before unrestricted – net position is applied.

g. Fund balance flow assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance).

In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

h. Fund balance policies

In the fund financial statements, governmental funds are categorized by the nature of the resources within the fund. The district reports fund balance using the following categories:

i. Nonspendable fund balance – indicates the portion of fund equity that cannot be spent as it is not in a spendable format, such as inventories and prepaid expenditures.
ii. Restricted fund balance – indicates the portion of fund equity for which the use is externally restricted by grantors, creditors, or law.
iii. Assigned fund balance – indicates the portion of fund equity that the District intends to use for a specific purpose imposed by the Superintendent or designee. The Governing Body delegated the authority to the Superintendent or designee to assign fund balance.
iv. Unassigned fund balance – indicates the amount of general fund equity that is available for budgeting in future periods. The general fund is the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it is not appropriate to report a positive unassigned fund balance amount. However, in governmental funds other than the general fund, if expenditures incurred for specific purposes exceed the amounts that are restricted, committed, or assigned to those purposes, it may be necessary to report a negative unassigned fund balance in that fund.

H. Revenues and expenditures/expenses

a. Program revenues

Program revenues report grants and contributions that are restricted to meeting the operational or capital requirements of a particular function of the District. This includes state school fund grant money for bus replacement, federal reimbursement for bond interest payments, all reimbursable grants, money for the National School Lunch Program, and the portion of the state school fund for transportation representing 70% of allowable transportation expenditures. All taxes or other internally dedicated resources are reported as general revenues rather than as program revenues.

b. Property taxes

Property taxes are levied and become a lien on all taxable property as of July 1. Property taxes are payable on November 15. Collection dates are November 15, February 15, and

May 15. Discounts are allowed if the amount due is received by November 15. Taxes unpaid and outstanding on May 16 are considered delinquent.

c. Compensated absences

District personnel currently work under an annual contract based upon the number of workdays in each year. Employees under such contracts have no vested vacation pay benefits. Beginning in FY2008-09, certain administrators were able to accrue unused vacation leave from year to year up to a total of 30 days. Upon resignation or termination of employment, these employees will receive pay for up to 20 of these accrued vacation days. Currently, accumulated compensatory benefits earned by employees are paid as of June 30 each year. Sick pay does not vest.

d. Retirement plans

Substantially all of the District's employees are participants in the State of Oregon Public Employees Retirement System (PERS). For the purpose of measuring the net pension liability, pension related deferred outflows of resources, deferred inflows of resources related to pensions, pension expense, fiduciary net position of PERS and any changes thereto have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. GASB Statements 68 and 71 have been implemented as of July 1, 2014.

The District’s early retirement stipend plan is valued at the net present value of future benefit payments. The discount rate used was 1.48 percent.

e. Postemployment benefits other than pensions (OPEB)

For the purpose of measuring the net OPEB liability, OPEB related deferred outflows of resources, deferred inflows of resources related to OPEB, OPEB expense, fiduciary net position of PERS and any changes thereto have been determined on the same basis as they are reported by PERS. For this purpose, PERS benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

2. Reconciliation of government-wide and fund financial statements

A. Explanation of certain differences between the governmental fund balance sheet and the government-wide statement of net position

The governmental fund balance sheet includes a reconciliation between fund balance – total governmental funds and net position – governmental activities as reported in the government-wide statement of net position. One element of that reconciliation explains that “Capital assets are not financial resources and therefore are not reported in the governmental funds.” The details of this $569,835,465 are as follows:

Land	$ 35,947,289
Construction in progress	44,143,716
Buildings and improvements	625,157,162
Less: Accumulated depreciation buildings and improvements	(167,817,574)
Site improvements	24,688,741
Less: Accumulated depreciation site improvements	(10,653,425)
Vehicles and equipment	37,689,577
Less: Accumulated depreciation vehicles and equipment	(25,324,756)
Right-of-use leased buildings	6,513,956
Less: Accumulated amotization right-of-use leased buildings	(624,186)
Right-of-use leased equipment	121,016
Less: Accumulated amortization right-of-use leased equipment	(6,051)
Total capital assets	$ 569,835,465

Another element of the reconciliation is that other long-term assets "are not available soon enough to pay for the current year's operations and, therefore, are not reported as revenue in the governmental funds." The $1,828,232 in long-term assets are comprised of property taxes collected after year-end but not soon enough to pay for current year operations.

Another element of that reconciliation is the net OPEB-RHIA asset is reported in the government wide statement. That asset is applicable to future periods and not a current year contribution, therefore it is not reported in the governmental funds. The asset totals $2,727,253.

Another element of that reconciliation explains that "Long-term liabilities not payable in the current year are not reported as governmental fund liabilities." These long-term liabilities are not due and payable in the current period, and, therefore, are not reported in the funds. The details of that $(516,359,939) difference are as follows:

Long-term debt	$ (1,973,000)
Accrued interest payable	(484,413)
Bonds payable	(392,290,480)
Proportionate share of the PERS net pension liability	(106,176,637)
Net OPEB obligation-implicit rate subsidy	(8,763,022)
Lease liability	(6,177,762)
Compensated absences	(35,770)
Accrued claims and judgments	(440,040)
Early retirement benefits payable	(18,815)
Total long term liabilities not payable in current year	$ (516,359,939)

Another element of that reconciliation explains that "deferred outflows and inflows of resources related to pensions and other post-employment benefits are applicable to future periods and, therefore, are not reported in the government funds." The details of that $(33,386,993) difference are as follows:

Pension related deferred outflows	$ 58,458,061
OPEB related deferred outflows-Implicit Rate	619,390
OPEB related deferred outflows-RHI	1,021,170
Pension related deferred inflows	(89,853,728)
OPEB related deferred inflows-RHI	(1,086,900)
OPEB related deferred inflows-Implicit Rate	(2,544,986)
Total deferred inflows/outflows related to pension plan	$ (33,386,993)

The final element of that reconciliation explains that "Governmental funds report the effect of premiums, discounts and refunding and similar items when debt is first issued, whereas these amounts are deferred or amortized in the statement of activities". The details of that $(8,991,100) difference are as follows:

Unamortized portion of bond issuance premium	(19,376,799)
Deferred outflow on refunding	10,385,699
Total debt deferrals and amortizations	$ (8,991,100)

B. Explanation of certain differences between the governmental fund statement of revenues, expenditures, and changes in fund balances and the government-wide statement of activities
The governmental fund statement of revenues, expenditures, and changes in fund balances includes a reconciliation between net changes in fund balance – total governmental funds and changes in net position of governmental activities as reported in the government-wide statement of activities. One element of that reconciliation explains that "governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of these assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period." The details of this $15,927,024 difference are as follows:

Outlay for capital and right-to-use assets	$ 33,294,731
Depreciation and amortization expense	(17,306,246)
Net loss\(gain) on asset disposal	(61,461)
Total capital outlay net of depreciation and amortization for the current period	$ 15,927,024

*Outlay for capital does not include 6,634,972 in prior year operating leases that were converted to right-to-use assets in 2022

Another element of that reconciliation states "Long-term debt proceeds are reported as other financing sources in governmental funds. In the statement of net position, however, issuing long-term debt increases liabilities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement of net position. This is the amount by which repayments exceeded proceeds." The detail of this $24,947,157 difference is as follows:

Debt issued	$ (80,795,000)
Lease right-to-use asset addition	$ (121,016)
Payment to escrow agent	$ 76,050,000
Debt principal repaid	29,813,173
Net adjustment for issuance and payment of long-term debt	$ 24,947,157

Another element of that reconciliation states “Certain expenses in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.” The details of this $226,178 difference are as follows:

Claims and judgments	201,046
Early retirement benefits	48,068
Compensated absences	11,676
Amortization of OPEB obligation - RHIA	269,236
Amortization of OPEB obligation - implicit subsidy	(303,848)
Net adjustment to decreases in net changes in fund balances - total government funds to arrive at changes in net position of governmental activities	$ 226,178

Another element of that reconciliation states that “Governmental funds report the effect of issuance costs, premiums and discounts when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities.” The details of this $11,632,466 difference are as follows:

Amortization of deferred outflow in debt refunding	6,648,038
Amortization of premiums	5,015,915
Premiums on long-term debt issued in the current year	(31,487)
Total components of debt issuance costs and adjustments	$ 11,632,466

Another element of that reconciliation states “Property taxes that do not meet the measurable and available criteria are not recognized as revenue in the current year in the governmental funds” whereas they are recognized as revenue when levied in the government wide statement. The property taxes that are not measurable and available total $35,907.

Another element of that reconciliation states “In the statement of activities interest is accrued on long-term debt, whereas in the governmental funds it is recorded as an interest expense when due.” The details of this $1,415,597 are as follows:

Accreted interest on PERS UAL bonds	1,253,852
Accrued interest on general obligation bonds	161,745
Total components of interest adjustments on long term debt	$ 1,415,597

The final element of the reconciliation is related to adjustments for the net pension asset and liability, allocations to expenses for net changes in deferred inflows due to the District’s share in

the PERS system's differences between projected and actual earnings, and contributions subsequent to the measurement date that are not recorded in the budgetary basis financial statements. The details of the $6,319,948 are as follows:

Net pension liability	$ 97,413,879
Deferred outflows - actual experience	978,381
Deferred outflows - changes in assumptions	15,653,150
Deferred outflows - actual earnings	(23,939,600)
Deferred outflows - actual change in proportionate share	(260,585)
Deferred outflows - change in employer contribution and proportionate share	2,464,764
Deferred outflows - contribution difference	(1,981,033)
Deferred outflows - contribution after measurement date	(1,250,000)
Deferred inflow - earnings difference	1,469,337
Deferred inflow - actual change in proportionate share	(5,729,997)
Deferred inflow - actual earnings	(78,601,742)
Deferred inflow - changes in assumptions	103,394
Total components of pension liability adjustments at measurement date	$ 6,319,948

3. Stewardship, compliance and accountability

   A. Violations of legal or contractual provisions

   The District submitted a reimbursement claim to the Emergency Connectivity Grant Fund (ECF) of approximately $210,000 dollars for ipads that were received prior to the grant eligibility date of July 1, 2021. These ipads were received by the department managing the grant at the Districts main Education Center office after July 1, 2021, and were reported and recorded as July 2021 eligible transactions. It was subsequently determined this shipment was actually received on June 28, 2021 at the Districts distribution center, therefore making this specific shipment ineligible for grant reimbursement. Please see Corrective Action Plan on page 156 for more information and to view the District's corrective action plan.

   B. Deficit fund equity

   The District did not have any funds with a negative fund balance.

4. Detailed notes on all activities and funds

   A. Cash deposits with financial institutions

   In the case of deposits, and in the event of a bank failure, the district's deposits may not be returned. As of June 30, 2022, the district's bank balances were $25,317,803, and $24,564,803 of that amount was exposed to custodial credit risk because it was uninsured and collateralized by securities held by the pledging or financial institutions trust department or agent, but not in the government's name. All deposits were in bank depositories qualified by the Oregon State Treasury which maintains the collateral program for local governments.

Deposits with financial institutions are comprised of bank demand deposits and certificates of deposit. Of these balances all were deposited in banking institutions covered by Federal depositor insurance. However, a portion of these deposits exceed the federal deposit insurance corporation limit and are not federally insured.

B. Investments

As of June 30, 2022, the District's investments were comprised entirely of interest bearing cash accounts such as money markets and the Local Government Investment Pool.

a. Credit risk

For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investment or collateral securities that are in the possession of an outside party. The District minimizes custodial credit risk by limiting investments to the types of securities allowed by law. The District School Board annually approves a list of financial institutions with which the District will do business. All of the investments, except for the investment in the Local Government Investment Pool which is not evidenced by securities, are held in safekeeping by the financial institution's counterparty in the financial institution's general customer account.

Investments in the Local Government Investment Pool (LGIP) are included in the Oregon Short-Term Fund, which is an external investment pool that is not a 2a-7-like external investment pool, and is not registered with the U.S. Securities and Exchange Commission as an investment company. Fair value of the LGIP is calculated at the same value as the number of pool shares owned. The unit of account is each share held, and the value of the position would be the fair value of the pool's share price multiplied by the number of shares held. Investments in the Short-Term Fund are governed by ORS 294.135, Oregon Investment Council, and portfolio guidelines issued by the Oregon Short-Term Fund Board, which establish diversification percentages and specify the types and maturities of investments. The portfolio guidelines permit securities lending transactions as well as investments in repurchase agreements and reverse repurchase agreements. The fund appears to be in compliance with all portfolio guidelines at June 30, 2022. The LGIP seeks to exchange shares at $1.00 per share; an investment in the LGIP is neither insured nor guaranteed by the FDIC or any other government agency. Although the LGIP seeks to maintain the value of share investments at $1.00 per share, it is possible to lose money by investing in the pool. We intend to measure these investments at book value since it approximates fair value. The pool is comprised of a variety of investments. As of June 30, 2022, the fair value of the position in the LGIP is 98.98 percent of the value of the pool shares as reported in the Oregon Short-Term Fund audited financial statements. Amounts in the State Treasurer's Local Government Investment Pool are not required to be collateralized.

b. Concentration of credit risk

Oregon Revised Statutes do not limit investments as to credit rating for securities purchased from U.S. Government Agencies. The District is not invested in any such securities as of June 30, 2022.

C. Receivables

The accounts and other receivables in the General Fund are primarily balances due from other government entities such as Oregon Department of Education and High Desert Education Service District for reimbursement of expenditures. The accounts and other receivables in Special Revenue Funds represent balances due from state and federal governments for special program grants.

Accounts and other receivables on the Statement of Net Position are comprised of the following as of June 30, 2022:

	General Fund	Special Revenue Fund	Total
Accounts and other receivables	$ 389,464	$ 2,048,929	$ 2,438,393
Intergovernmental receivables	1,061,256	7,730,539	8,791,795
Total	$ 1,450,720	$ 9,779,468	$ 11,230,188

D. Capital assets

Capital asset activity for the year-ended June 30, 2022 was as follows:

	Balance June 30, 2021	Increases	Decreases	Balance June 30, 2022
Capital assets not being depreciated				
Land	$ 33,104,836	$ 2,899,689	$ 57,236	$ 35,947,289
Construction in progress	191,522,671	27,610,109	174,989,064	44,143,716
Total non-depreciable assets	224,627,507	30,509,798	175,046,300	80,091,005
Capital assets being depreciated and amortized:				
Buildings and improvements	454,838,736	170,318,427		625,157,163
Right-of-use leased buildings		6,513,956		6,513,956
Site improvements	22,684,448	2,004,293		24,688,741
Vehicles and equipment	33,498,394	5,330,263	1,139,080	37,689,577
Right-of-use leased equipment	-	121,016	-	121,016
Total depreciable assets at cost	511,021,578	184,287,955	1,139,080	694,170,453
Less accumulated depreciation and amortization for:				
Buildings and improvements	(154,450,829)	(13,366,745)	-	(167,817,574)
Right-of-use leased buildings	-	(624,186)	-	(624,186)
Site improvements	(9,798,986)	(854,439)	-	(10,653,425)
Vehicles and equipment	(24,004,787)	(2,454,825)	(1,134,855)	(25,324,757)
Right-of-use leased equipment	-	(6,051)	-	(6,051)
Total accumulated depreciation and amortization	(188,254,602)	(17,306,246)	(1,134,855)	(204,425,993)
Total depreciable assets, net	322,766,976	166,981,709	4,225	489,744,460
Total capital assets, net	$547,394,483	$197,491,507	$175,050,525	$569,835,465

Depreciation expense for the year was charged to the following programs:

Program	Buildings	Equipment	Improvements	Total
Business, transportation and maintenance	$ 1,095,548	$1,590,735	$ 59,603	$ 2,745,886
Central activities	2,635,145	524,108	100,870	3,260,123
Food services	7,287	45,051	-	52,338
Students	10,252,952	300,981	693,966	11,247,899
Total depreciation and amortization expense	$13,990,932	$2,460,875	$ 854,439	$17,306,246

Net investment in capital assets is calculated as follows:

All capital assets net of depreciation	$ 569,835,465
Short and long term debt	(348,815,000)
Loan for buses	(1,973,000)
Retainage payable	(655,923)
Accounts payable (capital construction)	(1,175,455)
Bond premium/discounts	(19,376,799)
Advanced refunding outflow	10,385,699
Unspent bond proceeds	15,291,296
Investment in capital assets, net of related debt	$ 223,516,283

E. Leases: Lessee

For the year ended June 30, 2022, the financial statements include the adoption of GASB Statement No. 87, Leases. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. Under this statement, the District now recognizes a lease liability and an intangible right-to-use asset in the government-wide financial statements for each lease. The lease liability is measured as the present value of all expected payments during the lease term, reduced by the principal portion of lease payments made. The lease asset is the initial lease liability, adjusted lease payments made before the commencement date plus certain direct costs. The lease asset is amortized on a straight-line basis. The implementation date for this accounting change was July 1, 2021 and did not include any prior period restatements.

The District monitors changes in circumstances that would require remeasurement of leases, and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long term debt on the statement of net position.

a. Brinson Lease

On May 16, 2018, the District entered into a noncancelable lease for the Brinson building, which contains the REALMS Middle and High School programs. The lease terminates on

May 15, 2031 and has an assumed interest rate is 3.25% based on our estimated borrowing rate.

b. Twin Knolls Lease

On January 1, 2013 the District entered into a noncancelable lease for the Twin Knolls building, which contains our Transition Co-Op program. The lease terminates on June 30, 2034 and has an assumed interest rate of 3.25% based on our estimated borrowing rate.

c. Copier Lease

On February 28, 2022 the District entered into a noncancelable lease for printer and copier equipment. The lease terminates on February 27, 2027 and the interest rate of 7.62% is implicit to the lease.

Lease liabilities are as follows:

	Balance at June 30, 2021	Increases	Decreases	Balance at June 30, 2022	Due within One Year
Brinson Lease	$ -	$ 5,057,466	$ 377,711	$ 4,679,755	$ 399,240
Twin Knolls Lease	-	1,456,490	72,061	1,384,429	92,205
Copier Lease	-	121,016	7,438	113,578	21,067
Total	$ -	$ 6,634,972	$ 457,210	$ 6,177,762	$ 512,512

Debt service requirements on leases are as follows:

	Brinson Lease		Twin Knolls Lease		Copier Lease	
As of June 30	Principal	Interest	Principal	Interest	Principal	Interest
2023	399,240	146,216	92,205	42,873	21,067	7,933
2024	429,019	132,801	91,021	40,649	22,731	6,269
2025	460,279	118,396	95,805	37,620	24,525	4,475
2026	493,083	102,953	100,748	34,434	26,462	2,538
2027	527,497	86,419	105,853	31,084	18,793	541
2028-2030	1,806,138	148,342	349,905	71,439	-	-
2031-2035	564,499	8,443	548,893	37,478	-	-
Total	$ 4,679,755	$ 743,570	$ 1,384,429	$ 295,577	$ 113,578	$ 21,757

F. Leases: Lessor

For the year ended June 30, 2022, the financial statements include the adoption of GASB Statement No. 87, Leases. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. Under this statement, the District now recognizes a lease receivable and an deferred inflow of resources in the government-wide and government funds financial statements for each lease. The lease receivable is measured as the present value of all expected payments during the lease term, reduced by the principal portion of lease payments received. The deferred inflow is the initial lease receivable, adjusted for lease payments received before the commencement date. Subsequently, the

deferred inflow is recognized as a revenue over the life of the lease term. The implementation date for this accounting change was July 1, 2021 and did not include any prior period restatements.

The District monitors changes in circumstances that would require remeasurement of leases, and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

a. Ed Center Lease

Beginning July 1, 2015 the High Desert ESD leased a portion of the Ed Center building in a noncancelable contract. The lease terminates on June 30, 2025 and the assumed interest rate is 3.25% based on estimated lending rates.

A summary of our leases in which we are the lessor is below.

Issue	Inception Date	Termination Date	Interest Rate	2022 Rental Payments	2022 Interest Payments
Ed Center Lease	7/1/2015	6/30/2025	3.25%	53,545	5,540
Total				$ 53,545	$ 5,540

The long term lease receivable is as follows:

	Balance at June 30, 2021	Increases	Decreases	Balance at June 30, 2022	Due within One Year
Ed Center Lease	-	210,113	48,005	162,108	50,633
Total	$ -	$ 210,113	$ 48,005	$ 162,108	$ 50,633

The deferred inflow of resources is as follows:

	Balance at June 30, 2021	Increases	Decreases	Balance at June 30, 2022
Ed Center Lease	-	210,113	52,528	157,585
Total	$ -	$ 210,113	$ 52,528	$ 157,585

The schedule of lease payments are as follows:

	Ed Center Lease	
As of June 30	Principal	Interest
2023	50,633	4,519
2024	53,982	2,824
2025	57,493	1,017
Total	$ 162,108	$ 8,359

G. Pension plan

a. PERS pension program

The District is participating in the State of Oregon Public Employees Retirement System (PERS), a cost-sharing multiple-employer defined benefit pension plan administered by PERS. The Oregon Public Employees Retirement System (PERS) consists of a single cost-sharing multiple-employer defined benefit plan. All benefits of the system are established by the legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Oregon PERS produces an independently audited Annual Comprehensive Financial Report which can be found at: http://www.oregon.gov/pers. The ORS Chapter 238 Defined Benefit Plan is closed to new members hired on or after August 29, 2003. For the purpose of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, fiduciary net position of PERS and any changes thereto have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. GASB Statements 68 and 71 were implemented as of July 1, 2014.

i. Pension benefits – The PERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.0 percent for police and fire employees, and 1.67 percent for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefit result.

ii. Death benefits – Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following conditions are met:

- member was employed by PERS employer at the time of death,
- member died within 120 days after termination of PERS covered employment,
- member died as a result of injury sustained while employed in a PERS-covered job, or
- member was on an official leave of absence from a PERS-covered job at the time of death.

iii. Disability benefits – A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits regardless of the

length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 (55 for police and fire members) when determining the monthly benefit.

iv. Benefit changes after retirement – Members may choose to continue participation in a variable equities investment account after retiring and may experience annual benefit fluctuations due to changes in the market value equity investments. Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes (COLA). The cap on the COLA will vary based on the amount of the annual benefit.

b. OPSRP pension program (OPSRP DB)
The ORS Chapter 238A Defined Benefit Pension Program provides benefits to members hired on or after August 29, 2003.

i. Pension benefits – This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age: Police and fire: 1.8 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for police and fire members is age 60 or age 53 with 25 years of retirement credit. To be classified as a police and fire member, the individual must have been employed continuously as a police and fire member for at least five years immediately preceding retirement. General Service: 1.5 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for general service members is age 65, or age 58 with 30 years of retirement credit. A member of the pension program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

ii. Death benefits – Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse, receives for life 50 percent of the pension that would otherwise have been paid to the deceased member.

iii. Disability benefits – A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred.

iv. Benefit changes after retirement – Under ORS 238A.210 monthly benefits are adjusted annually through cost-of-living changes (COLA). The cap on the COLA will vary based on the amount of the annual benefit.

c. Contributions

PERS members are required to contribute 6 percent of their salary and the employer makes contributions at an actuarially-determined rate as adopted by the PERS Board. The rate for Tier I and Tier II for the year ended June 30, 2022 was 18.1 percent of covered annual payroll. The rate for OPSRP for the year ended June 30, 2022 was 14.99 percent. The contribution requirements of plan members are established by state statute. The employer contribution is set and may be amended by the Retirement Board.

At June 30, 2022, the District reported a net pension liability of $106,176,637 for its proportionate share of the net pension liability. The pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2019. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2022, the District's proportion was .89 percent, a decrease from June 30, 2021 when the District's proportion was .93 percent. For the year ended June 30, 2022, the District recognized a pension expense of $15,401,229.

	Deferred Outflow of Resources	Deferred Inflow of Resources
Differences between expected and actual experience	$ 9,938,827	$ -
Changes of assumptions	26,579,209	279,432
Net difference between projected and actual earnings on investments	-	78,601,742
Changes in proportionate share	285,052	7,735,260
Differences between employer contributions and employer's proportionate share of the system contributions	2,464,764	3,237,294
Subtotal-amortized deferrals	39,267,852	$ 89,853,728
District contributions subsequent to the measurement date	19,190,209	
Total PERS deferred outflows	$ 58,458,061	

District contributions subsequent to the measurement date but before June 30, 2022 will be recognized as a reduction of the net pension liability in the fiscal year ending June 30, 2023.

Amounts reported as deferred outflows or inflow of resources related to pension will be recognized in pension expense as follows:

Year ending	Amount
June 30, 2023	$ (9,312,363)
June 30, 2024	(10,123,621)
June 30, 2025	(13,035,258)
June 30, 2026	(20,152,911)
June 30, 2027	2,038,278
Total deferred outflow (inflow) of resources	$ (50,585,875)

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 68 reporting summary dated December 31, 2019. Oregon PERS produces an independently audited ACFR which can be found in the following location: https://www.oregon.gov/pers/Documents/Financials/CAFR/2021-ACFR.pdf

d. Actuarial valuations

The employer contribution rates effective July 1, 2021 through June 30, 2023, were set using the entry age normal actuarial cost method. For the Tier I and Tier II component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (estimated amount necessary to finance benefits earned by employees during the current service year), (2) an amount for the amortization unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial liabilities being amortized over 20 years.

For the OPSRP Pension Program component of the PERS Defined Benefit Plan, this method produced an employer rate consisting of (1) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (2) an actuarially determined amount for funding a disability benefit component, and (3) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 16 years.

Actuarial Methods and Assumptions

	Pension
Valuation date	December 31, 2019
Measurement date	June 30, 2021
Experience Study	2018, published July 24, 2019
Actuarial assumptions:	
Actuarial cost method	Entry Age Normal
Inflation rate	2.40 percent
Long-term expected rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increases	3.40 percent
Cost-of-living adjustments (COLA)	Blend of 2.00% COLA and graded COLA (1.25%/0.15%) in accordance with *Moro* decision; blend based on service.
Mortality	*Healthy retirees and beneficiaries:* Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. *Active members:* Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. *Disabled retirees:* Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The methods and assumptions show above are based on the 2018 Experience Study, which reviewed experience for the four year period ended on December 31, 2018

e. Discount rate

The discount rate used to measure the total pension liability was 6.90 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on the Plan was applied to all periods of projected benefit payments to determine the total pension liability.

f. Fiduciary net position

Depletion Date Projection – GASB 68 generally requires that a blended discount rate be used to measure the Total Pension Liability (the Actuarial Accrued Liability calculated

using the Individual Entry Age Normal Cost Method). The long-term expected return on plan investments may be used to discount liabilities to the extent that the plan's Fiduciary Net Position (fair market value of assets) is projected to cover benefit payments and administrative expenses. A 20-year high quality (AA/Aa or higher) municipal bond rate must be used for periods where the Fiduciary Net Position is not projected to cover benefit payments and administrative expenses. Determining the discount rate under GASB 68 will often require that the actuary perform complex projections of future benefit payments and asset values. GASB 68 (paragraph 67) does allow for alternative evaluations of projected solvency, if such evaluation can reliably be made. GASB does not contemplate a specific method for making an alternative evaluation of sufficiency; it is left to professional judgment.

The following circumstances justify an alternative evaluation of sufficiency for Oregon PERS:

- Oregon PERS has a formal written policy to calculate an Actuarially Determined Contribution (ADC), which is articulated in the actuarial valuation report.
- The ADC is based on a closed, layered amortization period, which means that payment of the full ADC each year will bring the plan to a 100% funded position by the end of the amortization period if future experience follows assumption.
- GASB 68 specifies that the projections regarding future solvency assume that plan assets earn the assumed rate of return and there are no future changes in the plan provisions or actuarial methods and assumptions, which means that the projections would not reflect any adverse future experience which might impact the plan's funded position.

Based on these circumstances, it is PERS' independent actuary's opinion that the detailed depletion date projections outlined in GASB 68 would clearly indicate that the fiduciary net position is always projected to be sufficient to cover benefit payments and administrative expenses.

Detailed information about PERS' fiduciary net position is available in the separately issued financial report available online at the following website: https://www.oregon.gov/pers/Documents/Financials/CAFR/2021-ACFR.pdf, or by contacting PERS at the following address: PO BOX 23700 Tigard, OR 97281-3700.

g. Long-term expected rate of return

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in June 2021 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plans were invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes. Each asset class assumption is based on a

consistent set of underlying assumptions and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

Long-Term Expected Rate of Return [1]				
Asset Class	Target Allocation	Annual Arithmetic Return [2]	20-Year Annuallized Geometric Mean	Annual Standard Deviation
Global Equity	30.62 %	7.11 %	5.85 %	17.05 %
Private Equity	25.50	11.35	7.71	30.00
Core Fixed Income	23.75	2.80	2.73	3.85
Real Estate	12.25	6.29	5.66	12.00
Master Limited Partnerships	0.75	7.65	5.71	21.30
Infrastructure	1.50	7.24	6.26	15.00
Commodities	0.63	4.68	3.10	18.85
Hedge Fund of Funds - Multistrategy	1.25	5.42	5.11	8.45
Hedge Fund Equity - Hedge	0.63	5.85	5.31	11.05
Hedge Fund - Macro	5.62	5.33	5.06	7.90
US Cash	-2.50 [3]	1.77	1.76	1.20
Assumed Inflation - Mean			2.40 %	1.65 %

[1] Based on the OIC Statement of Investment Objectives and Policy Framework for the Oregon Public Employees Retirement Fund, including revisions adopted at the OIC meeting on June 2, 2021.
[2] The arithmetic mean is a component that goes into calculating the geometric mean. Expected rates of return are presented using the geometric mean, which the Board uses in setting the discount rate.
[3] Negative allocation to cash represents levered exposure from allocation to Risk Parity strategy.

h. Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1- percentage-point lower (5.90 percent) or 1-percentage-point higher (7.90 percent) than the current rate.

	Discount rate	Proportionate share of net pension liability (asset)	
1% decrease	5.90%	$	208,505,517
Current discount rate	6.90%		106,176,637
1% increase	7.90%		20,564,506

i. Deferred inflows of resources and deferred outflows of resources

Deferred inflows of resources and deferred outflow of resources are calculated at the Plan level and are allocated to employers based on their proportionate share. For the measurement period ended June 30, 2021, employers will report the following deferred inflows of resources and/or deferred outflows of resources:

- A difference between expected and actual experience
- Changes in assumptions
- Changes in employer proportion since the prior measurement date
- Net difference between projected and actual investment earnings

Differences between expected and actual experience, changes in assumptions and changes in employer proportion are amortized over the average remaining service lives of all plan participants, including retirees, determined as of the beginning of the respective measurement period. Employers are required to recognize pension expense based on the balance of the closed period "layers" attributable to each measurement period. The average remaining service lives determined as of the beginning of each measurement period are described below:

Fiscal Year ended June 30, 2021 - 5.4 years
Fiscal Year ended June 30, 2020 - 5.3 years
Fiscal Year ended June 30, 2019 - 5.2 years
Fiscal Year ended June 30, 2018 - 5.2 years
Fiscal Year ended June 30, 2017 - 5.3 years
Fiscal Year ended June 30, 2016 - 5.3 years
Fiscal Year ended June 30, 2015 - 5.4 years
Fiscal Year ended June 30, 2014 - 5.6 years

The net difference between projected and actual earnings attributable to each measurement period is amortized over a closed five-year period.

H. Other post-employment benefits (OPEB)

The District provides subsidized health benefits to retirees under age 65, as required by ORS 243.303. Retirees electing to remain on district-sponsored health plans must pay the entire premium in order to maintain coverage. However, while the District does not directly contribute to the cost of the premium for retirees, the premium itself does not represent the full cost of covering these retirees (since they are older than the active population, retirees can be expected to generate higher medical claims and therefore higher premiums for the active population). This additional cost is called the "implicit rate subsidy" and is required to be valued under GASB Statement 75. The GASB 75 valuation is based on the following employee census:

Employee Group	Employee Count
Retirees receiving benefits	72
Retirees not receiving benefits	57
Active employees receiving benefits	1,577
Active employees not receiving benefits	425
Total Employees	2,131

Currently, the District participates in the Oregon Educators Benefit Board, a statewide agent multiple-employer plan for health insurance benefits.

a. Other post-employment benefit health insurance subsidy

i. Funding policy – These benefits are not funded at this time.

ii. Total OPEB liability – The District's total OPEB liability of $8,763,022 was measured as of June 30, 2022 and was determined by an actuarial valuation as of July 1, 2020.

iii. Actuarial assumptions and other inputs – The total OPEB liability in the July 1, 2020 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Valuation date	July 1, 2020 Data was collected as of May 1, 2021, and benefits were valued as if the data was representative of data on July 1, 2020
Measurement Date	June 30, 2022
Fiscal Year Ends	June 30, 2022
Actuarial Cost Method	Entry Age Normal, level percent of salary
Interest Rate for Discounting Future Liabilities	3.50% per year, based on all years discounted at municipal bond rate
Inflation Rate	2.0 percent per year
Payroll Growth	3.0 percent per year
Salary Merit Scale	Total payroll increase is overall payroll growth plus merit table below. Sample rates are as follows: Duration / Rate 0 / 3.72% 5 / 2.34% 10 / 1.14% 15 / 0.17% 20 / -0.53% 25 / -0.89% 30 + / -0.95%

<table>
<tr><td>Annual Premium Increase Rate</td><td>The initial rates are based in part on the 2019 Segal Health Plan Cost Trend Survey, tempered by our expectation of the impact of ORS 243.866, as amended in 2017. Rates are trended down in accordance with prevalent actuarial practice based in part on the Society of Actuaries - Getzen Longer Term Healthcare Trends Resource Model, as updated October 2018.
<table>
<tr><th>Year</th><th>Rate</th><th>Year</th><th>Rate</th></tr>
<tr><td>2020-21</td><td>3.50%</td><td>2030-31</td><td>5.50%</td></tr>
<tr><td>2021-22</td><td>4.00%</td><td>2031-32</td><td>5.40%</td></tr>
<tr><td>2022-23</td><td>4.50%</td><td>2032-33</td><td>5.30%</td></tr>
<tr><td>2023-24</td><td>5.00%</td><td>2033-34</td><td>5.20%</td></tr>
<tr><td>2024-25</td><td>5.50%</td><td>2034-35</td><td>5.10%</td></tr>
<tr><td>2025-26</td><td>6.00%</td><td>2035-36</td><td>5.00%</td></tr>
<tr><td>2026-27</td><td>5.90%</td><td>2036-37</td><td>4.90%</td></tr>
<tr><td>2027-28</td><td>5.80%</td><td>2037-38</td><td>4.80%</td></tr>
<tr><td>2028-29</td><td>5.70%</td><td>2038-39</td><td>4.70%</td></tr>
<tr><td>2029-30</td><td>5.60%</td><td>2039-40</td><td>4.60%</td></tr>
<tr><td></td><td></td><td>2040+</td><td>4.50%</td></tr>
</table></td></tr>
<tr><td>Mortality Rates</td><td>Basic table: PUB-2010 Teachers table, separate Employee/Healthy Annuitant, sex-distinct, generational, no setback
Morality rates for active male participants are 120% of the above rates, and for active female participants are 100% of the above rates
Beneficiaries: Pub-2010 General Employees table, Healthy Annuitant, sex distinct, generational, set back 12 months for males, no set back for females.
Improvement scale: Unisex Social Security Data Scale (60 year average), with data through 2015</td></tr>
<tr><td>Turnover Rates</td><td>As developed for the valuation of benefits under Oregon PERS. For the current school year, it is assumed that the terminations are reflected in the census date provided.
<table>
<tr><th>Years of Service</th><th>Male</th><th>Female</th></tr>
<tr><td>0</td><td>16.63%</td><td>13.50%</td></tr>
<tr><td>5</td><td>6.86%</td><td>7.13%</td></tr>
<tr><td>10</td><td>3.31%</td><td>3.85%</td></tr>
<tr><td>15</td><td>2.30%</td><td>2.68%</td></tr>
<tr><td>20</td><td>1.62%</td><td>1.95%</td></tr>
<tr><td>25</td><td>1.20%</td><td>1.50%</td></tr>
<tr><td>30 +</td><td>1.20%</td><td>1.50%</td></tr>
</table></td></tr>
</table>

<table>
<tr><td>Disability Rates</td><td>As developed for the valuation of benefits under Oregon PERS. Sample rates are as follows:

<table><tr><th>Age</th><th>Rate</th></tr><tr><td>30</td><td>0.0197%</td></tr><tr><td>35</td><td>0.0302%</td></tr><tr><td>40</td><td>0.0487%</td></tr><tr><td>45</td><td>0.0798%</td></tr><tr><td>50</td><td>0.1380%</td></tr></table></td></tr>
<tr><td>Retirement Rates</td><td>As developed for the valuation of benefits under Oregon PERS. For the current school year, it is assumed that the retirements are reflected in the census data provided. It is also assumed employees will retire by the time both employee and dependent have reached age 65, the age at which they can no longer receive subsidized health benefits.

<table><tr><th></th><th colspan="3">Tier 1 / Tier 2</th><th colspan="3">OPSRP</th></tr><tr><th></th><th colspan="3">Years of Service</th><th colspan="3">Years of Service</th></tr><tr><th>Age</th><th>< 15</th><th>15 - 29</th><th>30 +</th><th>< 15</th><th>15 - 29</th><th>30 +</th></tr><tr><td>< 52</td><td>0.0%</td><td>0.0%</td><td>25.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>52</td><td>0.0%</td><td>0.0%</td><td>25.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>53</td><td>0.0%</td><td>0.0%</td><td>25.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>54</td><td>0.0%</td><td>0.0%</td><td>25.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>55</td><td>1.5%</td><td>3.5%</td><td>25.0%</td><td>1.0%</td><td>2.5%</td><td>5.0%</td></tr><tr><td>56</td><td>1.5%</td><td>3.5%</td><td>25.0%</td><td>1.0%</td><td>2.5%</td><td>5.0%</td></tr><tr><td>57</td><td>1.5%</td><td>3.5%</td><td>25.0%</td><td>1.0%</td><td>2.5%</td><td>7.5%</td></tr><tr><td>58</td><td>1.5%</td><td>11.0%</td><td>27.5%</td><td>1.5%</td><td>3.0%</td><td>30.0%</td></tr><tr><td>59</td><td>4.5%</td><td>11.0%</td><td>27.5%</td><td>1.5%</td><td>3.0%</td><td>25.0%</td></tr><tr><td>60</td><td>6.5%</td><td>12.5%</td><td>27.5%</td><td>2.5%</td><td>3.8%</td><td>20.0%</td></tr><tr><td>61</td><td>6.5%</td><td>12.5%</td><td>27.5%</td><td>3.0%</td><td>5.0%</td><td>20.0%</td></tr><tr><td>62</td><td>15.0%</td><td>23.5%</td><td>34.0%</td><td>6.0%</td><td>12.0%</td><td>30.0%</td></tr><tr><td>63</td><td>13.0%</td><td>19.5%</td><td>26.5%</td><td>6.0%</td><td>10.0%</td><td>20.0%</td></tr><tr><td>64</td><td>13.0%</td><td>19.5%</td><td>31.5%</td><td>6.0%</td><td>10.0%</td><td>20.0%</td></tr><tr><td>65</td><td>25.5%</td><td>33.5%</td><td>45.0%</td><td>11.5%</td><td>35.0%</td><td>20.0%</td></tr><tr><td>66</td><td>23.0%</td><td>36.5%</td><td>45.0%</td><td>12.5%</td><td>33.0%</td><td>20.0%</td></tr><tr><td>67</td><td>21.0%</td><td>34.5%</td><td>42.0%</td><td>11.0%</td><td>22.0%</td><td>30.0%</td></tr><tr><td>68</td><td>21.0%</td><td>28.0%</td><td>28.5%</td><td>9.0%</td><td>17.0%</td><td>20.0%</td></tr><tr><td>69</td><td>21.0%</td><td>28.0%</td><td>28.5%</td><td>9.0%</td><td>17.0%</td><td>20.0%</td></tr><tr><td>70</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td></tr></table></td></tr>
<tr><td>Participation</td><td>Of the active employees currently enrolled in the medical plan, 70% are assumed to remain enrolled at retirement until Medicare eligibility.</td></tr>
<tr><td>Plan Enrollment</td><td>Current and future retirees are assumed to remain enrolled in the plans in which they are currently enrolled, if any.</td></tr>
<tr><td>Lapse</td><td>None assumed.</td></tr>
</table>

Marital Status	40% of future retirees electing coverage are assumed to cover a spouse as well. Males are assumed to be three years older than their female spouses. Actual marital status and ages as of the valuation date are used for current retirees, if available
Coverage of Eligible Children	We have assumed no impact of dependent children on the implicit subsidy
Health Care Claims Cost	2020-21 claims costs for an age 64 retiree or spouse are assumed range from 10,833 to 14,769 depending on the plan selected. The age specific claims costs were developed based on the OEBB health plans' overall demographics and total premiums, to the extent data was available
Aging Factors	Aging factors are used to adjust the age 64 per capita claims cost. Claims costs are reduced by 3.25% to 4.00% by age for those under 64.
Dental and Vision Costs	We have assumed no implicit subsidy due to dental or vision costs
Changes Since Prior Valuation	The interest rate for discounting future liabilities was changed to reflect current municipal bond rates. Premium increase rates were modified to better reflect the anticipated experience and current Oregon law. Demographic assumptions were revised to match (as closely as possible) those developed in the most recent experience study for Oregon PERS

Changes in the Total OPEB Liability:

Balance at June 30, 2021	$ 9,014,603
Changes for the year	
Service Cost	670,411
Interest	214,438
Changes in assumptions	(827,579)
Benefit payments	(308,851)
Net Changes	(251,581)
Total OPEB Liability at June 30, 2022	$ 8,763,022

As of June 30, 2022, the deferred inflows and outflows were as follows:

	Deferred Outflows	Deferred Inflows
Differences between expected and actual experience	$ 499,605	$ 1,510,492
Changes in assumptions or other input	119,785	1,034,494
Total	$ 619,390	$ 2,544,986

Amounts reported as deferred outflows of resources related to OPEB's will be recognized in OPEB expense as follows:

Year ended June 30	OPEB Expense
2023	$ (272,150)
2024	(272,150)
2025	(272,153)
2026	(335,232)
2027	(335,232)
Thereafter	(438,679)
Total deferred outflows recognized as expense	$ (1,925,596)

iv. Sensitivity of the total OPEB liability to changes in the discount rate – The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.50 percent) or one percentage point higher (4.50 percent) than the current rate:

	1% Decrease 2.50%	Current discount rate 3.50%	1% Increase 4.50%
Total OPEB liability	$ 9,420,588	$ 8,763,022	$ 8,143,704

v. Sensitivity of the total OPEB liability to changes in the healthcare trend rate – The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a healthcare trend rate that is one percentage point lower or one percentage point higher than the current rate:

	1% Decrease 5.30% graded down to 3.50%	Current trend rate 6.30% graded down to 4.50%	1% Increase 7.30% graded down to 5.50%
Total OPEB liability	$ 7,714,640	$ 8,763,022	$ 9,994,544

b. Other post-employment benefits, PERS Retiree Health Insurance Account (RHIA)
Oregon Public Employees Retirement System (PERS or the system) administers the Retirement Health Insurance Account (RHIA) cost-sharing, multiple-employer defined benefit Other Postemployment Benefit (OPEB) plan (Plan) for units of state government, political subdivisions, community colleges, and school districts, containing multiple actuarial pools. Plan assets may be used to pay the benefits of the employees of any employer that provides OPEB through the Plan. Contributions are mandatory for each employer that is a member of PERS. As of the June 30, 2021 measurement date, there were 811 participating employers.

At June 30, 2022, the District reported a net OPEB asset of $2,727,253 for its proportionate share of the net OPEB liability/asset. The measurement date was as of June 30, 2021 and the actuarial valuation date was as of December 31, 2019. As of the June 30, 2021 measurement date, the District's proportion was .79 percent, which is lower than 1.57 percent determined for the prior measurement period.

At June 30, 2022, the District also reported a net OPEB deferred inflow of $(84,788) calculated as follows:

	Deferred Outflow of Resources	Deferred Inflow of Resources
Differences between expected and actual experience	$ -	$ 75,877
Changes of assumptions	53,662	40,571
Net difference between projected and actual earnings on investments	-	648,140
Changes in proportionate share	948,450	322,312
Subtotal-amortized deferrals	1,002,112	$ 1,086,900
District contributions subsequent to the measurement date	19,058	
Total deferred outflow and inflow	$ 1,021,170	

District contributions subsequent to the measurement date of June 30, 2021, but before June 30, 2022, will be recognized as an increase to the net OPEB asset in the fiscal year ending June 30, 2022.

Amounts reported as deferred outflows or inflows of resources related to OPEB will be recognized in OPEB expense/income as follows:

Year ending June 30	Amount
2023	$ 8,121
2024	259,801
2025	(147,972)
2026	(204,739)
2027	-
Total	$ (84,789)

i. Actuarial methods and assumptions –

Actuarial Methods and Assumptions

	RHIA
Valuation date	December 31, 2019
Measurement date	June 30, 2021
Experience Study	2018, published July 24, 2019
Actuarial assumptions:	
Actuarial cost method	Entry Age Normal
Inflation rate	2.40 percent
Long-term expected rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increases	3.40 percent
Retiree healthcare participation	Healthy retirees: 32% Disabled retirees: 20%
Healthcare cost trend rate	Not applicable
Mortality	***Healthy retirees and beneficiaries:*** Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. ***Active members:*** Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. ***Disabled retirees:*** Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

ii. Discount rate – The discount rate used to measure the total OPEB liability at June 30, 2021 was 6.90 percent. The projection of cash flows used to determine the discount rate assumed that contributions from contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the RHIA plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term

expected rate of return on OPEB plan investments for the RHIA Plan was applied to all periods of projected benefit payments to determine the total OPEB liability.

iii. Long-term expected rate of return – To develop an analytical basis for the selection of the long-term expected rate of return assumption, in June 2021 the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model. For more information on the Plan's portfolio, assumed asset allocation, and the long- term expected rate of return for each major asset class, calculated using both arithmetic and geometric means, see PERS' audited financial statements at: https://www.oregon.gov/pers/Documents/Financials/CAFR/2021-ACFR.pdf

iv. Depletion date projection – GASB 75 generally requires that a blended discount rate be used to measure the Total OPEB liability (the actuarial accrued liability calculated using the Individual entry age normal cost method). The long-term expected return on plan investments may be used to discount liabilities to the extent that the plan's fiduciary net position (fair value of assets) is projected to cover benefit payments and administrative expenses. A 20-year high quality (AA/Aa or higher) municipal bond rate must be used for periods where the fiduciary net position is not projected to cover benefit payments and administrative expenses. Determining the discount rate under GASB 75 will often require that the actuary perform complex projections of future benefit payments and asset values. GASB 75 (paragraph 82) does allow for alternative evaluations of projected solvency, if such evaluation can reliably be made. GASB does not contemplate a specific method for making an alternative evaluation of sufficiency; it is left to professional judgment.

The following circumstances justify an alternative evaluation of sufficiency for the OPEBB plan:

- PERS has a formal written policy to calculate an Actuarially Determined Contribution (ADC), which is articulated in the actuarial valuation report.
- The ADC is based on a closed, layered amortization period, which means that payment of the full ADC each year will bring the plan to a 100 percent funded position by the end of the amortization period if future experience follows assumption.
- GASB 75 specifies that the projections regarding future solvency assume that plan assets earn the assumed rate of return and there are no future changes in the plan provisions or actuarial methods and assumptions, which means that the projections would not reflect any adverse future experience which might impact the plan's funded position.

Based on these circumstances, it is our third-party actuary's opinion that the detailed depletion date projections outlined in GASB 75 would clearly indicate that the fiduciary net position is always projected to be sufficient to cover benefit payments and administrative expenses.

v. Sensitivity of the District's proportionate share of the net OPEB liability/asset to the changes in the discount rate – The following presents the District's proportionate share of the Net OPEB liability/asset calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share would be if it were calculated using a discount rate that is 1-percentage point lower (5.90 percent) or a 1-percentage-point higher (7.90 percent) than the current rate.

	Discount rate	Proportionate share of net pension liability (asset)
1% decrease	5.90%	$ (2,411,855)
Current discount rate	6.90%	(2,727,253)
1% increase	7.90%	(2,996,679)

vi. Deferred inflows of resources and deferred outflows of resources – Deferred inflows of resources and deferred outflow of resources are calculated at the Plan level and are allocated to employers based on their proportionate share. For the measurement period ended June 30, 2021, employers will report the following deferred inflows or resources and/or deferred outflows of resources:

- A difference between expected and actual experience
- Changes in assumptions
- Changes in employer proportion since the prior measurement date
- Net difference between projected and actual earnings. One-year's amortization is recognized in the employer's total OPEB expense for the measurement period

Differences between expected and actual experience, changes in assumptions and changes in employer proportion are amortized over the average remaining service lives of all plan participants, including retirees, determined as of the beginning of the respective measurement period. Employers are required to recognize OPEB expense based on the balance of the closed period "layers" attributable to each measurement period. The average remaining service life determined as of the beginning of each measurement period are described below:

Fiscal Year ended June 30, 2021 - 2.7 years
Fiscal Year ended June 30, 2020 - 2.9 years
Fiscal Year ended June 30, 2019 - 3.1 years
Fiscal Year ended June 30, 2018 - 3.3 years
Fiscal Year ended June 30, 2017 - 3.7 years

The net difference between projected and actual investment earnings attributable to each measurement period is amortized over a closed five-year period.

I. Commitments and contingencies

The District has contractual commitments for construction and improvement projects. As of June 30, 2022, those commitments are:

Project	Commitment Remaining
Bear Creek HVAC	209,299
Bend Transportation Utility Upgrade and Shop Remodel	62,515
Brinson Phase 4	505,287
Buckingham ES HVAC	3,900
Cascade MS Remodel	225,396
Distribution Siding Repair	59,945
Ed Center Remodel	393,606
Ensworth ES HVAC	7,810
Highland at Kenwood HVAC	190,800
Highland at Kenwood Roofing	760,269
Juniper ES Remodel	182,637
La Pine Transportation Vehicle Lift	4,323
Lava Ridge ES Remodel	2,450
Maint Bldg #5 Addition	3,078
Ponderosa Drainage	140,000
RE Jewell ES Remodel	359,846
Total commitments remaining	$ 3,111,160

J. Risk management

The District is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The District carries commercial insurance for risks of loss, including workers' compensation and employee health and accident insurance. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. Insurance coverage has not changed significantly from prior years.

A liability for estimated unemployment claims is presented in the government-wide statements as an accrued payroll liability. The liability represents the district's estimate of its share of unemployment claims during FY2021-22 that were unpaid as of June 30, 2022. The estimate was calculated based on district experience and actual claims paid after June 30, 2022. A reconciliation of the claims liability at the end of the year are as follows:

	2022	2021
Beginning balance	$ 192,005	$ 205,654
Claims incurred	275,824	95,062
Claims paid	(160,421)	(108,711)
Ending balance	$ 307,408	$ 192,005

A liability for estimated general liability claims is presented in the government-wide statements. The liability represents the district's estimate of its share of various general liability claims during FY2021-22 that were unpaid as of June 30, 2022. The liability was calculated using actual claims settled and paid after June 30, 2022. A reconciliation of the claims liability at the end of the year are as follows:

	2022	2021
Beginning balance	$ 449,081	$ 319,110
Claims incurred	87,098	212,444
Claims paid	(96,139)	(82,473)
Ending balance	$ 440,040	$ 449,081

Reimbursement claims under federal and state program grants may be subject to further audit and adjustment by grantor agencies. State school support from the Oregon Department of Education may also be subject to further audit and adjustment. Disallowed claims could become a liability of the General Fund. Any such amounts are not expected to be significant. Accordingly, management does not anticipate any material adverse consequences arising from such actions.

A substantial portion of operating funding is received from the State of Oregon. State funding is determined through state wide revenue projections that are paid to individual school districts based on pupil counts and other factors in the state school fund revenue formula. Because these projections and pupil counts fluctuate they can cause increases or decreases in revenue. Due to these future uncertainties at the state level, the future effect on the operations cannot be determined.

The District is a defendant in various lawsuits. Although the outcome of these lawsuits is not presently determinable, it is the opinion of the District's legal counsel that resolution of these matters will not have a material adverse effect on the financial condition of the District.

a. Environmental matters
   The District has complied with EPA standards for asbestos removal or encasement as well as maintenance of an asbestos management plan. In addition, the District's fuel storage facilities meet EPA standards including annual testing requirements. We are developing a heathy and safe schools plan outlined by the state, which includes items like lead and radon testing.

K. Long-term liabilities

The District has outstanding general obligation bonds, full faith and credit bonds, limited tax pension bonds and notes from direct borrowings related to governmental activities totaling $347,720,000, $1,095,000, $43,475,479, and $1,973,000 respectively. The District has pledged property taxes and all unobligated revenues from the general fund to the punctual payment of principal and interest in the full faith and credit bonds and notes from direct borrowings. The District's outstanding notes from direct borrowings provide that in the event of default all amounts payable under the agreement will become immediately due and payable. The District does not have any open or unused lines of credit.

The changes in long-term obligations for governmental activities for the year ended June 30, 2022 are as follows:

	Balance at June 30, 2021	Increases/ Accretion	Decreases	Balance at June 30, 2022	Due within One Year
General obligation bonds	$ 366,995,000	$ 80,795,000	$ 100,070,000	$ 347,720,000	$ 27,520,000
Full faith and credit bonds	1,650,000	-	555,000	1,095,000	550,000
Limited tax pension obligation bonds	48,903,727	261,752	5,690,000	43,475,479	6,280,000
Notes from direct borrowings	2,579,566	-	606,566	1,973,000	264,000
Unamortized bond premium	24,361,227	-	4,984,427	19,376,800	-
Early retiree program	66,883	-	48,068	18,815	-
Lease liability	-	6,177,762	-	6,177,762	512,512
Total	$ 444,556,403	$ 87,234,514	$ 111,954,061	$ 419,836,856	$ 35,126,512

The balance of limited tax pension obligation bonds stated above as of June 30, 2022 is net of the remaining issue discount of $139,521. This issue discount is amortized through to the maturity date of these bonds in FY2023 as follows:

Year ending June 30	Amount
2023	139,521
Total remaining discount	$ 139,521

Debt service requirements on long-term debt at June 30, 2022, exclusive of the remaining issue discount for limited tax pension obligation bonds, are as follows:

	General Obligation Bonds		Full Faith and Credit Bonds		Limited Tax Pension Obligation Bonds		Notes from direct borrowings	
As of June 30	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2023	27,520,000	10,883,597	550,000	43,800	6,280,000	2,304,219	264,000	49,675
2024	18,840,000	9,607,367	545,000	21,800	6,915,000	2,087,191	264,000	42,986
2025	20,305,000	9,165,767	-	-	7,730,000	1,702,032	264,000	36,298
2026	21,740,000	8,789,867	-	-	8,610,000	1,269,533	264,000	29,608
2027	23,650,000	7,984,567	-	-	9,555,000	787,792	264,000	22,919
2028-2030	70,340,000	18,777,207	-	-	4,525,000	253,176	653,000	28,625
2031-2035	107,585,000	18,970,109	-	-	-	-	-	-
2036-2040	57,740,000	4,495,263	-	-	-	-	-	-
Total	$347,720,000	$88,673,740	$1,095,000	$65,600	$43,615,000	$8,403,943	$1,973,000	$210,111

a. General obligation bonds

General obligation bonds are direct obligations and pledge the full faith and credit of the District. The District issues general obligation bonds to provide funds for the acquisition and construction of District school facilities. Debt service on bond principal and bond interest is paid from the Debt Service Fund. The District is subject to statutory limitations on indebtedness. As of June 30, 2022, the District's net bonded debt is $2,841,448,682 less than the statutory debt limit. Certain issues of the District's bonds are subject to federal arbitrage regulations. The District employs the services of an arbitrage rebate specialist to determine the amount of the arbitrage liability if applicable. In March 2021, Moody's affirmed the District's Aa2 bond rating.

A summary of outstanding general obligation bonds is below:

Issue	Issue Date	Maturity Date	Interest Rate	2022 Principal Payments	2022 Interest Payments
2013 Refunding	3/7/2013	6/15/2024	4.25% - 5.00%	$ 12,335,000	$ 1,626,250
2013 GO Bond	8/14/2013	6/15/2033	4.00% - 5.00%	76,700,000	6,256,097
2017 GO Bond	8/31/2017	6/15/2037	2.82%	5,790,000	5,912,713
2019 GO Bond	7/24/2019	6/15/2039	3.00% - 5.00%	4,250,000	3,155,550
2021 Refunding	12/7/2021	6/15/2033	4.00% - 5.00%	995,000	666,365
Total General Obligation Bonds				$ 100,070,000	$ 17,616,975

In December of 2021 the District issued general obligation refunding bonds to refund our 2013 general obligation bonds. The aggregate principal amount of the refunding was 76,050,000 and the present value of savings was 7,482,896.65. At the time of the refunding, the prior bond debt service included 76,050,000 in principal and 23,442,187.50 in interest for an aggregate debt service of 99,492,187.50. After the refunding, the new refunding bond debt service included 82,320,000 in principal and 8,758,729.96 for an aggregate debt service of 91,078,729.96

The District defeased the newly refunded 2013 general obligation bonds by placing the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments on the old bonds. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the District's financial statements. At June 30, 2022, $76,050,000 of bonds outstanding were considered defeased.

b. Limited tax pension obligation bonds

The District participated in the Oregon School Board Association (OSBA) Pension Bond Pool for the purpose of funding the District's allocated portion of the PERS Unfunded Actuarial Liability (UAL). Bonds in the amount of $40,926,720 were issued October 31, 2002, additional bonds in the amount of $25,316,992 were issued April 21, 2003 and $5,930,000 were issued February 19, 2004. The bonds are being amortized over 25-26 years. In February 2012 the District refinanced a portion of the 2002 Pension Bonds. This refinance was structured to save approximately $45,000 per year in interest. Debt service on bond principal and interest is paid from the debt service fund. General fund resources typically have been used to liquidate the limited tax pension obligation bonds.

A summary of outstanding limited tax pension obligation bonds is below:

Issue	Issue Date	Maturity Date	Interest Rate	2022 Principal Payments	2022 Interest Payments
PERS 10/02	10/31/2002	6/30/2028	5.55%	$ 3,095,000	$ 1,536,139
PERS 4/03	4/21/2003	6/30/2028	5.68%	2,185,000	2,275,840
PERS 4/04	2/19/2004	6/30/2028	3.25% - 5.528%	410,000	199,888
Total limited tax pension obligation bonds				$ 5,690,000	$ 4,011,868

c. Full faith and credit bonds

On March 21, 2011, the District issued full faith and credit bonds to refinance a long-term loan taken out in 2009 that was used to finance the repair of Summit High School athletic fields. The refunding was undertaken to reduce total debt service payments over the life of the debt by $886,848 and resulted in an economic gain to the taxpayers of approximately $740,000. The bonds mature in January 2024 and the interest rates range from 2 to 4%.

A summary of outstanding full faith and credit bonds is below:

Issue	Issue Date	Maturity Date	Interest Rate	2022 Principal Payments	2022 Interest Payments
Series 2011	3/22/2011	1/15/2024	2.00% - 4.00%	555,000	66,000
Total full faith and credit bonds				$ 555,000	$ 66,000

d. Notes from direct borrowings

On July 1, 2012, the District financed $3,200,000 to purchase 28 school buses. The loan matured in 2022 and the fixed interest rate was 1.99%. On March 21, 2019, the District

financed $1,390,000 to purchase 10 school buses. This loan matures in 2029 and the fixed interest rate is 2.76%. The interest rate will increase by 1.50% in an Event of Default that extends beyond 60 days after a written demand is made to the District to cure such failure. On May 20, 2020 the District financed $1,250,000 to purchase additional school buses. The loan matures in 2030 and the fixed interest rate is 2.282%. The interest rate, at the option of the lender, shall increase to 5.282% in an occurrence and continuation of an Event of Default. The payments on these notes from direct borrowings are made from the general fund.

A summary of outstanding notes on direct borrowings is below:

Issue	Issue Date	Maturity Year	Interest Rate	2022 Principal Payments	2022 Interest Payments
2012 Bus Purchase	7/1/2012	2022	1.99%	342,566	-
2019 Bus Purchase	3/21/2019	2029	2.96%	139,000	973,000
2020 Bus Purchase	5/28/2020	2030	2.28%	125,000	1,000,000
Total notes from direct borrowings				$ 606,566	$ 1,973,000

e. Other long-term liabilities

The District carries the liabilities below. With the exception of early retirement, all listed liabilities are liquidated from the general fund. Early retirement is liquidated from the special revenue fund.

Long-term liabilities	Balance June 30, 2021	Additions	Payments	Balance June 30, 2022	Due within one year
Other post-employment benefits	$ 9,014,603	$ -	$ 251,581	$ 8,763,022	$ -
Net pension liability	203,590,516	-	97,413,879	106,176,637	-
Claims and judgments	641,086	-	201,046	440,040	220,020
Accrued compensated absences	47,446	3,740	15,416	35,770	35,770
Early retirement	66,883	-	48,068	18,815	18,815
Total long-term liabilities	$213,360,534	$ 3,740	$97,929,990	$115,434,284	$274,605

L. Fund balances

The District categorizes its fund balance for major funds as nonspendable, restricted, assigned or unassigned. Nonspendable fund balance represents resources that can't be spent as they are not in a spendable format. Restricted fund balances represent resources whose use is constrained by restrictions imposed by law or externally imposed restrictions placed by creditors, grantors or contributors. Assigned fund balances represent amounts the district intends to use for specific purposes and are imposed by the Superintendent or designee. The authority for the Superintendent or designee to assign resources for specific purposes is granted by the School Board, the District's governing body.

For the classification of unrestricted ending fund balance the District first reduces assigned amounts, then unassigned amounts when expenditures are incurred for purposes for which

amounts in any of those unrestricted fund balance classifications could be used. At times when restricted and unrestricted amounts can be used, the District uses restricted amounts first.

Details of fund balance classifications displayed in the aggregate:

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	June 30, 2022	June 30, 2021
Nonspendable:						
Inventory	$ 190,142	$ 415,381	$ -	$ -	$ 605,523	$ 828,315
Prepaid items	1,327,414	40,000	-	-	1,367,414	1,809,027
Total Nonspendable	1,517,556	455,381	-	-	1,972,937	2,637,342
Restricted for:						
Capital projects	-	-	-	21,857,103	21,857,103	51,114,619
Debt service	-	-	4,662,158	-	4,662,158	4,693,630
Energy efficency program	-	1,419,468	-	-	1,419,468	1,647,760
Federal, state, and private grants	-	7,207,911	-	-	7,207,911	5,187,681
Transportation equipment	1,484,951	-	-	-	1,484,951	2,240,373
Total Restricted	1,484,951	8,627,379	4,662,158	21,857,103	36,631,591	64,884,063
Assigned to:						
Appropriated fund balance	10,078,018	-	-	-	10,078,018	7,505,084
Student athletics	397,391	-	-	-	397,391	567,157
Facility usage	957,576	-	-	-	957,576	1,007,926
Instructional materials	2,465,929	-	-	-	2,465,929	2,041,872
Maintenance equipment replacement	1,104,476	-	-	-	1,104,476	981,398
Technology replacement	2,453,667	-	-	-	2,453,667	2,526,018
Print shop equipment	276,093	-	-	-	276,093	155,420
Insurance and risk reserves	2,257,906	-	-	-	2,257,906	1,884,233
Student activities	-	2,682,277	-	-	2,682,277	2,283,365
Early retirement program	-	413,662	-	-	413,662	447,219
Student and staff safety	-	573,750	-	-	573,750	412,785
Other programs	-	610,882	-	-	610,882	583,424
Total Assigned	19,991,056	4,280,571	-	-	24,271,627	20,395,901
Unassigned	5,580,446	-	-	-	5,580,446	8,910,465
Total fund balances	$ 28,574,009	$ 13,363,331	$ 4,662,158	$ 21,857,103	$ 68,456,601	$ 96,827,771

Certain prior year amounts have been reclassified to conform with current year presentation

M. Interfund transfers

Transfers are comprised of the following:

	Transfers In	Transfers Out
Maintenance Replacement Fund	$ 1,496	$ -
Capital Projects Fund	538,742	-
Special Revenue	-	540,238
Total	$ 540,238	$ 540,238

Transfers between funds were used for SB 1149 energy efficiency projects related to LED lighting upgrades and occupancy sensors.

N. Tax abatements

GASB 77, Tax Abatement Disclosures became effective for those periods beginning after December 15, 2015. All such abatement programs are authorized by Oregon Revised Statues or by local resolution or ordinance. Some programs are initiated by the County and others by other local governments and state agencies. For the year ended June 30, 2022, the District's revenues were estimated to be reduced by the following amounts for each program:

Program	Estimated Tax Exempted/Abated to District
Enterprise zones	$ 672,498
Housing for low income rental	26,167
Nonprofit low income rental housing	106,805
Solar projects	76,163
Total exempted/abated	$ 881,633

O. Termination benefits

Special termination benefits were made available to employees who met guidelines of a plan adopted by the Board on May 3, 1983 and revised in 2009. On May 27, 2009, the School Board voted to implement a phasing out of the program. All employees participating in the plan before the effective date of the phase out period will receive benefits as anticipated when they retire. Beginning in FY2009-10, benefits for retirees under the plan were reduced each year by 10 percent and on June 30, 2013, the plan closed to new retirees.

The maximum monthly benefit paid by the District is equal to .1667 times the base salary divided by 12. Base salary is the average of the scheduled annual gross regular salary for the three highest completed paid contract years before retirement, but shall not exceed $36,000. Employees do not contribute to the plan and accrue no vested benefits prior to their acceptance in the program.

The District's liability under the program is reported in the government-wide statements. The plan is funded by an assessment charged against payroll in all funds. The assessed charges are accumulated and stipends paid from the special revenue fund. The intent of this assessment is to fund the plan on a "pay-as-you-go" basis and not to accumulate resources in the special revenue fund for this plan.

These benefits are in addition to benefits that may become available under the pension plan administered under the State of Oregon Public Employees Retirement System. The expenditures incurred under the post-employment benefit plan during the current fiscal year totaled $33,557 and covered 19 retirees.

A liability for termination benefits has been recorded in the government-wide statements. The liability was derived by calculating the future benefit for all current participants based on the monthly maximum amount available to each participant for the years that they are eligible for the plan. The total liability is then discounted using a 15-year average market yield rate on US Treasury securities to reflect the present value of future cash flows.

Future maturities of termination benefits payable are as follows:

Year ending June 30	Total
2023	18,815
Total	$ 18,815

P. Subsequent events to disclose

The District amended the lease agreement for our Twin Knolls facility to add another suite to the lease, which adds an additional 1,764 square feet in leased space. The additional space will be recorded as a new and separate lease under GASB 87 in FY2022-23, and the annual lease payments for the additional square footage are estimated to total $26,460 in the first year.

On November 8, 2022, voters approved a $249.7 million general obligation bond levy to complete 89 planned construction projects throughout the District. The first bond sale is expected to occur in the Spring of 2023.

Required Supplementary Information

Administrative School District No. 1
Deschutes County, Oregon
Required Supplementary Information
Schedule of Changes in Total OPEB Liability and Related Ratios-Medical Benefit
June 30, 2022

Total OPEB Liability	2022	2021	2020	2019	2018
Service cost	$ 670,411	$ 560,806	$ 541,842	$ 501,534	$ 489,301
Interest	214,438	423,167	401,158	346,262	325,807
Difference between expected and actual experience	-	(2,013,990)	-	1,165,745	-
Changes in assumptions	(827,579)	159,713	-	(724,174)	-
Benefit payments	(308,851)	(266,944)	(556,520)	(512,221)	(540,824)
Net change in total OPEB liability	(251,581)	(1,137,247)	386,480	777,146	274,284
Total OPEB Liability - beginning	9,014,603	10,151,850	9,765,371	8,988,225	8,713,941
Total OPEB Liability - ending	$ 8,763,022	$ 9,014,603	$ 10,151,851	$ 9,765,371	$ 8,988,225
Estimated covered payroll	$ 112,344,992	$ 109,072,808	$ 103,269,319	$ 99,777,120	$ 91,648,023
Total OPEB Liability as a percentage of covered payroll	7.80%	8.26%	9.83%	9.79%	9.81%

The amounts presented for each fiscal year were actuarially determined at July 1 and rolled forward to the measurement date.

There are no assets accumulated in a trust to pay related benefits for the OPEB plan.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Administrative School District No. 1
Deschutes County, Oregon
Required Supplementary Information
Schedule of the Proportionate Share of the Net Pension Liability for PERS
June 30, 2022

Year ended June 30	(a) Employers proportion of the net pension liability (NPL)	(b) Employer's proportionate share of the net pension liability (NPL)	(c) Employers covered payroll	(b/c) NPL as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total pension liability
2022	0.89%	$ 106,176,637	$ 109,277,918	97.16%	87.60%
2021	0.93%	203,590,516	103,024,521	197.61%	75.80%
2020	0.95%	162,784,846	98,767,292	164.82%	80.23%
2019	0.95%	144,280,577	94,269,442	153.05%	82.07%
2018	0.94%	126,760,591	89,909,286	140.99%	83.10%
2017	0.95%	142,785,408	85,328,728	167.34%	80.50%
2016	0.94%	54,255,989	80,204,296	67.65%	91.90%
2015	0.88%	(19,970,972)	76,452,742	-26.12%	103.60%

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Administrative School District No. 1
Deschutes County, Oregon
Required Supplementary Information
Schedule of Employer Contributions for PERS
June 30, 2022

Year ended June 30	Statutorily required contribution	Contributions in the relation to the statutorily required contribution	Contribution deficiency (excess)	Employer covered payroll	Contributions as a percent of covered payroll
2022	$ 18,917,828	$ 18,917,828	-	$ 118,966,841	15.90%
2021	20,763,856	20,763,856	-	109,277,918	19.00%
2020	19,809,362	19,809,362	-	103,024,521	19.23%
2019	14,469,727	14,469,727	-	98,767,292	14.65%
2018	13,898,819	13,898,819	-	94,269,442	14.74%
2017	8,751,328	8,751,328	-	89,909,286	9.73%
2016	8,379,165	8,379,165	-	85,328,728	9.82%
2015	10,122,605	10,122,605	-	80,204,296	12.62%
2014	9,674,212	9,674,212	-	76,452,742	12.65%

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Administrative School District No. 1
Deschutes County, Oregon
Required Supplementary Information
Schedule of the Proportionate Share of the Net OPEB Liability - RHIA
June 30, 2022

Year ended June 30	(a) Employer's proportion of net OPEB asset (NOA)	(b) Employer's proportionate share of net OPEB asset (NOA)	(c) Employers covered payroll	(b/c) NOA as a percentage of covered payroll	Plan fiduciary net position as a percentage of total OPEB asset
2022	0.79%	$ (2,727,253)	$ 109,277,918	-2.50%	183.9%
2021	1.57%	(3,194,226)	103,024,521	-3.10%	150.1%
2020	0.90%	(1,740,207)	98,767,292	-1.76%	144.4%
2019	0.90%	(999,849)	94,269,442	-1.06%	124.0%
2018	0.87%	(363,209)	89,909,286	-0.40%	108.9%
2017	0.88%	240,400	85,328,728	0.28%	94.2%

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

There are no assets accumulated in a trust to pay related benefits for the OPEB plan.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Administrative School District No. 1
Deschutes County, Oregon
Required Supplementary Information
Schedule of Employer Contributions for OPEB - RHIA
June 30, 2022

Year ended June 30	Statutorily required contribution	Contributions in the relation to the statutorily required contribution	Contribution deficiency (excess)	Employer covered payroll	Contributions as a percent of covered payroll
2022	$ 23,535	$ 23,535	-	$ 118,966,841	0.02%
2021	99,696	99,696	-	109,277,918	0.09%
2020	446,816	446,816	-	103,024,521	0.43%
2019	429,920	429,920	-	98,767,292	0.44%
2018	433,280	433,280	-	94,269,442	0.46%
2017	394,714	394,714	-	89,909,286	0.44%

The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

There are no assets accumulated in a trust to pay related benefits for the OPEB plan.

These schedules are presented to illustrate the requirements to show information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

Administrative School District No. 1
Deschutes County, Oregon
Statement of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund
Year Ended June 30, 2022

	General Fund					
	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Property taxes	$ 93,190,100	$ 93,190,100	$ 498,822	$ 93,688,922	$ -	$ 93,688,922
Tuition	-	-	17,664	17,664	-	17,664
Investment earnings	312,000	312,000	44,189	356,189	-	356,189
Other local sources	7,254,432	7,254,432	(1,668,757)	5,585,675	-	5,585,675
Intermediate sources	2,390,000	2,390,000	(65,958)	2,324,042	-	2,324,042
State sources	92,913,036	92,913,036	(1,948,802)	90,964,234	-	90,964,234
Federal sources	160,000	160,000	291,237	451,237	-	451,237
Total revenues	196,219,568	196,219,568	(2,831,605)	193,387,963	-	193,387,963
Expenditures						
Current:						
Instruction	122,892,835	122,892,835 (1)	(5,392,505)	117,500,330	(161,782)	117,338,548
Support services	81,017,560	79,509,128 (1)	(4,045,948)	75,463,180	(2,438,156)	73,025,024
Community services	504,867	504,867 (1)	(143,094)	361,773	-	361,773
Debt service	866,890	2,375,322 (1)	(1,050,999)	1,324,323	(1,324,323)	-
Principal	-	-	-	-	1,063,776	1,063,776
Interest	-	-	-	-	260,547	260,547
Capital outlay	-	-	-	-	2,720,954	2,720,954
Contingency	500,000	500,000 (1)	(500,000)	-	-	-
Total expenditures	205,782,152	205,782,152	(11,132,546)	194,649,606	121,016	194,770,622
Revenues over (under) expenditure	(9,562,584)	(9,562,584)	8,300,941	(1,261,643)	(121,016)	(1,382,659)
Other financing sources (uses)						
Lease financing	-	-	-		121,016	121,016
Sale of capital assets	-	-	42,128	42,128	-	42,128
Restitution	-	-	1,583	1,583	-	1,583
Issuance of long-term debt	1,305,000	1,305,000	(1,305,000)	-	-	-
Transfer from special revenue fund	752,500	752,500	(751,005)	1,495	-	1,495
Total other financing sources (uses)	2,057,500	2,057,500	(2,012,294)	45,206	121,016	166,222
Net change in fund balances	(7,505,084)	(7,505,084)	6,288,647	(1,216,437)	-	(1,216,437)
Fund balance, beginning of year	20,026,481	20,026,481	9,763,965	29,790,446	-	29,790,446
Fund balance, end of year	$ 12,521,397	$ 12,521,397	$ 16,052,612	$ 28,574,009	$ -	$ 28,574,009

Totals may not precisely add due to rounding

(1) Appropriation level

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Statement of Revenues, Expenditures and Changes in Fund Balance Budget to Actual
Special Revenue Fund
Year Ended June 30, 2022

	Special Revenue Fund					
	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Investment earnings	$ 6,000	$ 6,000	$ 24,442	$ 30,442	$ -	$ 30,442
Other local sources	7,788,840	7,788,840	(2,918,364)	4,870,476	-	4,870,476
Intermediate sources	400,000	400,000	(5,000)	395,000	-	395,000
State sources	23,051,516	23,051,516 (2)	(1,008,809)	22,042,707	-	22,042,707
Federal sources	29,601,720	29,601,720	(7,314,836)	22,286,884	-	22,286,884
Total revenues	60,848,076	60,848,076	(11,222,567)	49,625,509	-	49,625,509
Expenditures						
Current						
Instruction	32,481,362	32,481,362 (1)	(10,598,575)	21,882,787	(80,929)	21,801,858
Support services	18,251,476	18,251,476 (1)	(3,758,357)	14,493,119	(361,359)	14,131,760
Community services	11,064,718	11,064,718 (1)	(489,612)	10,575,106	(112,019)	10,463,087
Capital outlay	-	-	-	-	554,307	554,307
Total expenditures	61,797,556	61,797,556	(14,846,544)	46,951,012	-	46,951,012
Revenues over (under) expenditures	(949,480)	(949,480)	3,623,977	2,674,497	-	2,674,497
Other financing sources (uses)						
Transfer to general fund	(752,500)	(752,500)	751,004	(1,496)	-	(1,496)
Transfer to capital project fund	-	-	(538,742)	(538,742)	-	(538,742)
Total other financing sources (uses)	(752,500)	(752,500) (1)	212,262	(540,238)	-	(540,238)
Net change in fund balance	(1,701,980)	(1,701,980)	3,836,239	2,134,259	-	2,134,259
Fund balance, beginning of year	5,093,218	5,093,218	6,135,854	11,229,072	-	11,229,072
Fund balance, end of year	$ 3,391,238	$ 3,391,238	$ 9,972,093	$ 13,363,331	$ -	$ 13,363,331

Totals may not precisely add due to rounding

(1) Appropriation level

(2) Included in this State Revenue is the required match of $56,070 for National School Lunch Support.

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Supplementary Information

Description of Fund Types

General Fund
This fund accounts for general operating revenues, expenditures and transfers of the District. The principal sources of revenue are from the local tax levy and state school support.

Subfund account groupings are used to separate accounting records for management purposes. The subfund account groupings are as follows:

General Operations
Athletics and Activities
Instructional Materials
Transportation Equipment
Print Shop Equipment
Facility Usage
Technology Reserve
Maintenance Replacement
Insurance Reserve

Special Revenue Fund
The special revenue fund accounts for revenue sources that are set aside for specific purposes or have legal restrictions that determine how and on what the funds may be disbursed.

The District accounts for grant funds, student body funds and nutritional services activities in special revenue funds. The grant funds include Title grants, IDEA (special education), Family Advocate Network and various other grants received from federal, state or other sources.

Debt Service Fund
The debt service fund is used to account for all sources and uses related to the general obligation debt, PERS UAL refunding debt, and Summit High Athletic field project debt of the District.

The main source used to pay for the general obligation debt of the District is property taxes levied at a rate to cover the debt for the current period. The source used to pay for the PERS UAL refunding debt of the District is a portion of the State School Fund. The source used to pay the long-term debt for the Summit High Athletic field project is general resources of the district.

Capital Projects Fund
The capital projects fund is used to account for the transactions related to projects funded through the issuance of general obligation bonds. The major source of revenue for this fund is proceeds from the issuance of bonds.

Private Purpose Trust Fund
The private purpose trust fund accounts for revenues and expenses of individual bequests and grants held by the District. The fund assets have been contributed by individuals and are subject to restrictions set forth in the trust agreements.

Combining Schedules of General Fund Subfunds

Administrative School District No. 1
Deschutes County, Oregon
Combining Schedule of Assets, Liabilities and Fund Balance
General Fund - Subfunds
(GAAP Basis)
June 30, 2022

	General Operations	Athletics and Activities	Instructional Materials
Assets			
Cash and investments	$ 29,231,494	$ 397,292	$ 2,465,929
Receivables:			
Property taxes	1,856,732	-	-
Accounts and other receivables	191,946	100	-
Intergovernmental receivables	1,061,256	-	-
Prepaid items	1,327,414	-	-
Inventories	88,667	-	-
Total assets	$ 33,757,509	$ 397,392	$ 2,465,929
Liabilities, deferred inflows and fund balances			
Liabilities			
Accounts and interest payable	$ 2,687,700	$ -	$ -
Accrued payroll and related charges	12,691,040	-	-
Total liabilities	15,378,740	-	-
Deferred inflows of resources			
Leases deferred inflows	-	-	-
Unavailable revenue - property taxes	1,304,224	-	-
Total deferred inflows of resources	1,304,224	-	-
Fund balances			
Nonspendable	1,416,081	-	-
Restricted	-	-	-
Assigned	10,078,018	397,392	2,465,929
Unassigned	5,580,446	-	-
Total fund balances	17,074,545	397,392	2,465,929
Total liabilities, deferred inflows and fund balances	$ 33,757,509	$ 397,392	$ 2,465,929

Totals may not precisely add due to rounding

Transportation Equipment	Print Shop Equipment	Facility Usage	Technology Reserve	Maintenance Replacement	Insurance Reserve	2022
$ 1,484,951	$ 286,202	$ 918,879	$ 2,453,669	$ 1,104,474	$ 2,257,905	$ 40,600,795
-	-	-	-	-	-	1,856,732
-	1,136	196,282	-	-	-	389,464
-	-	-	-	-	-	1,061,256
-	-	-	-	-	-	1,327,414
-	101,475	-	-	-	-	190,142
$ 1,484,951	$ 388,813	$ 1,115,161	$ 2,453,669	$ 1,104,474	$ 2,257,905	$ 45,425,803
$ -	$ 11,245	$ -	$ -	$ -	$ -	$ 2,698,945
-	-	-	-	-	-	12,691,040
-	11,245	-	-	-	-	15,389,985
-	-	157,585	-	-	-	157,585
-	-	-	-	-	-	1,304,224
-	-	157,585	-	-	-	1,461,809
-	101,475	-	-	-	-	1,517,556
1,484,951	-	-	-	-	-	1,484,951
-	276,093	957,576	2,453,669	1,104,474	2,257,905	19,991,056
-	-	-	-	-	-	5,580,446
1,484,951	377,568	957,576	2,453,669	1,104,474	2,257,905	28,574,009
$ 1,484,951	$ 388,813	$ 1,115,161	$ 2,453,669	$ 1,104,474	$ 2,257,905	$ 45,425,803

Administrative School District No. 1
Deschutes County, Oregon
Combining Schedule of Revenues, Expenditures and Changes in Fund Balance
General Fund Subfunds
(GAAP Basis)
Year Ended June 30, 2022

	General Operations	Athletics and Activities	Instructional Materials
Revenues			
Property taxes	$ 93,688,922	$ -	$ -
Tuition	17,664	-	-
Investment earnings	328,449	-	-
Print shop	-	-	-
Indirect costs charged to grants	649,631	-	-
Charges for services	1,619,776	-	-
Other local sources	366,578	437,829	-
County school funds	241,097	-	-
ESD apportionment	2,005,000	-	-
Other Intermediate sources	77,945	-	-
State school fund	87,079,494	-	-
Common school fund	2,107,027	-	-
Other state sources	694,821	-	-
Federal grant sources	451,237	-	-
Total revenues	189,327,641	437,829	-
Expenditures			
Current:			
Instruction	111,162,608	3,383,293	1,990,042
Support services	71,242,024	581,158	-
Community services	153,064	-	-
Debt service:			
Principal	449,772	-	-
Interest	195,075	-	-
Capital outlay	158,632	161,782	-
Total expenditures	183,361,175	4,126,233	1,990,042
Revenues over (under) expenditures	5,966,466	(3,688,404)	(1,990,042)
Other financing sources (uses)			
Proceeds from insurance	-	-	-
Lease financing	-	-	-
Sale of capital assets	-	-	-
Restitution	1,583	-	-
Transfer from special revenue fund	-	-	-
Transfers	(7,131,945)	3,518,639	2,414,100
Total other financing sources (uses)	(7,130,362)	3,518,639	2,414,100
Net change in fund balances	(1,163,896)	(169,765)	424,058
Fund balances, beginning of year	18,238,441	567,157	2,041,871
Fund balances, end of year	$ 17,074,545	$ 397,392	$ 2,465,929

Totals may not precisely add due to rounding

Transportation Equipment	Print Shop Equipment	Facility Usage	Technology Reserve	Maintenance Replacement	Insurance Reserve	2022
$ -	$ -	$ -	$ -	$ -	$ -	$ 93,688,922
-	-	-	-	-	-	17,664
8,855	-	5,540	-	-	13,345	356,189
-	824,735	-	-	-	-	824,735
-	-	-	-	-	-	649,631
-	-	-	-	-	-	1,619,776
22,564	-	260,652	690,152	88,924	624,834	2,491,533
-	-	-	-	-	-	241,097
-	-	-	-	-	-	2,005,000
-	-	-	-	-	-	77,945
814,814	-	-	-	-	-	87,894,308
-	-	-	-	-	-	2,107,027
268,078	-	-	-	-	-	962,899
-	-	-	-	-	-	451,237
1,114,311	824,735	266,192	690,152	88,924	638,179	193,387,963
-	-	59,733	742,872	-	-	117,338,548
-	740,531	83,698	19,630	107,926	250,057	73,025,024
-	-	208,709	-	-	-	361,773
606,566	7,438	-	-	-	-	1,063,776
63,243	2,229	-	-	-	-	260,547
1,584,359	121,016	14,401	-	666,315	14,449	2,720,954
2,254,168	871,214	366,541	762,502	774,241	264,506	194,770,622
(1,139,857)	(46,479)	(100,349)	(72,350)	(685,317)	373,673	(1,382,659)
-	-	-	-	-	-	-
-	121,016	-	-	-	-	121,016
35,229	-	-	-	6,899	-	42,128
-	-	-	-	-	-	1,583
-	-	-	-	1,495	-	1,495
349,206	-	50,000	-	800,000	-	-
384,435	121,016	50,000	-	808,394	-	166,222
(755,422)	74,537	(50,349)	(72,350)	123,077	373,673	(1,216,437)
2,240,373	303,031	1,007,925	2,526,019	981,397	1,884,232	29,790,446
$ 1,484,951	$ 377,568	$ 957,576	$ 2,453,669	$ 1,104,474	$ 2,257,905	$ 28,574,009

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Budgetary Comparisons

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Operations Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Property taxes	$ 93,190,100	$ 93,190,100	$ 498,822	$ 93,688,922	$ -	$ 93,688,922
Tuition	-	-	17,664	17,664	-	17,664
Investment earnings	300,000	300,000	28,449	328,449	-	328,449
Other local sources	1,584,600	1,584,600	1,051,385	2,635,985	-	2,635,985
Intermediate sources	2,390,000	2,390,000	(65,958)	2,324,042	-	2,324,042
State sources	92,052,500	92,052,500	(2,171,158)	89,881,342	-	89,881,342
Federal sources	160,000	160,000	291,237	451,237	-	451,237
Total revenues	189,677,200	189,677,200	(349,559)	189,327,641	-	189,327,641
Expenditures						
Current						
Instruction	116,259,431	116,259,431	(5,096,823)	111,162,608	-	111,162,608
Support services	71,510,887	70,142,455	1,258,201	71,400,656	(158,632)	71,242,024
Community services	149,924	149,924	3,140	153,064	-	153,064
Debt service	-	1,368,432	(723,585)	644,847	(644,847)	-
Principal	-	-	-	-	449,772	449,772
Interest	-	-	-	-	195,075	195,075
Capital outlay	-	-	-	-	158,632	158,632
Contingency	500,000	500,000	(500,000)	-	-	-
Total expenditures	188,420,242	188,420,242	(5,059,067)	183,361,175	-	183,361,175
Revenues over (under) expenditures	1,256,958	1,256,958	4,709,508	5,966,466	-	5,966,466
Other financing sources (uses)						
Restitution	-	-	1,583	1,583	-	1,583
Transfers to general subfunds	(5,201,540)	(5,201,540)	(1,930,405)	(7,131,945)	-	(7,131,945)
Total other financing sources (uses)	(5,201,540)	(5,201,540)	(1,928,822)	(7,130,362)	-	(7,130,362)
Net change in fund balance	(3,944,582)	(3,944,582)	2,780,686	(1,163,896)	-	(1,163,896)
Fund balance, beginning of yea	13,608,886	13,608,886	4,629,555	18,238,441	-	18,238,441
Fund balance, end of year	$ 9,664,304	$ 9,664,304	$ 7,410,241	$ 17,074,545	$ -	$ 17,074,545

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Athletics and Activities Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Other local sources	$ 480,000	$ 480,000	$ (42,171)	$ 437,829	$ -	$ 437,829
Total revenues	480,000	480,000	(42,171)	437,829	-	437,829
Expenditures						
Current						
Instruction	3,349,304	3,349,304	195,771	3,545,075	(161,782)	3,383,293
Support services	658,057	658,057	(76,899)	581,158	-	581,158
Capital outlay	-	-	-	-	161,782	161,782
Total expenditures	4,007,361	4,007,361	118,872	4,126,233	-	4,126,233
Revenues over (under) expenditures	(3,527,361)	(3,527,361)	(161,043)	(3,688,404)	-	(3,688,404)
Other financing sources						
Transfers from general fund operations	3,118,639	3,118,639	400,000	3,518,639	-	3,518,639
Net change in fund balance	(408,722)	(408,722)	238,957	(169,765)	-	(169,765)
Fund balance, beginning of year	448,722	448,722	118,435	567,157	-	567,157
Fund balance, end of year	$ 40,000	$ 40,000	$ 357,392	$ 397,392	$ -	$ 397,392

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Instructional Materials Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Other local sources	$ -	$ -	$ -	$ -	$ -	$ -
Expenditures						
Current						
Instruction	2,624,100	2,624,100	(634,058)	1,990,042	-	1,990,042
Total expenditures	2,624,100	2,624,100	(634,058)	1,990,042	-	1,990,042
Revenues over (under) expenditures	(2,624,100)	(2,624,100)	634,058	(1,990,042)	-	(1,990,042)
Other financing sources						
Transfers from general fund operations	1,614,100	1,614,100	800,000	2,414,100	-	2,414,100
Net change in fund balance	(1,010,000)	(1,010,000)	1,434,058	424,058	-	424,058
Fund balance, beginning of year	1,010,000	1,010,000	1,031,871	2,041,871	-	2,041,871
Fund balance, end of year	$ -	$ -	$ 2,465,929	$ 2,465,929	$ -	$ 2,465,929

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Transportation Equipment Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Investment earnings	$ -	$ -	$ 8,855	$ 8,855	$ -	$ 8,855
Other local sources	309,796	309,796	(287,232)	22,564	-	22,564
State sources	860,536	860,536	222,356	1,082,892	-	1,082,892
Total revenues	1,170,332	1,170,332	(56,021)	1,114,311	-	1,114,311
Expenditures						
Current						
Support services	3,120,000	3,120,000	(1,535,641)	1,584,359	(1,584,359)	-
Debt service	866,890	866,890	(197,081)	669,809	(669,809)	-
Principal	-	-	-	-	606,566	606,566
Interest	-	-	-	-	63,243	63,243
Capital outlay	-	-	-	-	1,584,359	1,584,359
Total expenditures	3,986,890	3,986,890	(1,732,722)	2,254,168	-	2,254,168
Revenues over (under) expenditures	(2,816,558)	(2,816,558)	1,676,701	(1,139,857)	-	(1,139,857)
Other financing sources (uses)						
Issuance of long-term debt	1,305,000	1,305,000	(1,305,000)	-	-	-
Sale of capital assets	-	-	35,229	35,229	-	35,229
Transfers from general fund operations	368,801	368,801	(19,595)	349,206	-	349,206
Total other financing sources	1,673,801	1,673,801	(1,289,366)	384,435	-	384,435
Net change in fund balance	(1,142,757)	(1,142,757)	387,335	(755,422)	-	(755,422)
Fund balance, beginning of year	1,290,380	1,290,380	949,993	2,240,373	-	2,240,373
Fund balance, end of year	$ 147,623	$ 147,623	$ 1,337,328	$ 1,484,951	$ -	$ 1,484,951

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Print Shop Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Other local sources	$ 925,000	$ 925,000	$ (100,265)	$ 824,735	$ -	$ 824,735
Expenditures						
Current						
Support services	940,000	800,000	(59,469)	740,531	-	740,531
Debt service	-	140,000	(130,333)	9,667	(9,667)	-
Principal	-	-	-	-	7,438	7,438
Interest	-	-	-	-	2,229	2,229
Capital outlay	-	-	-	-	121,016	121,016
Total expenditures	940,000	940,000	(189,802)	750,198	121,016	871,214
Revenues over (under) expenditures	(15,000)	(15,000)	89,537	74,537	(121,016)	(46,479)
Other financing sources (uses)						
Lease financing	-	-	-	-	121,016	121,016
Sale of capital assets	-	-	-	-	-	-
Total other financing sources	-	-	-	-	121,016	121,016
Net change in fund balances	(15,000)	(15,000)	89,537	74,537	-	74,537
Fund balance, beginning of year	300,000	300,000	3,031	303,031	-	303,031
Fund balance, end of year	$ 285,000	$ 285,000	$ 92,568	$ 377,568	$ -	$ 377,568

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Facility Usage Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Investment earnings	$ -	$ -	$ 5,540	$ 5,540	$ -	$ 5,540
Other local sources	$ 411,000	$ 411,000	$ (150,348)	$ 260,652	$ -	$ 260,652
Total revenues	411,000	411,000	(144,808)	266,192	-	266,192
Expenditures						
Current						
Instruction	310,000	310,000	(250,267)	59,733	-	59,733
Support services	420,000	420,000	(321,901)	98,099	(14,401)	83,698
Community services	354,943	354,943	(146,234)	208,709	-	208,709
Capital outlay	-	-	-	-	14,401	14,401
Total expenditures	1,084,943	1,084,943	(718,402)	366,541	-	366,541
Revenues over (under) expenditures	(673,943)	(673,943)	573,594	(100,349)	-	(100,349)
Other financing sources (uses)						
Transfers from General Fund Operations	100,000	100,000	(50,000)	50,000	-	50,000
Net change in fund balance	(573,943)	(573,943)	523,594	(50,349)	-	(50,349)
Fund balance, beginning of year	865,820	865,820	142,105	1,007,925	-	1,007,925
Fund balance, end of year	$ 291,877	$ 291,877	$ 665,699	$ 957,576	$ -	$ 957,576

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Technology Reserve Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Other local sources	$ 2,820,036	$ 2,820,036	$ (2,129,884)	$ 690,152	$ -	$ 690,152
Total revenues	2,820,036	2,820,036	(2,129,884)	690,152	-	690,152
Expenditures						
Current						
Instruction	-	-	742,872	742,872	-	742,872
Support services	2,888,191	2,888,191	(2,868,561)	19,630	-	19,630
Total expenditures	2,888,191	2,888,191	(2,125,689)	762,502	-	762,502
Revenues over (under) expenditures	(68,155)	(68,155)	(4,195)	(72,350)	-	(72,350)
Net change in fund balance	(68,155)	(68,155)	(4,195)	(72,350)	-	(72,350)
Fund balance, beginning of year	321,467	321,467	2,204,552	2,526,019	-	2,526,019
Fund balance, end of year	$ 253,312	$ 253,312	$ 2,200,357	$ 2,453,669	$ -	$ 2,453,669

Totals may not precisely add due to rounding

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Maintenance Replacement Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Other local sources	$ 94,000	$ 94,000	$ (5,076)	$ 88,924	$ -	$ 88,924
Total revenues	94,000	94,000	(5,076)	88,924	-	88,924
Expenditures						
Current						
Support services	790,500	790,500	(16,259)	774,241	(666,315)	107,926
Capital outlay	-	-	-	-	666,315	666,315
Total expenditures	790,500	790,500	(16,259)	774,241	-	774,241
Revenues over (under) expenditures	(696,500)	(696,500)	11,183	(685,317)	-	(685,317)
Other financing sources (uses)						
Sale of capital assets	-	-	6,899	6,899	-	6,899
Transfer from special revenue fund	500,000	500,000	(498,505)	1,495	-	1,495
Transfers from General Fund Operations	-	-	800,000	800,000	-	800,000
Total other financing sources (uses)	500,000	500,000	308,394	808,394	-	808,394
Net change in fund balance	(196,500)	(196,500)	319,577	123,077	-	123,077
Fund balance, beginning of year	981,206	981,206	191	981,397	-	981,397
Fund balance, end of year	$ 784,706	$ 784,706	$ 319,768	$ 1,104,474	$ -	$ 1,104,474

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
General Fund - Insurance Reserve Subfund
Year Ended June 30, 2022

	Budgeted Amounts		Variance with Final Budget	Actuals		
	Adopted	Final	Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues						
Investment earnings	$ 12,000	$ 12,000	$ 1,345	$ 13,345	$ -	$ 13,345
Other local sources	630,000	630,000	(5,166)	624,834	-	624,834
Total revenues	642,000	642,000	(3,821)	638,179	-	638,179
Expenditures						
Current						
Instruction	350,000	350,000	(350,000)	-	-	-
Support services	689,925	689,925	(425,419)	264,506	(14,449)	250,057
Capital outlay	-	-	-	-	14,449	14,449
Total expenditures	1,039,925	1,039,925	(775,419)	264,506	-	264,506
Revenues over (under) expenditures	(397,925)	(397,925)	771,598	373,673	-	373,673
Net change in fund balance	(397,925)	(397,925)	771,598	373,673	-	373,673
Fund balance, beginning of year	1,200,000	1,200,000	684,232	1,884,232	-	1,884,232
Fund balance, end of year	$ 802,075	$ 802,075	$ 1,455,830	$ 2,257,905	$ -	$ 2,257,905

Totals may not precisely add due to rounding

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
Debt Service Fund
Year Ended June 30, 2022

	Budgeted Amounts			Variance with Final Budget	Actuals		
	Adopted	Final		Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues							
Property taxes	$ 36,913,143	$ 36,913,143		$ 746,155	$ 37,659,298	$ -	$ 37,659,298
Investment earnings	45,000	45,000		22,346	67,346	-	67,346
State sources	8,186,264	8,186,264		(33,215)	8,153,049	-	8,153,049
Total revenues	45,144,407	45,144,407		735,286	45,879,693	-	45,879,693
Expenditures							
Current:							
Support services	3,000	3,000	(1)	240,413	243,413	-	243,413
Debt service	45,911,090	45,911,090	(1)	(1,661,948)	44,249,142	(44,249,142)	-
Principal	-	-		-	-	28,749,397	28,749,397
Interest	-	-		-	-	15,499,745	15,499,745
Total expenditures	45,914,090	45,914,090		(1,421,535)	44,492,555	-	44,492,555
Revenues over (under) expenditures	(769,683)	(769,683)		2,156,821	1,387,138	-	1,387,138
				-			
Other financing sources (uses)							
General obligation bonds refunding issued	-	-		80,795,000	80,795,000	-	80,795,000
General obligation bonds refunding issued - premium	-	-		31,487	31,487	-	31,487
Payment to refunded bond escrow agent	-	-		(82,245,097)	(82,245,097)	-	(82,245,097)
Total other financing sources (uses)	-	-		(1,418,610)	(1,418,610)	-	(1,418,610)
Net change in fund balance	(769,683)	(769,683)		738,211	(31,472)	-	(31,472)
Fund balance, beginning of year	4,156,509	4,156,509		537,121	4,693,630	-	4,693,630
Fund balance, end of year	$ 3,386,826	$ 3,386,826		$ 1,275,332	$ 4,662,158	$ -	$ 4,662,158

Totals may not precisely add due to rounding

(1) Appropriation level

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
Capital Projects Fund
Year Ended June 30, 2022

	Budgeted Amounts			Variance with Final Budget	Actuals		
	Adopted	Final		Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues							
Investment earnings	$ 1,000	$ 1,000		$ 94,198	$ 95,198	$ -	$ 95,198
Other local sources	-	-		71,597	71,597	-	71,597
Total revenues	1,000	1,000		165,795	166,795	-	166,795
Expenditures							
Current							
Facilities acquisition and construction	43,387,309	43,387,309	(1)	(13,367,018)	30,020,291	(28,510,032)	1,510,259
Capital outlay	-	-		-	-	28,510,032	28,510,032
Total expenditures	43,387,309	43,387,309		(13,367,018)	30,020,291	-	30,020,291
Revenues over (under) expenditures	(43,386,309)	(43,386,309)		13,532,813	(29,853,496)	-	(29,853,496)
Other financing sources							
Sale of capital assets	-	-		57,237	57,237	-	57,237
Transfer from special revenue fund	-	-		538,742	538,742	-	538,742
Total other financing sources	-	-		595,979	595,979	-	595,979
Net change in fund balance	(43,386,309)	(43,386,309)		14,128,792	(29,257,517)	-	(29,257,517)
Fund balance, beginning of year	43,386,309	43,386,309		7,728,311	51,114,620	-	51,114,620
Fund balance, end of year	$ -	$ -		$ 21,857,103	$ 21,857,103	$ -	$ 21,857,103

Totals may not precisely add due to rounding

(1) Appropriation level

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues, Expenditures and Changes in Fund Balance - Budget to Actual
Private Purpose Trust Fund
Year Ended June 30, 2022

	Budgeted Amounts			Variance with Final Budget	Actuals		
	Adopted	Final		Over (Under)	Budget Basis	Adjustments	GAAP Basis
Revenues							
Investment earnings	$ -	$ -		$ 561	$ 561	$ -	$ 561
Donations	20,000	20,000		(2,245)	17,755	-	17,755
Total revenues	20,000	20,000		(1,684)	18,316	-	18,316
Expenditures							
Current							
Community services	25,000	25,000	(1)	(8,600)	16,400	-	16,400
Total expenditures	25,000	25,000		(8,600)	16,400	-	16,400
Revenues over (under) expenditures	(5,000)	(5,000)		6,916	1,916	-	1,916
Net change in fund balances	(5,000)	(5,000)		6,916	1,916	-	1,916
Fund balance, beginning of year	92,237	92,237		2,037	94,274	-	94,274
Fund balance, end of year	$ 87,237	$ 87,237		$ 8,953	$ 96,190	$ -	$ 96,190

(1) Appropriation level

The adjustments column represents differences between Budget and GAAP basis of accounting. Oregon local budget law requires budgeting at the functional level, whereas GAAP requires additional classification into capital outlay, principal and interest categories.

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

Other Information

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Revenues (Budgetary Basis) by ODE Object
Year Ended June 30, 2022

	100 - General Funds
Revenue from Local Sources	
1110 - Ad Valorem Taxes	$ 93,688,922
1311 - Tuition from Individuals	13,989
1330 - Tuition Summer School	3,675
1500 - Earnings on Investments	356,189
1600 - Food Service	-
1700 - Extracurricular Activities	440,479
1910 - Rentals	259,589
1920 - Private Source Donatn Contrib	-
1970 - Services Provided Other Funds	1,619,776
1980 - Fees Charged to Grants	649,631
1990 - Miscellaneous	2,616,200
Revenue from Local Sources Total	99,648,450
Revenue from Intermediate Sources	
2101 - County School Funds	241,097
2199 - Other Intermediate Sources	77,945
2102 - Education Svc Dist Apportnment	2,005,000
Revenue from Intermediate Sources Total	2,324,042
Revenue from State Sources	
3101 - State School Fund Gen Support	87,079,494
3102 - State School Fund Lunch Match	-
3103 - Common School Fund	2,107,027
3222 - St School Fund Transp Equip	814,814
3299 - Other Restricted Grants in Aid	962,899
Revenue from State Sources Total	90,964,234
Revenue from Federal Sources	
4200 - Unrestr Fed Rev Thru State	108,200
4202 - Fed Rev Thru State Medicaid	149,892
4300 - Restricted Fed Revenue Direct	-
4500 - Restr Federal Rev Thru State	9,444
4801 - Federal Forest Fees	183,701
Revenue from Federal Sources Total	451,237
Revenue from Other Sources	
5100 - Long term Debt Financing	-
5200 - Interfund Transfers	1,495
5300 - Sale of Fixed Assets	43,711
5400 - Fund Balance	29,790,446
Revenue from Other Sources Total	29,835,652
Total Revenues	$ 223,223,615

200 - Special Revenue Funds	300 - Debt Service Funds	400 - Capital Projects Funds	700 - Trust and Agency Funds	Totals
$ -	$ 37,659,298	$ -	$ -	$ 131,348,220
-	-	-	-	13,989
-	-	-	-	3,675
30,442	67,346	95,198	561	549,736
224,090	-	-	-	224,090
2,394,521	-	-	-	2,835,000
3,090	-	-	-	262,679
251,720	-	-	17,755	269,475
-	-	-	-	1,619,776
-	-	-	-	649,631
1,997,055	-	71,597	-	4,684,852
4,900,918	37,726,644	166,795	18,316	142,461,123
-	-	-	-	241,097
-	-	-	-	77,945
395,000	-	-	-	2,400,000
395,000	-	-	-	2,719,042
-	8,153,049	-	-	95,232,543
56,070	-	-	-	56,070
-	-	-	-	2,107,027
-	-	-	-	814,814
21,986,637	-	-	-	22,949,536
22,042,707	8,153,049	-	-	121,159,990
-	-	-	-	108,200
-	-	-	-	149,892
1,677,118	-	-	-	1,677,118
20,609,766	-	-	-	20,619,210
-	-	-	-	183,701
22,286,884	-	-	-	22,738,121
-	80,826,487	-	-	80,826,487
-	-	538,742	-	540,237
-	-	57,237	-	100,948
11,229,072	4,693,630	51,114,620	94,274	96,922,042
11,229,072	85,520,117	51,710,599	94,274	178,389,714
$ 60,854,581	$ 131,399,810	$ 51,877,394	$ 112,590	$ 467,467,990

Administrative School District No. 1
Deschutes County, Oregon
General Fund Schedule of Expenditures by Function (Budgetary Basis)
Year Ended June 30, 2022

	Object 100	Object 200
Instruction		
1111 - Primary, K-5 Programs	$ 26,054,038	$ 13,796,339
1113 - Elementary Extracurricular	-	-
1121 - Middle School Programs	10,931,410	5,690,077
1122 - Middle School Extracurricular	461,975	117,966
1131 - High School Programs	14,917,925	7,581,589
1132 - High School Extracurricular	2,009,099	551,457
1210 - Talented and Gifted Programs	236,933	125,030
1220 - Restrictive Prog Fr Disability	5,508,001	3,226,532
1250 - Less Restrictive Prog Disabled	3,339,607	1,887,009
1280 - Alternative Education	782,998	431,488
1291 - English Second Language	1,407,529	700,121
1292 - Teen Parent Programs	112,540	61,024
1400 - Summer School Programs	721	209
Instruction Total	65,762,776	34,168,841
Support Services		
2110 - Attendance and Social Work	292,743	206,461
2120 - Guidance Services	4,003,750	2,082,178
2130 - Health Services	1,167,124	532,438
2140 - Psychological Services	983,173	483,187
2150 - Speech Pathology and Audiology	1,758,863	935,975
2190 - Service Dir, Stu Support Svcs	853,305	442,755
2210 - Improvement of Instruction Svc	1,344,248	572,777
2220 - Educational Media Services	1,226,514	823,833
2230 - Assessment and Testing	179,143	86,118
2240 - Instructional Staff Developmnt	122,535	34,883
2310 - Board of Education Services	62,597	28,885
2320 - Executive Administration Svcs	307,338	133,193
2410 - Office of the Principal Svcs	9,687,556	4,707,049
2490 - Other Support Services	22,400	10,679
2510 - Business Support Services	113,949	56,420
2520 - Fiscal Services	921,781	423,602
2540 - Oper/Maint of Plant Services	6,521,420	3,605,232
2550 - Student Transportation Svcs	4,576,780	2,440,651
2570 - Internal Services	516,859	247,624
2620 - Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	67,987	35,285
2630 - Information Services	222,957	97,028
2640 - Staff Services	1,167,080	989,000
2660 - Technology Services	2,146,417	1,027,147
2680 - Interp and Translation	86,397	73,170
Support Services Total	38,352,916	20,075,570
Enterprise and Community Services		
3100 - Food Services	-	953
3300 - Community Services	196,261	132,895
Enterprise and Community Services Total	196,261	133,848
Other Uses/Expenditures Total		
5100 - Debt Service	-	-
Other Uses/Expenditures Total	-	-
Total General Fund	$ 104,311,953	$ 54,378,259

Object 300	Object 400	Object 500	Object 600	Totals
1,589,446	$ 1,861,692	$ -	$ 450	$ 43,301,965
-	310	-	-	310
823,732	1,010,773	-	14,752	18,470,744
19,927	93,654	12,875	6,818	713,215
884,852	1,903,637	-	15,045	25,303,048
558,289	380,993	148,907	35,989	3,684,734
26,981	-	-	-	388,944
251,037	59,400	-	106	9,045,076
155,374	20,815	-	65	5,402,870
7,558,074	50,608	-	-	8,823,168
65,539	10,033	-	88	2,183,310
3,503	2,428	-	-	179,495
2,521	-	-	-	3,451
11,939,275	5,394,343	161,782	73,313	117,500,330
439,045	7,495	-	-	945,744
21,032	40,259	-	-	6,147,219
7,342	15,405	-	3,214	1,725,523
12,367	15,889	-	4,295	1,498,911
30,505	14,975	-	1,697	2,742,015
115,975	20,286	-	785	1,433,106
103,512	85,960	-	420	2,106,917
41,544	274,154	-	1,455	2,367,500
145,281	1,722	-	-	412,264
172,219	62,770	-	55	392,462
229,599	39,922	-	16,521	377,524
67,332	60,487	-	7,030	575,380
152,219	236,886	-	5,271	14,788,981
-	-	-	-	33,079
3,764	4,206	-	1,948	180,287
53,352	234,211	14,449	1,116,712	2,764,107
4,454,851	1,217,950	839,348	8,767	16,647,568
714,987	1,219,770	1,584,359	259,549	10,796,096
126,586	180,790	-	260	1,072,119
-	-	-	-	103,272
73,945	8,527	-	925	403,382
287,418	80,887	-	60,388	2,584,773
823,438	1,208,282	-	100	5,205,384
-	-	-	-	159,567
8,076,313	5,030,833	2,438,156	1,489,392	75,463,180
-	-	-	-	953
29,042	2,622	-	-	360,820
29,042	2,622	-	-	361,773
-	-	-	1,324,323	1,324,323
-	-	-	1,324,323	1,324,323
$ 20,044,630	$ 10,427,798	$ 2,599,938	$ 2,887,028	$ 194,649,605

Administrative School District No. 1
Deschutes County, Oregon
Special Revenue Funds Schedule of Expenditures by Function (Budgetary Basis)
Year Ended June 30, 2022

	Object 100	Object 200
Instruction		
1111 - Primary, K-5 Programs	$ 1,226,484	$ 742,916
1113 - Elementary Extracurricular	-	-
1121 - Middle School Programs	775,319	409,058
1122 - Middle School Extracurricular	3,627	1,351
1131 - High School Programs	2,083,306	1,224,166
1132 - High School Extracurricular	26,242	5,756
1220 - Restrictive Prog Fr Disability	195,884	104,865
1250 - Less Restrictive Prog Disabled	2,321,023	1,385,151
1271 - Remediation	70,524	25,865
1272 - Title I	894,570	507,128
1280 - Alternative Education	904,195	522,789
1291 - English Second Language	621,598	367,085
1292 - Teen Parent Programs	35,847	16,803
1299 - Other Special Ed Programs	-	-
1400 - Summer School Programs	836,057	303,576
Instruction Total	9,994,676	5,616,509
Support Services		
2110 - Attendance and Social Work	325,777	194,169
2120 - Guidance Services	2,928,645	1,663,115
2130 - Health Services	755,377	418,196
2140 - Psychological Services	83,337	35,633
2150 - Speech Pathology and Audiology	51,482	24,374
2210 - Improvement of Instruction Svc	1,383,737	769,294
2220 - Educational Media Services	-	-
2230 - Assessment and Testing	86,600	49,808
2240 - Instructional Staff Developmnt	847,086	453,571
2410 - Office of the Principal Svcs	349,086	194,247
2490 - Other Support Services	81,076	38,090
2510 - Business Support Services	-	-
2520 - Fiscal Services	85,344	51,703
2540 - Oper/Maint of Plant Services	117,695	67,479
2550 - Student Transportation Svcs	69,037	27,803
2620 - Planning, Research, Development, Evaluation Services, Grant Writing and Statistical Services	-	-
2630 - Information Services	-	-
2640 - Staff Services	121,190	58,314
2660 - Technology Services	-	-
2680 - Interp and Translation	20,936	16,272
2700 - Supplemental Retirement Progrm	32,837	719
Support Services Total	7,339,242	4,062,787
Enterprise and Community Services		
3100 - Food Services	3,078,594	1,695,214
3300 - Community Services	374,614	253,517
3500 - Custody and Care of Children	426	168
Enterprise and Community Services Total	3,453,634	1,948,899
Other Uses/Expenditures Total		
5200 - Transfers of Funds	-	-
Other Uses/Expenditures Total	-	-
Total Special Revenue Funds	$ 20,787,552	$ 11,628,195

Object 300	Object 400	Object 500	Object 600	Object 700	Totals
$ 462,448	$ 756,713	$ -	$ -	$ -	$ 3,188,561
30,618	106,949	-	600	-	138,167
66,539	345,109	-	525	-	1,596,550
15,145	34,290	-	120	-	54,533
201,208	952,743	22,467	15,373	-	4,499,263
412,560	719,968	44,749	3,398	-	1,212,673
6,088	31,035	-	-	-	337,872
76,955	4,207	-	-	-	3,787,336
-	66	-	-	-	96,455
84,345	108,022	-	-	-	1,594,065
612,324	23,947	-	-	-	2,063,255
6,362	3,363	-	-	-	998,408
29,438	18,632	-	-	-	100,720
190	4,177	-	250	-	4,617
5,354	1,051,612	13,713	-	-	2,210,312
2,009,574	4,160,833	80,929	20,266	-	21,882,787
12,576	96,487	-	225	-	629,234
423,826	147,795	-	-	-	5,163,381
4,994	5,278	-	-	-	1,183,845
12,500	-	-	-	-	131,470
-	237	-	-	-	76,093
46,815	23,241	-	-	-	2,223,087
619	41,040	-	712	-	42,371
50,812	-	-	-	-	187,220
199,329	39,226	-	818	-	1,540,030
-	41,690	-	-	-	585,023
6,139	-	-	-	-	125,305
-	-	-	524,631	-	524,631
352	-	-	-	-	137,399
183,930	83,237	248,108	15,342	-	715,791
48,960	109	113,251	-	-	259,160
40,500	-	-	-	-	40,500
108,903	531	-	-	-	109,434
8,637	2,974	-	-	-	191,115
-	557,266	-	-	-	557,266
-	-	-	-	-	37,208
-	-	-	-	-	33,556
1,148,892	1,039,111	361,359	541,728	-	14,493,119
106,984	3,907,932	112,019	143,153	-	9,043,896
831,728	39,222	-	1	-	1,499,082
31,534	-	-	-	-	32,128
970,246	3,947,154	112,019	143,154	-	10,575,106
-	-	-	-	540,238	540,238
-	-	-	-	540,238	540,238
$ 4,128,712	$ 9,147,098	$ 554,307	$ 705,148	$ 540,238	$ 47,491,250

Administrative School District No. 1
Deschutes County, Oregon
Debt Service Funds Schedule of Expenditures by Function (Budgetary Basis)
Year Ended June 30, 2022

	Object 300	Object 600	Totals
Support Services			
2520 - Fiscal Services	$ 243,413	$ -	$ 243,413
Support Services Total	243,413	-	243,413
Other Uses/Expenditures Total			
5100 - Debt Service	-	126,494,239	126,494,239
Other Uses/Expenditures Total	-	126,494,239	126,494,239
Total Debt Service Funds	$ 243,413	$ 126,494,239	$ 126,737,652

Administrative School District No. 1
Deschutes County, Oregon
Capital Project Funds Schedule of Expenditures by Function (Budgetary Basis)
Year Ended June 30, 2022

	Object 100	Object 200	Object 300	Object 400	Object 500	Object 600	Totals
Facilities Acquisition and Contstruction							
4110 - Constr Service Area Direction	$ 894,991	$ 477,775	$ 40,763	$ 13,638	$ 2,218	$ -	$ 1,429,385
4120 - Site Acquisition and Development Services	-	-	-	-	3,025,288	-	3,025,288
4150 - Building Acquisition, Construction, and Improvement Services	54,637	27,634	-	-	25,482,526	-	25,564,797
4190 - Other Facilities and Construction Services	-	-	-	-	-	821	821
Facilities Acquisition and Contstruction Total	949,628	505,409	40,763	13,638	28,510,032	821	30,020,291
Total Captial Project Funds	$ 949,628	$ 505,409	$ 40,763	$ 13,638	$ 28,510,032	$ 821	$ 30,020,291

Administrative School District No. 1
Deschutes County, Oregon
Trust and Agency Funds Schedule of Expenditures by Function (Budgetary Basis)
Year Ended June 30, 2022

	Object 300	Totals
Enterprise and Community Services		
3300 - Community Services	16,400	16,400
Enterprise and Community Services Total	16,400	16,400
Total Trust and Agency Funds	$ 16,400	$ 16,400

Administrative School District No. 1
Deschutes County, Oregon
Supplemental Information as Required by the Oregon Department of Education
for the Year Ended June 30, 2022

A. Energy Bill for Heating - All Funds
Please enter your expenditures for electricity and heating fuel for these Functions an Objects.

Function	Objects 325 & 326
2540	$ 2,581,354
2550	-

B. Replacement of Equipment - General Fund
Include all General Fund expenditures in object 542, except for the following exclusions:

Fund	Amount
General	None

Exclude these functions:
1113, 1122, 1132 Co-curricular Activities
1140 Pre-Kindergarten
1300 Continuing Education
1400 Summer School
4150 Construction
2550 Pupil Transportation
3100 Food Service
3300 Community Services

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BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

Statistical



"The whole purpose of education is to turn mirrors into windows."

-Sydney Harris

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BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

Statistical Section Contents

This part of Bend-La Pine School's statistical comprehensive annual financial report presents detailed information as a context for understanding what the financial statements, note disclosures, and required supplementary information say about the District's overall financial health.

Financial Trends 115-121

These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.

Revenue Capacity 122-127

These schedules contain information to help the reader assess the District's most significant local revenue source, property taxes.

Debt Capacity 128-131

These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.

Demographic and Economic Information 132-133

These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.

Operating Information 134-141

These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.

Sources: Unless otherwise noted, the information in these schedules is derived from the Comprehensive Annual Financial Reports for the relevant year.

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Schools

EDUCATING THRIVING STUDENTS

Administrative School District No. 1
Deschutes County, Oregon
Net Position by Component
Last Ten Fiscal Years
(accrual basis of accounting)
(in thousands)

	Governmental Activities			
Fiscal Year Ended June 30	Net Investment in Capital Assets	Restricted	Unrestricted	Total Governmental Activities Net Position
2022	$ 223,516,000	$ 21,341,000	$ (160,747,000)	$ 84,110,000
2021	191,764,000	19,052,000	(158,840,000)	51,976,000
2020	165,268,000	23,694,000	(142,240,000)	46,722,000
2019	155,762,000	17,840,000	(131,977,000)	41,625,000
2018	146,069,000	14,959,000	(130,757,000)	30,272,000
2017, as restated	127,031,000	18,345,000	(126,579,000)	18,795,000
2016	118,403,000	25,671,000	(116,242,000)	27,832,000
2015, as restated	111,248,000	8,557,000	(58,038,000)	61,767,000
2014, as restated	103,831,000	8,567,000	7,081,000	119,479,000
2013, as restated	99,681,000	7,685,000	10,497,000	117,863,000

Administrative School District No. 1
Deschutes County, Oregon
Changes in Net Position
Last Ten Fiscal Years
(accrual basis of accounting)
(in thousands)

	2013, as restated	2014, as restated	2015, as restated
Expenses			
Governmental activities			
Regular instruction	$ 65,480	$ 72,461	$ 74,280
Special programs including summer school	24,177	25,089	23,932
Students	10,256	10,541	10,070
Instructional staff	5,004	5,800	6,066
General administration	655	661	740
School administration	9,002	9,765	9,478
Business, transportation and maintenance	21,944	22,667	3,232
Central activities	4,634	4,941	3,968
Supplemental retirement program	2,527	2,493	676
Food services	5,560	5,764	5,804
Other enterprise and community services	1,252	1,525	1,606
Interest on long-term liabilities	23,007	14,275	12,965
Total governmental activities expenses	173,498	175,982	152,817
Program revenues			
Governmental activities			
Charges for services			
Regular instruction	3,447	3,588	3,634
Business, transportation and maintenance	819	977	932
Food services	1,369	1,401	1,443
Other enterprise and community services	316	353	350
Operating grants and contributions	17,267	17,538	19,425
Capital grants and contributions	707	670	636
Total governmental activities program revenues	23,925	24,527	26,420
Total governmental net expense	(149,573)	(151,455)	(126,397)
General revenues and other changes in net position			
Governmental activities			
Property taxes levied for:			
General purposes	55,777	59,048	63,524
Debt service	18,498	18,791	20,383
Federal aid not restricted to specific purposes	286	284	190
State aid not restricted to specific purposes	59,337	69,610	75,139
Intermediate aid not restricted to specific purposes	1,411	1,828	2,003
Earnings on investments	208	1,138	470
Other local revenue	2,882	2,373	2,349
Gain/loss on sale of capital assets	-	-	-
Restitution	-	-	-
Insurance proceeds	-	-	-
Total governmental activities general revenues and other	138,399	153,072	164,058
Change in net position governmental activities	$ (11,174)	$ 1,617	$ 37,661

2016	2017, as restated	2018	2019	2020	2021	2022
$ 81,791	$ 81,756	$ 99,305	$ 104,943	$ 111,703	$ 121,073	$ 110,116
23,739	25,782	31,563	31,741	33,961	37,374	36,281
10,740	11,461	14,906	15,651	17,402	18,753	20,705
6,012	6,244	7,600	7,786	8,468	9,413	9,032
737	746	859	915	916	914	909
10,640	10,450	12,930	13,366	15,348	15,951	13,989
75,610	50,235	29,153	31,022	31,698	31,370	31,821
6,261	7,015	6,460	6,635	7,404	7,996	12,349
507	394	276	189	125	70	34
6,344	6,217	7,536	7,497	7,363	7,434	8,836
1,713	1,767	2,041	2,115	2,363	2,282	1,859
12,304	12,416	15,757	15,787	17,648	16,681	8,876
236,398	214,484	228,386	237,647	254,399	269,311	254,807
3,985	834	809	784	630	113	588
965	927	921	925	800	605	842
1,633	1,869	2,063	2,321	1,857	23	224
340	315	343	618	311	104	264
18,203	18,776	20,958	22,117	22,602	40,577	49,933
662	713	873	746	654	792	815
25,788	23,433	25,967	27,511	26,854	42,214	52,666
(210,610)	(191,051)	(202,420)	(210,136)	(227,544)	(227,097)	(202,141)
67,577	71,211	75,808	80,353	86,058	88,715	93,725
21,312	22,118	30,655	32,546	34,796	36,019	37,659
242	-	1,292	215	169	167	442
82,316	84,340	92,740	94,700	100,478	103,024	97,396
2,198	2,497	2,718	2,795	2,765	2,529	2,324
390	610	1,850	5,557	6,335	400	549
2,639	4,618	3,374	1,721	1,984	1,521	2,137
-	-	19	1	56	(24)	41
-	-	-	-	-	-	2
-	-	5,441	3,602	1	-	-
176,674	185,394	213,895	221,490	232,642	232,351	234,275
$ (33,936)	$ (5,657)	$ 11,475	$ 11,353	$ 5,097	$ 5,254	$ 32,134

Administrative School District No. 1
Deschutes County, Oregon
Fund Balances of Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)
(in thousands)

	2013	2014	2015	2016
General fund				
Nonspendable	$ 167,000	$ 857,000	$ 1,397,000	$ 1,010,000
Restricted	312,000	311,000	815,000	905,000
Assigned	4,954,000	3,629,000	5,664,000	6,160,000
Unassigned	5,949,000	5,332,000	3,926,000	5,454,000
Total general fund	$ 11,382,000	$ 10,129,001	$ 11,802,001	$ 13,529,001
All other governmental funds				
Nonspendable, reported in				
Special revenue fund	$ 406,000	$ 366,000	$ 331,000	$ 376,000
Restricted, reported in				
Special revenue fund	2,356,000	2,657,000	3,076,000	3,360,000
Debt service fund	3,701,000	2,784,000	2,272,000	2,511,000
Capital project fund	955,000	84,114,000	34,888,000	18,895,000
Assigned, reported in				
Special revenue fund	1,698,000	1,888,000	2,212,000	2,710,000
Total all other governmental funds	$ 9,116,000	$ 91,809,000	$ 42,779,000	$ 27,852,000

2017	2018	2019	2020	2021	2022
$ 1,740,000	$ 1,040,000	$ 1,400,000	$ 1,171,000	$ 1,971,000	$ 1,518,000
117,000	530,000	1,623,000	2,356,000	2,240,000	1,485,000
6,003,000	9,625,000	12,380,000	13,367,000	16,669,000	19,991,000
3,758,000	5,877,000	4,480,000	6,993,000	8,910,000	5,580,000
$ 11,618,000	$ 17,072,000	$ 19,883,000	$ 23,887,000	$ 29,790,000	$ 28,574,000
$ 415,000	$ 475,000	$ 373,000	$ 576,000	$ 667,000	$ 455,000
4,221,000	4,513,000	4,980,000	3,232,000	4,659,000	8,627,000
1,937,000	2,385,000	3,585,000	4,032,000	4,694,000	4,662,000
8,764,000	175,098,000	123,285,000	145,228,000	51,115,000	21,857,000
2,890,000	3,175,000	3,087,000	4,619,000	5,903,000	4,281,000
$ 18,227,000	$ 185,646,000	$ 135,310,000	$ 157,687,000	$ 67,038,000	$ 39,882,000

Administrative Schoo District No. 1
Deschutes County, Oregon
Changes in Fund Balances of Governmental Funds
Last Ten Fiscal Years
(modified accrual basis of accounting)
(in thousands)

	2013	2014	2015
Revenues			
Property taxes	$ 75,662	$ 78,346	$ 84,294
Tuition	731	842	931
Investment earnings	208	421	376
Other local sources	11,321	12,269	12,263
Intermediate sources	1,525	1,929	2,303
State sources	60,668	71,169	77,342
Federal sources	14,749	13,706	14,579
Total revenues	164,864	178,682	192,088
Expenditures			
Current			
Instruction	82,921	90,667	97,324
Support services	51,678	54,895	55,626
Community services	6,987	7,472	7,969
Facilities acquisition and construction	-	-	-
Debt service:			
Principal	13,588	13,143	14,339
Interest	24,360	13,269	13,644
Capital outlay	4,611	14,352	50,817
Total expenditures	184,145	193,798	239,719
Revenues over (under) expenditures	(19,281)	(15,116)	(47,631)
Other financing sources (uses)			
Refunding bonds issued	-	91,825	-
Payment to refunded bond escrow agent	-	-	-
Premium on bonds issued	14,404	4,732	-
General obligation bonds issued	-	-	-
PERS UAL Payment	-	-	-
Insurance proceeds	-	-	-
Lease financing	-	-	-
Sale of capital assets	-	-	272
Restitution	-	-	-
Lease purchase / long term loan proceeds	3,200	-	-
Total other financing sources (uses)	17,604	96,557	272
Net change in fund balances	$ (1,677)	$ 81,441	$ (47,359)
Ratio of total debt service to noncapital expenditures	21%	15%	15%

Note: The figures in this chart include all funds presented on page 24 of the basic financial statements.

2016	2017	2018	2019	2020	2021	2022
$ 88,977	$ 93,175	$ 106,499	$ 112,924	$ 120,726	$ 125,177	$ 131,348
8	3	6	19	26	24	18
390	610	1,850	5,557	6,335	400	549
13,021	15,446	13,753	12,574	11,326	7,602	10,528
2,642	2,866	3,395	3,590	3,160	2,924	2,719
85,964	86,094	97,036	101,165	107,666	115,966	121,160
12,613	11,419	12,519	10,869	11,158	24,350	22,738
203,615	209,612	235,058	246,698	260,397	276,443	289,060
101,799	103,774	112,662	117,178	121,838	131,611	139,140
59,016	63,011	65,657	69,673	72,652	75,299	87,401
8,545	8,492	9,278	9,251	9,037	9,041	10,824
-	727	2,416	1,569	2,156	1,832	1,510
15,617	17,465	21,030	22,135	21,871	25,913	29,813
13,315	12,979	17,668	18,558	21,167	19,108	15,760
22,696	14,699	26,746	60,853	87,822	97,721	31,785
220,988	221,146	255,458	299,217	336,543	360,524	316,233
					0	
(17,373)	(11,534)	(20,400)	(52,519)	(76,146)	(84,081)	(27,175)
-	-	-	-	-	-	80,795
-	-	-	-	-	-	(82,245)
-	-	12,809	-	7,920	-	31
4,175	-	175,000	-	93,300	-	-
-	-	-	-	-	(1,000)	-
-	-	5,441	3,602	1	-	-
-	-	-	-	-	-	121
-	-	21	1	56	334	99
-	-	-	-	-	-	2
-	-	-	1,390	1,250	-	-
4,175	-	193,271	4,993	102,527	(665)	(1,197)
$ (13,198)	$ (11,534)	$ 172,871	$ (47,526)	$ 26,381	$ (84,746)	$ (28,372)
15%	15%	17%	17%	17%	17%	16%

Administrative School District No. 1
Deschutes County, Oregon
Assessed Value and Estimated Value of Taxable Property in Deschutes County
Last Ten Fiscal Years
(in thousands of dollars)

	Real Property		Personal Property		Manufactured Homes	
Fiscal Year Ended June 30	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value	Assessed Value	Estimated Actual Value
2022	27,365,201	54,432,055	627,551	627,551	90,106	173,790
2021	25,896,554	46,294,856	586,141	586,165	84,899	147,202
2020	24,642,529	43,452,590	524,739	524,739	81,184	131,478
2019	23,380,813	39,872,595	508,792	508,792	78,182	112,683
2018	22,107,667	35,571,219	482,975	482,975	74,665	103,958
2017	20,943,309	31,302,357	451,004	451,007	65,759	79,422
2016	19,847,234	27,721,055	415,663	415,679	60,520	70,526
2015	18,803,090	24,717,972	393,213	393,227	53,660	58,261
2014	17,812,786	21,290,547	372,149	372,148	47,241	50,377
2013	17,006,004	20,134,879	376,567	376,567	42,964	45,308

Source:
Valuation information has been obtained from the Deschutes County Assessor, and includes all property within Deschutes County.

Note:
Total Direct Rate column represents the District Direct rate

Public Utilities		Exemptions	Total			Assessed Value as a Percentage of Estimated
Assessed Value	Estimated Actual Value	Assessed Value	Taxable Assessed Value	Estimated Actual Value	Total Direct Rate	
834,257	910,502	58,719	28,858,395	56,085,178	6.65	51.559%
803,586	887,767	57,288	27,313,792	47,858,703	6.66	57.191%
710,117	784,443	54,658	25,903,911	44,838,592	6.67	57.893%
668,084	736,374	51,211	24,584,663	41,179,234	6.67	59.826%
600,475	628,510	47,457	23,218,324	36,739,204	6.67	63.327%
560,616	582,833	45,078	21,975,610	32,370,540	6.22	68.027%
652,906	677,075	43,032	20,933,290	28,841,302	6.23	72.730%
475,914	492,477	39,804	19,686,343	25,322,403	6.26	77.900%
411,711	455,805	36,566	18,637,322	22,132,314	6.20	84.374%
429,361	445,442	34,370	17,820,526	21,002,196	6.23	85.014%

Administrative School District No. 1
Deschutes County, Oregon
Property Tax Rates - All Direct and Overlapping Governments
Last Ten Fiscal Years Ended June 30th

	2013	2014	2015	2016
Administrative School District No. 1	$ 6.23	$ 6.20	$ 6.26	$ 6.23
High Desert ESD	0.10	0.10	0.10	0.10
Central Oregon Community College	0.75	0.75	0.75	0.74
Deschutes County	4.86	4.74	4.70	4.76
City of Bend	3.07	3.03	3.22	3.20
Bend Parks & Recreation	1.46	1.67	1.66	1.63
City of La Pine	1.90	1.93	1.98	1.98
La Pine Park & Recreation	0.30	0.30	0.30	0.30
Sunriver Service District	3.31	3.31	3.31	3.31
La Pine RFPD	2.37	2.37	2.41	2.47
Sunriver Library CSD	0.05	0.05	0.05	0.04
Total	$ 24.40	$ 24.45	$ 24.74	$ 24.76

Source:
Property tax rates have been obtained from the Deschutes County Assessor; rates are per $1,000 of assessed value.

Notes:
The tax rates for all districts include the amount needed to service bonded long-term debt.
The District's operating tax rate is set by Oregon State Statute and cannot be increased by the District.

2017	2018	2019	2020	2021	2022
$ 6.22	$ 6.67	$ 6.67	$ 6.67	$ 6.66	$ 6.65
0.10	0.10	0.10	0.10	0.10	0.10
0.74	0.74	0.73	0.73	0.72	0.72
4.75	4.80	4.19	4.19	4.19	4.16
3.19	3.18	3.17	3.16	3.16	3.15
1.63	1.62	1.62	1.61	1.61	1.59
1.98	1.98	1.98	1.98	1.98	1.98
0.30	0.30	0.30	0.30	0.30	0.30
3.31	3.31	3.31	3.31	3.31	3.31
2.41	2.41	2.41	2.41	2.41	2.41
-	-	-	-	-	-
$ 24.63	$ 25.11	$ 24.48	$ 24.46	$ 24.44	$ 24.37

Administrative School District No. 1
Deschutes County, Oregon
Major Property Taxpayers
June 30, 2022

Bend-La Pine Schools

Taxpayer	Type of Business	2021-2022 Tax	2021-2022 Assessed Value	2021-2022 Percent of Value	2021-2022 Rank	2012-2013 Tax	2012-2013 Assessed Value	2012-2013 Percent of Value
TDS Baja Bendbroadband LLC	Telecommunications	$ 1,725,681	$ 112,593,000	0.55%		$ -	$ -	-
Pacificorp (P P&l)	Electrical utility	1,382,327	92,301,000	0.45%	1	827,168	58,207,000	0.46%
Gas Transmission NW Corp.	Natural gas utility	1,061,590	86,229,000	0.42%	2	677,511	57,258,100	0.45%
Cascade Natural Gas Corp	Natural gas utility	1,012,310	66,645,000	0.33%	3	567,097	39,569,000	0.31%
Touchmark at Mount Bachelor Village	Retirement community	841,422	53,094,930	0.26%	6	512,556	34,656,120	0.27%
Deschutes Brewery Inc.	Brewery and restaurant	775,858	50,007,190	0.24%	4	539,005	36,391,130	0.29%
CVSC LLC	Retail stores	746,958	47,136,270	0.23%	7	473,414	32,140,290	0.25%
Suterria LLC	Pest control products	745,715	46,507,010	0.23%	8	451,735	33,736,566	0.27%
Lumen Technologies Inc	Technology	676,506	45,070,000	0.22%	-	-	-	-
Forum Westside LLC	Property Management	646,442	40,791,430	0.20%	-	-	-	-
Sunriver Resort Limited	Vacation resort	-	-	-	9	447,473	33,117,930	0.26%
SFI Cascade Highlands LLC	Homeowner Association	-	-	-	10	376,548	28,628,340	0.23%
Bend Cable Communications	Cable company	-	-	-	5	512,596	34,960,000	0.28%
Subtotal top ten of District's major taxpayers			640,374,830	3.13%		5,385,102	388,664,476	3.08%
All other District's taxpayers			19,849,845,210	96.87%			12,236,194,813	96.92%
Total District			$ 20,490,220,040	100.00%			$ 12,624,859,289	100.00%

Deschutes County

Taxpayer	Type of Business	2021-2022 Tax	2021-2022 Assessed Value	2021-2022 Percent of Value	2021-2022 Rank	2012-2013 Tax	2012-2013 Assessed Value	2012-2013 Percent of Value
Pacificorp (P P&l)	Electrical utility	$ 2,044,132	$ 133,368,000	0.46%	1	$ 1,251,342	$ 85,135,000	0.48%
TDS Baja Bendbroadband LLC	Telecommunications	2,014,386	129,989,000	0.45%		-	-	-
Gas Transmission NW Corp.	Natural gas utility	1,352,895	106,081,000	0.37%	2	869,527	70,223,300	0.39%
Cascade Natural Gas Corp.	Natural gas utility	1,335,245	85,420,000	0.30%	3	746,888	49,908,000	0.28%
PCC Structurals Inc	Manufacturing	1,001,055	42,658,630	0.15%		-	-	-
Lumen Technologies Inc	Technology	950,501	63,617,000	0.22%		-	-	-
Touchmark at Mount Bachelor Village, LLC	Retirement community	841,422	53,094,930	0.18%	6	512,556	34,656,120	0.19%
Deschutes Brewery Inc.	Brewery and restaurant	775,858	50,007,190	0.17%	5	539,005	36,391,130	0.20%
CVSC LLC	Retail stores	746,958	47,136,270	0.16%	7	473,414	32,140,290	0.18%
Suterria LLC	Pest control products	745,715	48,251,070	0.17%	9	451,735	33,736,566	0.19%
CentryLink	Telecommunications	-	-	-	8	455,965	31,111,300	0.17%
Sunriver Resort Limited	Vacation resort	-	-	-	10	447,473	33,117,930	0.19%
Bend Cable Communications	Cable company	-	-	-	4	617,299	4,112,200	0.02%
Subtotal-top ten County major taxpayers			759,623,090	2.63%		6,365,204	410,531,836	2.30%
All other County's taxpayers			28,098,771,473	97.37%			17,409,994,643	97.70%
Total Deschutes County			$ 28,858,394,563	100.00%			$ 17,820,526,479	100.00%

Administrative School District No. 1
Deschutes County, Oregon
Property Tax Levies and Collections for Operations and Debt Service
Last Ten Fiscal Years

Fiscal Year Ended June 30	Total Tax Levy for Fiscal Year	Collected Within the Fiscal Year of the Levy		Collections in Subsequent Years	Total Collections to Date	
		Amount	Percentage of Levy		Amount	Percentage of Levy
2022	$ 134,904,226	130,126,897	96.5%	639,789	130,766,685	96.9%
2021	128,098,347	123,228,650	96.2%	932,472	124,161,121	96.9%
2020	121,960,693	117,451,670	96.3%	932,472	118,384,141	97.1%
2019	115,946,713	111,169,277	95.9%	834,376	112,003,653	96.6%
2018	109,136,848	104,709,632	95.9%	718,005	105,427,638	96.6%
2017	96,003,356	91,614,978	95.4%	805,801	92,420,779	96.3%
2016	91,728,870	87,438,223	95.3%	673,894	88,112,117	96.1%
2015	85,961,207	82,295,410	95.7%	798,588	83,093,998	96.7%
2014	79,721,283	76,157,930	95.5%	939,576	77,097,506	96.7%
2013	76,044,654	72,106,750	94.8%	947,513	73,054,263	96.1%

Source:
Levy information was obtained from Deschutes County

Administrative District No. 1
Deschutes County, Oregon
Computation of Direct and Overlapping Debt
June 30, 2022

Jurisdiction	Gross Bonded Debt Outstanding	Percentage Applicable to ASD No. 1	Amount Applicable to ASD No. 1
Alfalfa RFPD	$ 245,000	3.83%	$ 9,375
Bend Metro Park & Rec District	21,772,013	99.93%	21,757,839
Central Oregon Community College	48,590,656	60.92%	29,600,213
Central Oregon Regional Housing Authority	1,650,200	72.08%	1,189,408
City of Bend	143,850,729	100.00%	143,850,729
City of La Pine	300,000	100.00%	300,000
Deschutes County	37,396,600	72.08%	26,954,198
Deschutes Cty RFPD 2 (Bend)	8,575,000	75.16%	6,445,021
Deschutes Public Library District	192,640,000	72.08%	138,848,362
High Desert ESD	8,676,937	65.79%	5,708,669
La Pine Parks & Recreation District	300,000	100.00%	300,000
Lazy River Special Road District	28,000	100.00%	28,000
Sunriver Service	7,000,000	100.00%	7,000,000
Subtotal, overlapping debt			381,991,814
Administrative School District No. 1 direct debt			413,814,284
Total direct and overlapping debt			$ 795,806,098

Source:
The gross debt outstanding and the percentage applicable has been obtained from the Oregon State Treasury. Percentage applicable to the District is the ratio of the district boundary to the entire area subject to the debt.

Note:
Gross bonded debt outstanding does not include self-supporting unlimited-tax general obligation bonds and self-supporting full faith and credit debt.

Administrative School District No. 1
Deschutes County, Oregon
Ratios of Outstanding Debt by Type
Last Ten Fiscal Years

Fiscal Year	Governmental Activities					Percentage of Personal Income	Per Capita
	General Obligation Bonds	Full Faith & Credit Obligations	Loans	Premium on Bonds	Total		
2022	$ 347,720,000	$ 44,570,479	$ 1,973,000	$ 19,550,805	$ 413,814,284	N/A	$ 2,035
2021	366,995,000	50,553,728	2,579,566	24,361,227	444,489,521	3.20%	2,256
2020	387,870,000	56,000,794	3,179,388	27,019,428	474,069,610	3.84%	2,456
2019	313,540,000	60,715,358	2,397,598	21,757,826	398,410,782	3.57%	2,108
2018	332,610,000	64,873,184	1,674,714	24,019,209	423,177,108	4.00%	2,313
2017	175,635,000	68,512,872	2,322,093	13,364,007	259,833,971	2.73%	1,471
2016	190,155,000	71,684,756	2,950,381	14,317,119	279,107,256	3.10%	1,635
2015	198,705,000	74,441,297	3,560,201	16,125,570	292,832,068	3.76%	1,760
2014	210,210,000	76,817,698	4,152,153	17,932,655	309,112,506	4.35%	1,902
2013	128,755,000	78,846,876	4,731,544	15,022,927	227,356,347	3.43%	1,420

Sources:
Personal and per capita income numbers were obtained from the Bureau of Economic Analysis.

Administrative School District No. 1
Deschutes County, Oregon
Legal Debt Margin Information
Last Ten Fiscal Years
(in thousands)

			Computation of Debt Margin				
	Real Market Value	Debt Limit = Real Market Value X .0795	Total General Obligation Bonds	Less Assets Available in Debt Service Fund	Total Amount of Debt Subject to Debt Limit	Legal Debt Margin	Ratio of Legal Debt Margin to the Debt Limit
2022	40,675,964	3,233,739	347,720	(4,662)	343,058	2,890,681	89%
2021	34,535,389	2,745,563	387,870	(4,694)	383,176	2,362,387	86%
2020	32,827,950	2,609,822	387,870	(4,031)	383,839	2,225,983	85%
2019	30,243,766	2,404,379	313,540	(3,585)	309,955	2,094,425	87%
2018	26,993,818	2,146,009	332,610	(2,377)	330,233	1,815,780	85%
2017	23,788,200	1,891,162	175,635	(1,937)	173,698	1,717,465	91%
2016	21,279,466	1,691,718	190,155	(2,510)	187,645	1,504,073	89%
2015	18,608,982	1,479,414	198,705	(2,272)	196,433	1,282,981	87%
2014	16,076,707	1,278,098	210,210	(2,783)	207,427	1,070,671	84%
2013	15,123,058	1,202,283	128,755	(3,701)	125,054	1,077,229	90%

Debt limit by Oregon State Law is 7.95% of real market value.

Source:

Debt limitation formula has been obtained from Oregon Revised Statutes 328.245 (1), (2).
Real market value was obtained from Deschutes County

Administrative School District No. 1
Deschutes County, Oregon
Ratio of Net Bonded Debt to Real Market Value and Net Bonded Debt Per Capita
Last Ten Fiscal Years

Fiscal Year Ended June 30	Gross Bonded Debt	Debt Service Fund Balance	Net Bonded Debt	Ratio of Net Bonded Debt to Real Market Value	Net Bonded Debt Per Capita
2022	367,270,805	4,662,158	362,608,647	0.65%	1,783
2021	391,356,227	4,693,630	386,662,597	0.81%	1,963
2020	414,889,428	4,031,467	410,857,961	0.92%	2,129
2019	335,297,826	3,585,422	331,712,404	0.81%	1,755
2018	356,629,209	2,359,500	354,269,709	0.96%	1,937
2017	188,999,007	1,937,200	187,061,807	0.58%	1,059
2016	204,472,119	2,510,423	201,961,696	0.70%	1,183
2015	214,830,570	2,271,973	212,558,597	0.84%	1,277
2014	228,142,655	2,783,953	225,358,702	0.78%	1,387
2013	143,777,927	3,701,248	140,076,679	0.53%	875

Gross Bonded Debt has been modified to include the unamortized bond premium and discount

Sources:
Population numbers come from Economic Development for Central Oregon (EDCO).
Real market value comes from Deschutes County

Administrative School District No.1
Deschutes County, Oregon
Demographic and Economic Statistics
Last Ten Fiscal Years

Calendar Year	Population	Unemployment Rate	Per capita Income	Total Personal Income	Civilian Labor Force	Average Daily Membership	Annual Cost Per ADM	ADMw
2022	203,390	3.4%	N/A	N/A	105,407	17,192	14,821	19,331
2021	197,015	5.9%	67,743	13,873,903,000	102,109	17,260	15,604	19,517
2020	193,000	12.4%	61,216	12,351,409,000	98,044	18,448	13,790	20,775
2019	188,980	4.2%	56,447	11,159,204,000	96,706	18,256	13,017	20,550
2018	182,930	4.0%	55,143	10,587,224,000	95,138	18,172	12,568	20,853
2017	176,635	3.7%	50,955	9,522,219,000	93,336	17,851	12,015	20,687
2016	170,740	5.1%	49,881	9,012,257,000	88,985	17,425	13,476	20,230
2015	166,400	6.2%	46,005	7,788,057,000	81,325	16,467	9,201	19,192
2014	162,525	8.1%	41,996	7,100,843,000	77,925	16,051	10,883	18,789
2013	160,140	10.8%	40,223	6,636,813,000	80,505	15,763	10,973	18,467

Sources:

Unemployment rate and labor force information is for Deschutes County and was obtained from the State of Oregon Employment Department - Oregon Labor Market Information System (OLMIS). Qualityinfo.org

Personal and per capita income numbers came from the Bureau of Economic Analysis.

Administrative School District No. 1
Deschutes County, Oregon
Principal Employers
Current Year and Nine Years Ago

	2022			2013		
Employer	Employees	Rank	Percentage of Total County Employees	Employees	Rank	Percentage of Total County Employees
St Charles Medical Center	4,097	1	4.55%	2,627	1	4.08%
Administrative School District No. 1	2,160	2	2.40%	1,686	2	2.62%
Deschutes County	1,043	3	1.16%	1,057	3	1.64%
Sunriver Resort	1,000	4	1.11%	900	4	1.40%
Redmond School District	987	5	1.10%	742	7	1.15%
Mt Bachelor	894	6	0.99%	743	6	1.15%
City of Bend	702	7	0.78%	-	-	-
COCC	678	8	0.75%	628	9	0.98%
Summit Medical Group	607	9	0.67%	-	-	-
OSU-Cascades	442	10	0.49%	-	-	-
IBEX	-	-	-	650	8	1.01%
Wal Mart	-	-	-	787	5	1.22%
Bend Memorial Clinic	-	-	-	582	10	0.90%
Total	12,610		14.00%	10,402		16.15%

Sources:
Economic Development for Central Oregon, Oregon Department of Education, Deschutes County Finance Department.

Administrative School District No. 1
Deschutes County, Oregon
Full-time Equivalent Employees by Function
Last Ten Fiscal Years

	2013	2014	2015	2016
Function:				
Regular instruction	623	662	685	736
Special programs including summer school	285	286	288	290
Student services	122	120	124	128
Instructional staff	42	48	51	53
General administration	2	2	2	2
School administration	106	111	115	127
Business, transportation and maintenance	207	211	210	218
Central activities	31	31	33	38
Food services	64	64	69	70
Other enterprise and community services	13	14	14	14
Facilities acquisition and construction	3	4	6	5
Total	1,498	1,553	1,597	1,681

Source:
Information was obtained from District's payroll records

Note:
FTE is as of June 1 and does not include vacant positions.

2017	2018	2019	2020	2021	2022
754	767	786	781	831	820
301	313	297	297	294	308
134	148	146	157	171	207
55	57	57	57	54	64
2	2	2	2	3	3
119	124	134	132	136	145
230	229	231	243	230	242
40	41	42	44	45	52
71	72	72	74	60	70
12	14	14	15	14	13
5	10	10	11	12	10
1,723	1,777	1,791	1,813	1,850	1,934

Administrative School District No. 1
Deschutes County, Oregon
Operating Indicators by Function
Last Ten Fiscal Years

	2013	2014	2015
Function:			
Instruction			
Enrollment	16,600	16,863	17,163
Transportation			
Number of buses	133	133	130
Miles driven per year	1,636,654	1,679,498	1,580,045
Cost per mile	$ 4.06	$ 4.31	$ 4.54
Students transported to school daily	5,232	5,361	4,705
Food services			
Free lunch participants	6,427	6,404	4,701
Reduced lunch participants	1,021	992	953
Percent free/reduced of total enrollment	45%	44%	33%

Source:
Information was obtained from the District's transportation and food service departments.

Note:
Enrollment is as of October 1 of each fiscal year
* Food Services - Since 2018 Four schools have been, and continue to be, Community Eligibility Provision school - no counts taken
* Food Services - Since 2021 Nine schools have been, and continue to be Community Eligibility Provision school
* Due to Covid-19, all students were eligible for free lunches in 2022 - separate counts were not taken

2016	2017	2018	2019	2020	2021	2022
17,534	18,034	18,375	18,428	18,672	17,612	17500
139	134	124	126	131	125	131
1,951,595	1,733,345	1,684,249	1,636,116	1,201,119	947,521	1,581,272
$ 3.64	$ 4.31	$ 5.56	$ 5.72	$ 7.79	$ 9.88	$ 5.92
4,595	4,945	5,216	5,395	6,100	2,021	3,138
4,371	4,034	3,949	4,159	4,317	3,113	N/A
1,007	1,002	1,081	1,218	1,037	316	N/A
31%	28%	27%	29%	29%	19%	N/A

Administrative School District No. 1
Deschutes County, Oregon
Capital Asset Statistics by Function
Last Ten Fiscal Years

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Function:										
Instruction										
Number of elementary schools	17	17	17	18	18	18	18	19	19	19
Number of middle schools	5	5	5	7	7	7	7	7	7	7
Number of high schools	5	5	5	5	5	5	7	7	7	7
Elementary school enrollment	7,522	7,719	7,827	8,046	8,260	8,370	8,244	8,222	7,606	7,522
Middle school enrollment	3,713	3,785	3,862	3,962	4,125	4,268	4,403	4,523	4,187	3,982
High school enrollment	5,365	5,359	5,474	5,526	5,649	5,737	5,781	5,927	5,819	5,996
General administration										
Number of buildings	1	1	1	1	1	1	1	1	1	1
Business, transportation and maintenance										
Number of buildings	4	4	4	4	4	4	4	4	4	4

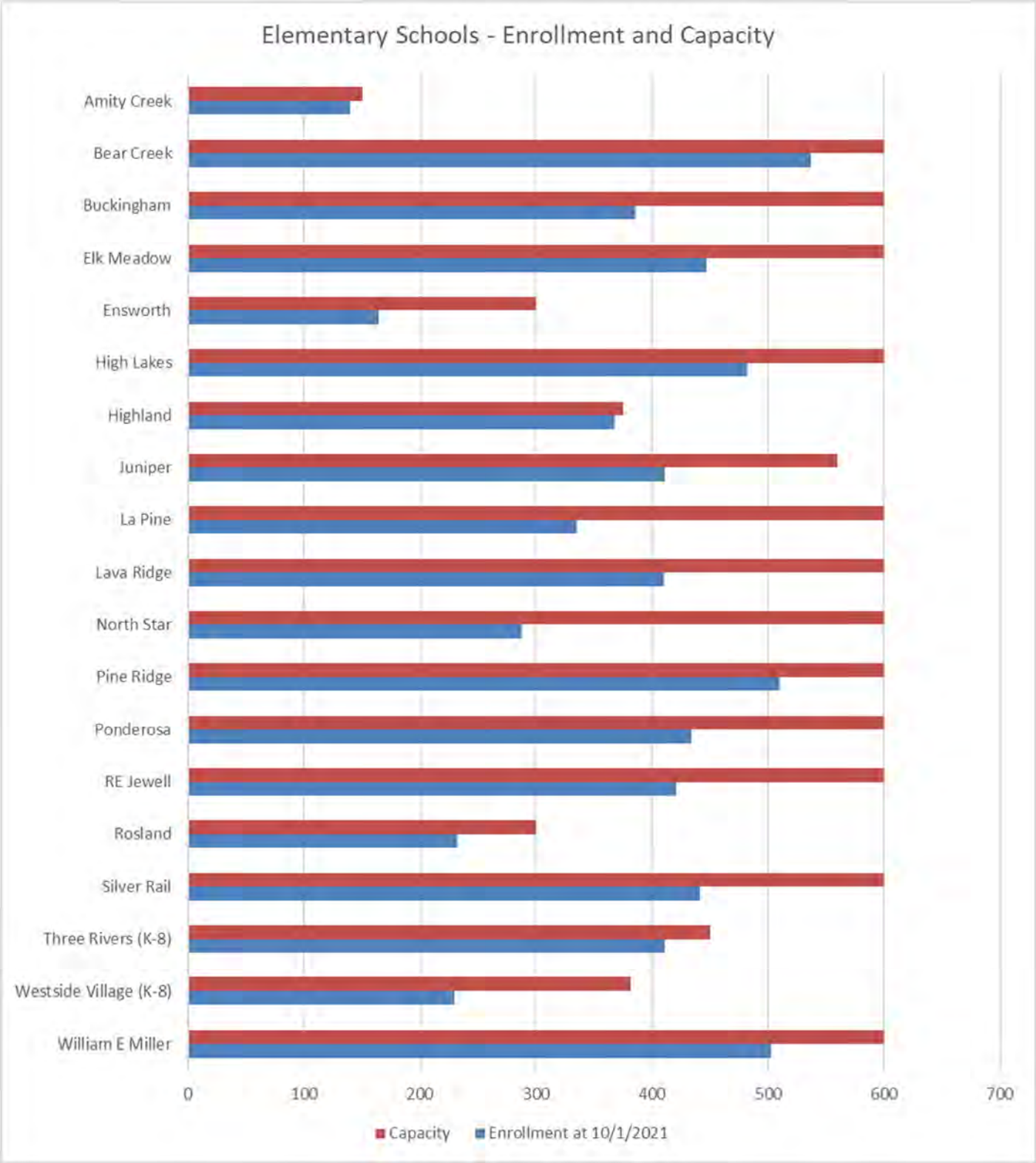
Source:
Information was obtained from the District's capital asset and student enrollment records.

Administrative School District No. 1
Deschutes County, Oregon
School Building Capacity and Enrollment
June 30, 2022

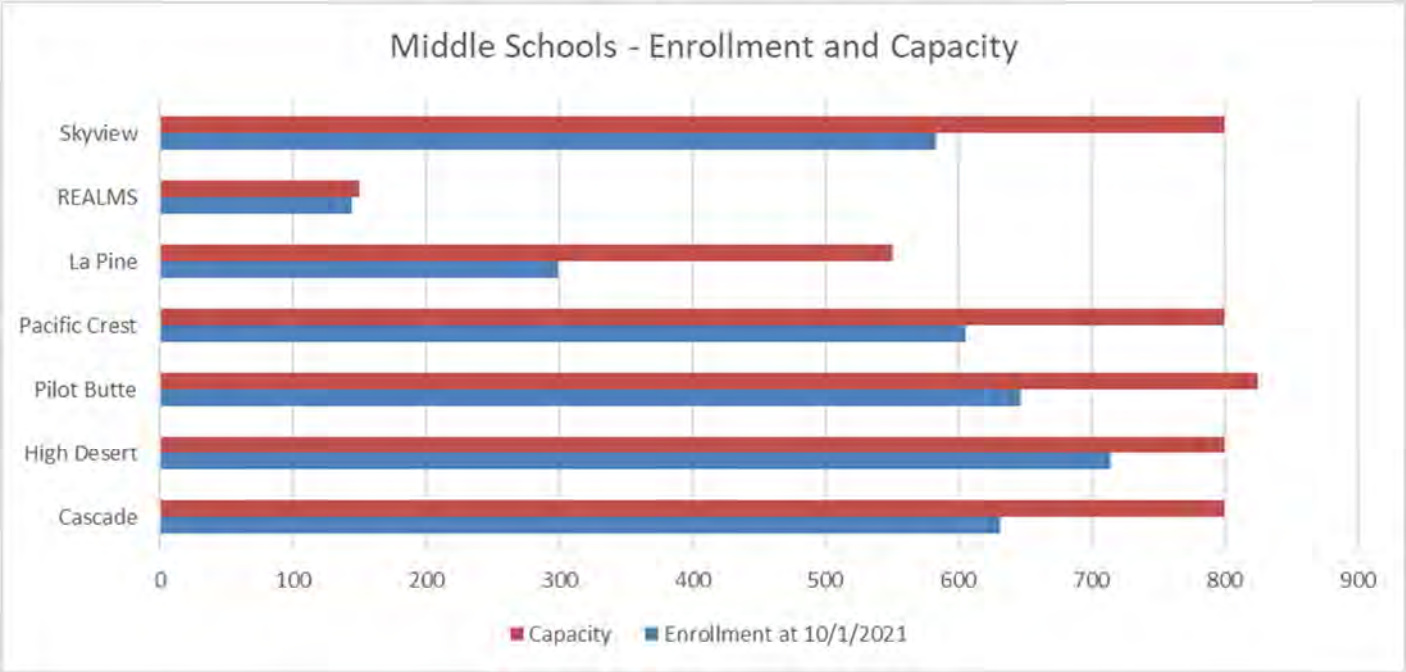
Building	Enrollment	Capacity Without Modular Classrooms	Percent of Capacity	Year of Building Construction
Elementary Schools				
Amity Creek	140	150	93%	1948
Bear Creek	537	600	90%	1963
Buckingham	386	600	64%	1980
Ensworth	164	300	55%	2005
Elk Meadow	447	600	75%	1993
Highland	368	375	98%	1918
High Lakes	482	600	80%	2000
RE Jewell	421	600	70%	1974
Juniper	411	560	73%	1965
La Pine	335	600	56%	1993
Lava Ridge	410	600	68%	1994
North Star	288	600	48%	2019
Pine Ridge	510	600	85%	2004
Ponderosa	434	600	72%	2008
Rosland	232	300	77%	2010
Silver Rail	441	600	74%	2015
Westside Village (K-8)	230	382	60%	1949
William E Miller	503	600	84%	2009
Three Rivers (K-8)	411	450	98%	1989
Total elementary schools	7,150	9,717	89%	
Middle Schools				
Cascade	631	800	79%	1978
High Desert	714	800	89%	1993
Pilot Butte	647	825	78%	1967
Pacific Crest	605	800	76%	2015
La Pine	299	550	54%	1978
REALMS	144	150	96%	1991
Skyview	583	800	85%	2000
Total middle schools	3,623	4,725	88%	
High Schools				
Bend	1,340	1,550	86%	1956
La Pine	418	550	76%	1961
Marshall	129	200	65%	1948
Mountain View	1,203	1,500	80%	1978
REALMS	194	100	194%	1993
Caldera	670	1,500	45%	2021
Summit	1,529	1,500	103%	2000
Total high schools	5,483	6,900	99%	

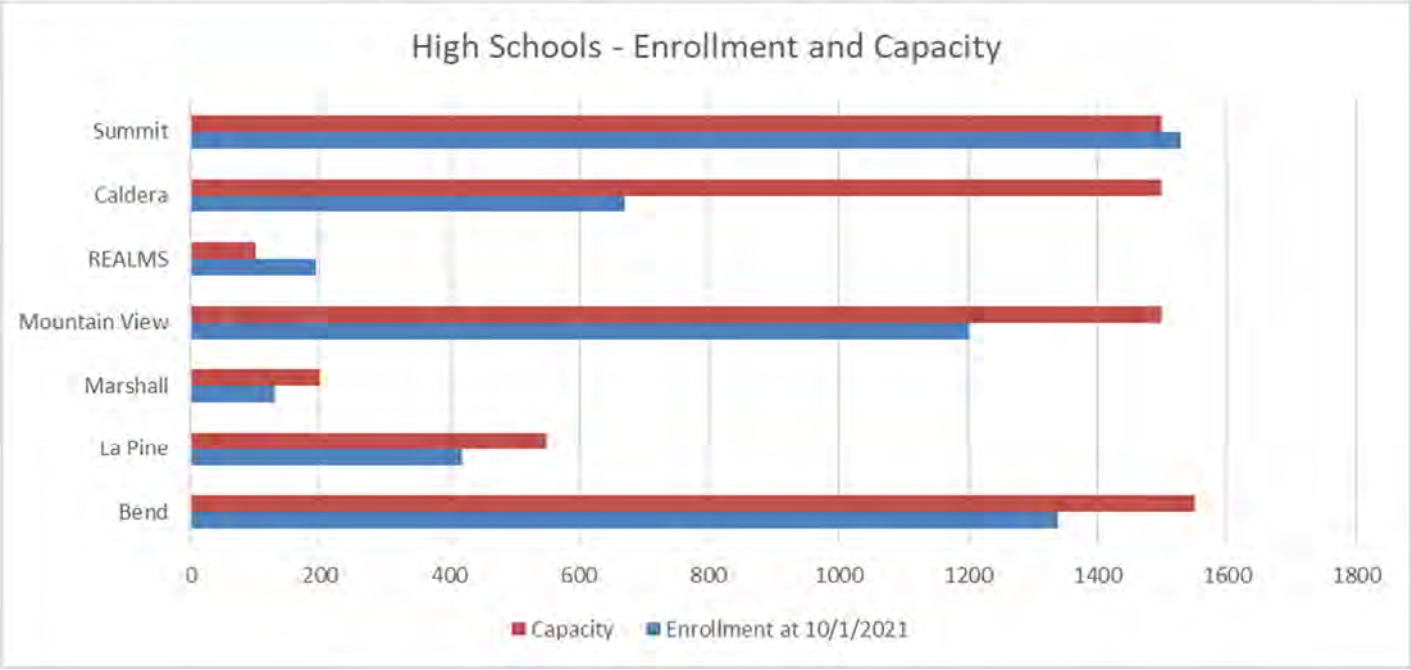
Note:
Enrollment is as of October 1, 2021
Many buildings have undergone remodels since original construction
Information obtained from District's student enrollment and capital asset records

Administrative School District No. 1
Deschutes County, Oregon
Elementary School Enrollment and Capacity
October 1, 2021



Administrative School District No. 1
Deschutes County, Oregon
Middle and High School Enrollment and Capacity
October 1, 2021





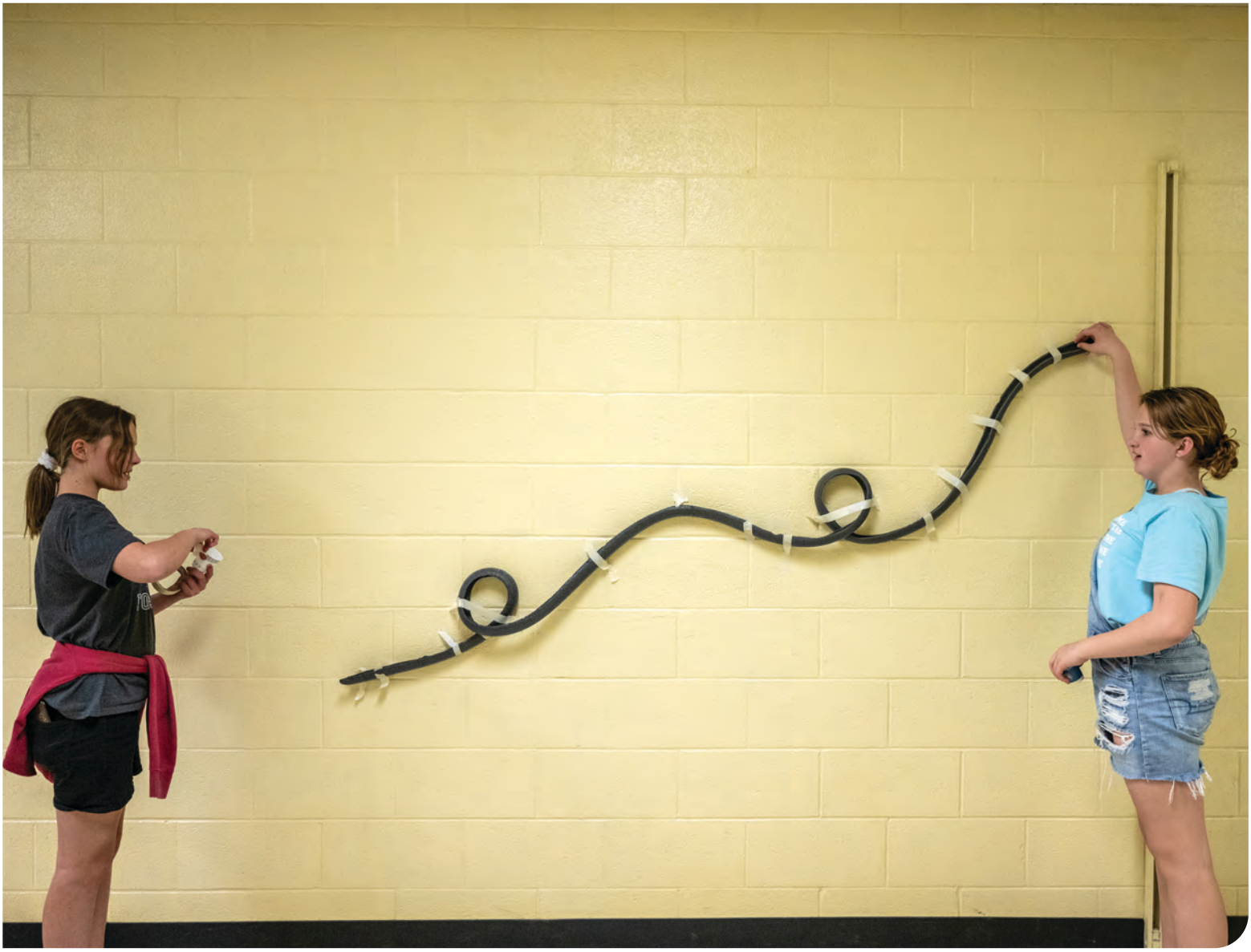
Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

Auditor's Comments



"A child without education is like a bird without wings."

-Tibetan Proverb

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

SENSIBA SAN FILIPPO LLP

CERTIFIED PUBLIC ACCOUNTANTS AND BUSINESS ADVISORS

INDEPENDENT AUDITORS' REPORT REQUIRED BY OREGON STATE REGULATIONS

Board of Directors
Bend-La Pine Schools
Deschutes County, Oregon

We have audited the basic financial statements of the Bend-La Pine Schools, Deschutes County, Oregon (the District) as of and for the year ended June 30, 2022 and have issued our report thereon dated December 13, 2022. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- **Deposit of public funds with financial institutions (ORS Chapter 295).**
- **Indebtedness limitations, restrictions and repayment.**
- **Budgets legally required (ORS Chapter 294).**
- **Insurance and fidelity bonds in force or required by law.**
- **Programs funded from outside sources.**
- **Authorized investment of surplus funds (ORS Chapter 294).**
- **Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).**
- **State School Fund factors**

During our work related to federal programs, we noted one instance of noncompliance in the Emergency Connectivity Fund, further described in the Schedule of Findings and Questioned Costs contained within this Annual Comprehensive Financial Report.

In connection with our testing, except for the noncompliance referred to in the preceding paragraph, nothing came to our attention that caused us to believe the District was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations.

OAR 162-10-0230 Internal Control

In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

We noted certain matters that we consider to be material weaknesses in internal control and have reported these findings to management and the Board of Directors in our *Report on Internal Control over Financial Reporting* contained within the District's Annual Comprehensive Financial Report.

This report is intended solely for the information and use of management, the Board of Directors and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these specified parties.



Brenda Bartlett, CPA
Sensiba San Filippo, LLP
Bend, Oregon

December 13, 2022

Grant Compliance

Independent Auditor's Report

The Board of Directors
Bend-La Pine Schools

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, and each major fund, of Bend-La Pine Schools as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise Bend-La Pine Schools' basic financial statements, and have issued our report thereon dated December 13, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bend-La Pine Schools' internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bend-La Pine Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Bend-La Pine Schools' internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiency described in the accompanying schedule of findings and questioned costs as item 2022-001 to be material weaknesses.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bend-La Pine Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed one instance of noncompliance that is required to be reported under *Government Auditing Standards*, and which is described in the accompanying schedule of findings and questioned costs as item 2022-002.

Bend-La Pine Schools' Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Bend-La Pine Schools' response to the findings identified in our engagement and described in the accompanying schedule of findings and questioned costs. Bend-La Pine Schools' response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Brenda Bartlett

Sensiba San Filippo, LLP
Bend, Oregon

December 13, 2022

Independent Auditor's Report

Board of Directors
Bend-La Pine Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Bend-La Pine Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Bend-La Pine Schools' major federal programs for the year ended June 30, 2022. Bend-La Pine Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Bend-La Pine Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Bend-La Pine Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Bend-La Pine Schools' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Bend-La Pine Schools' federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Bend-La Pine Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Bend-La Pine Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Bend-La Pine Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Bend-La Pine Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Bend-La Pine Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as items 2022-002. Our opinion on each major federal program is not modified with respect to these matters. *Government Auditing Standards* requires the auditor to perform limited procedures on Bend La Pine Schools' response to the noncompliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Bend La Pine Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than
a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2022-003 to be a material weakness.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on Bend-La Pine Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. Bend-La Pine Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Brenda Bartlett

Sensiba San Filippo, LLP
Bend, Oregon

December 13, 2022

Administrative School District No. 1
Deschutes County, Oregon
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2022

Federal Agency	Pass Through Agency	Federal Program Title	Assistance Listing	Other Identification Number	From Direct Awards	From Pass Through Awards	Total Awards	Footnote
USDA	Oregon Dept. of Education	School Breakfast Program	10.553	902001	-	2,151,509	2,151,509	1
		National School Lunch Program	10.555	902001	-	6,822,793	6,822,793	1
		Food Distribution (Commodities)	10.555	902001	-	568,540	568,540	1
		Commodities from Private Schools	10.555	n/a	-	6,722	6,722	1
		Summer Food Service Program for Children	10.559	902001	-	286,643	286,643	1
		Fresh Fruit and Vegetable Program	10.582	902001	-	139,426	139,426	
		Subtotal Nutrition Cluster			-	9,975,634	9,975,634	
		Child Nutrition Discretionary Grants	10.579	902001	-	44,052	44,052	
		Child and Adult Care Food Program	10.558	902001	-	1,030,081	1,030,081	1
	Deschutes County	Schools and Roads - Grants to States	10.665	n/a	-	183,701	183,701	
		Subtotal Forest Service Cluster			-	183,701	183,701	
Total USDA					-	11,233,467	11,233,467	
Dept of Defense		National Junior ROTC	12.U01	n/a	116,355	-	116,355	
Dept of Homeland Secu	Oregon Military Dept	COVID-19 Disaster Grants - Public Assistance	97.036		-	106,764	106,764	
U.S. Dept of Education	Oregon Dept. of Education	Title I Grants to Local Education Agencies	84.010	66896	-	97,878	97,878	
		Title I Grants to Local Education Agencies	84.010	58215	-	322,476	322,476	
		Title I Grants to Local Education Agencies	84.010	65078	-	230,885	230,885	
		Title I Grants to Local Education Agencies	84.010	66925	-	2,235,612	2,235,612	
		Title I Grants to Local Education Agencies	84.010	58895	-	1,481	1,481	
		Title I Grants to Local Education Agencies	84.010	60356	-	133,303	133,303	
		Title I Grants to Local Education Agencies	84.010	67939	-	19,286	19,286	
		Subtotal Title I			-	3,040,922	3,040,922	
		Special Education - Grants to States	84.027	68574	-	2,994,702	2,994,702	
		Special Education - Grants to States	84.027	61414	-	65,939	65,939	
		Special Education - Grants to States	84.027	68325	-	16,372	16,372	
		Special Education - Grants to States	84.027	n/a	-	4,200	4,200	
		Subtotal Special Education Cluster			-	3,081,213	3,081,213	
		English Language Acquisition State Grants	84.365	58455	-	4,811	4,811	
		English Language Acquisition State Grants	84.365	67107	-	83,993	83,993	
		Subtotal English Language Acquisition State Grants			-	88,803	88,803	
		Supporting Effective Instruction	84.367	58713	-	62,676	62,676	
		Supporting Effective Instruction	84.367	67358	-	414,786	414,786	
		Supporting Effective Instruction	84.367A	n/a	-	21,308	21,308	
		Subtotal Supporting Effective Instruction			-	498,770	498,770	
		Student Support and Academic Enrichment	84.424	66714	-	106,871	106,871	
		Student Support and Academic Enrichment	84.424	58532	-	39,229	39,229	
		Subtotal Student Support and Academic Enrichment			-	146,100	146,100	
		COVID-19 Education Stabilization Fund	84.425D	64532	-	1,724,936	1,724,936	1
		COVID-19 Education Stabilization Fund	84.425	69320	-	1,628	1,628	1
		COVID-19 Education Stabilization Fund	84.425U	64837	-	734,314	734,314	1
		Subtotal Education Stabilization Fund			-	2,460,878	2,460,878	
		COVID-19 Child Care and Development Block Grant	93.575		-	59,510	59,510	
		Subtotal Administration for Children and Families Cluster			-	59,510	59,510	
		Total Passed Through Oregon Department of Education			-	9,376,197	9,376,197	
	Oregon University System	Gaining Early Awareness and Readiness for Undergraduate Programs	84.334	n/a	-	7,114	7,114	
	High Desert ESD	Career and Technical Education - Basic Grants to States	84.048	n/a	-	533	533	
		Education for Homeless Children and Youth	84.196	n/a	-	16,144	16,144	
		Total Passed Through High Desert ESD			-	16,677	16,677	
	Dept of Human Services	Special Education - State Vocational Rehabilitation	84.126A	n/a	-	73,670	73,670	
Total US Dept of Education					-	9,473,657	9,473,657	
Federal Communications Commision		COVID-19 Emergency Connectivity Fund	32.009		-	1,560,764	1,560,764	1
Institute of Museum and Library Services	Oregon Dept. of Education	COVID-19 Grants to States	45.310		-	6,000	6,000	
Total Federal Financial Assistance					116,355	22,380,652	22,497,007	

(1) Audited as major programs

Administrative School District No. 1
Deschutes County, Oregon
Notes to Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2022

Significant Accounting Policies

Note A - Purpose of the Schedule

The accompanying Schedule of Expenditures of Federal Awards (SEFA) includes the federal award activity of Bend-La Pine Schools (the District). The information in this schedule is prepared in accordance with the requirements of Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the SEFA presents only a selected portion of the operations of the District, it is not intended and does not present the financial position or changes in net position of the District.

Note B – Summary of Significant Accounting Policies

Basis of Presentation - Expenditures on the SEFA are reported on the modified accrual basis of accounting. Under a modified accrual basis, revenues are recorded when measurable and available, or in the case of grants where the expenditure is the prime factor for determining eligibility, when the expenditure is made. Expenditures are recorded when a liability is incurred. Such expenditures are recognized using the Uniform Guidance wherein certain types of expenditures may or may not be allowable or may be limited as to reimbursement. The District has elected not to use the 10 percent de minimus indirect cost rate as allowed under the Uniform Guidance.

Federal Financial Assistance - Pursuant to the Uniform Guidance, federal financial assistance is defined as assistance provided by a federal agency, either directly or indirectly, in the form of grants, contracts, cooperative agreements, loans, loan guarantees, property, interest subsidies, insurance or direct appropriations. Accordingly, nonmonetary federal assistance, including federal surplus property, is included in federal financial assistance and, therefore, is reported on the Schedule, if applicable. Federal financial assistance does not include direct federal cash assistance to individuals. Solicited contracts between the state and federal government for which the federal government procures tangible goods or services are not considered to be federal financial assistance.

Major Programs - The Uniform Guidance establishes criteria to be used in defining major federal financial assistance programs. Major programs for the District are those programs selected for testing by the auditor using a risk-assessment model, as well as certain minimum expenditure requirements, as outlined in the Uniform Guidance. Programs with similar requirements may be grouped into a cluster for testing purposes.

Note C – Child Nutrition Cluster

The District commingles cash receipts from the US Department of Agriculture with similar state grants. When reporting expenditures on this schedule, the District assumes it expends federal monies first. The District reports commodities consumed on the Schedule at fair value.

BEND-LA PINE SCHOOLS
DESCHUTES COUNTY, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified
Internal control over financial reporting:	
• Material weaknesses identified?	Yes
• Significant deficiencies?	None reported
Noncompliance material to the financial statements noted?	No

Federal Awards

Internal control over major federal programs:	
• Material weaknesses identified?	Yes
• Significant deficiencies identified?	None reported
Type of auditor's report issued on compliance for major federal programs:	Unmodified
Any audit findings that are required to be reported in accordance with 2 CFR 200.516(a)?	Yes

Identification of major federal programs:

Assistance Listing No.	Name of Federal Program or Cluster
84.425d, 84.425u	Elementary and Secondary School Emergency Relief Fund
32.009	Emergency Connectivity Fund
10.553, 10.555, 10.559	Child Nutrition Cluster
10.558	Child and Adult Care Food Program

Dollar threshold used to distinguish between Type A and Type B programs	$750,000
Auditee qualified as low-risk auditee?	Yes

BEND-LA PINE SCHOOLS
DESCHUTES COUNTY, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2022

Section II – Financial Statement Findings

Finding 2022-001:

Criteria: Financial statements presented in accordance with Generally Accepted Accounting Principles in the United States of America (GAAP) must include all obligations of the District as of the date of the financial statements.

Condition and context: For the year ended June 30, 2022, Bend-La Pine Schools failed to report $1,164,514 of construction related expenditures in the capital project fund and government-wide financial statements. The error impacted eight contractor draw requests submitted in July 2022 and one contractor draw request submitted in August 2022 for work performed during the fiscal year ended June 30, 2022.

Cause: At the end of the fiscal year, the long-time construction accountant retired and during the transition of that position, certain construction project invoices related to work performed during the year ended June 30, 2022 were recorded in the subsequent fiscal year in error.

Effect: The financial statements for the capital project fund and government-wide statements were materially misstated, absent the proposed audit adjustment.

Recommendation: Implementing additional cut off procedures as part of Bend-La Pine Schools' year end processes, such as assessing the reasonableness of accruals in each fund compared to (1) expenditures, and (2) the prior year would assist in identifying cut off errors. Additionally, reviewing and tracing July expenditures to the accounts payable aging schedule each year may assist in identifying potential errors.

Views of responsible officials: Management agrees with the recommendation. We have added additional yearend closing procedures designed to ensure expenditures are recorded in the proper fiscal year. District will provide additional training and cross-training at the beginning of the closing process each year.

Section III – Federal Award Findings and Questioned Costs

Finding 2022-002:

AL 32.009 Emergency Connectivity Grant Fund (ECF), Federal Communications Commission, Award ID: ECF202115047 , Award Year: July 1, 2022 – June 30, 2022.

Criteria: Program requirements state that devices may not be submitted for reimbursements if they were purchased prior to July 1, 2021.

Condition: Bend-La Pine Schools submitted reimbursement claims for iPads, which included one shipment of iPads that was received in June 2021. The amount claimed related to the June 2021 shipment was $210,504.

Cause: The iPad shipment was received at Bend-La Pine Schools' warehouse on June 28, 2021, based on carrier receiving documents, but were not received in the technology department until after July 1, 2022. The technology department employee recorded receipt of the iPads as July 2021, and believing them to be eligible under the terms of the grant, the Business Office submitted a claim for reimbursement.

Effect: The cost submitted for reimbursement was not allowable under the terms of the program.

Questioned costs: $210,504, the total value of the iPads charged to the grant from the shipment received in July 2021.

Context: The error was isolated to one particular shipment of iPads received in June 2021.

Recommendation: We recommend the Business Office require receiving documentation be submitted with invoices to substantiate actual date of receipt for proper cut off at year end.

Views of responsible officials: District agrees with this recommendation. We will provide staff with additional training specific to year-end expenditures and required documentation to ensure expenditures are recorded in the correct year.

Finding 2022-003:

AL 32.009 Emergency Connectivity Grant Fund (ECF), Federal Communications Commission, Award ID: ECF202115047 , Award Year: July 1, 2022 – June 30, 2022.

Criteria: Internal controls over compliance were not effective to prevent or detect in a timely manner unallowable amounts being charged to the federal program.

Condition and context: Bend-La Pine Schools submitted reimbursement claims for iPads, which included one shipment of iPads that was received in June 2021.

Cause: The iPad shipment was received at Bend-La Pine Schools' warehouse on June 28, 2021, based on delivery receiving documents, but were not received in the technology department until after July 1, 2022. The technology department employee recorded receipt of the iPads as July 2021 in error and reflected this with a handwritten note of the receipt date of "July 2021" on a copy of the purchase order. Receiving documents were not submitted to the Business Office.

Effect: Costs were charged to the program which were not allowable under the terms of the program. Additionally, the financial statements as of June 30, 2021 were misstated as the full amount of the invoice should have been included as an expenditure and accounts payable in the financial statements, however the misstatement was not overall material to the financial statements for either year.

Recommendation: We recommend the Business Office require receiving documentation be submitted with invoices to substantiate actual date of receipt for proper cut off at year end.

Views of responsible officials: District agrees with this recommendation. We will provide staff with additional training specific to year-end expenditures and required documentation to ensure expenditures are recorded in the correct year.

Section IV – State Award Findings and Questioned Costs

None reported.

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

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE
Dated December 13, 2022

Corrective Action Plan

Finding 2022-01 - Views of Responsible Officials and Planned Corrective Actions

The District recorded $1.1 million in construction related pay applications in July and August 2022 when submitted for payment by contractors for work actually performed during fiscal year ending June 30, 2022. The recording of these expenses in the subsequent year would have resulted in incorrect reporting of District liabilities for year ending June 30, 2022, however appropriate entries have been recorded and 2022 fiscal year financials are correctly stated. At the end of the fiscal year, the longtime construction accountant had retired, and backfilling for that role proved challenging to fill. During the transition and cross-training for that position the posting of these transactions, while processed and paid in a timely fashion, were recorded to the incorrect year. Additionally, the transactions were processed by an Accounts Payable team also dealing with staff turnover and the challenges associated with a post COVID environment

Management has proposed additional cutoff testing processes as part of our year end processing, including review and audit of material transactions to ensure recording in proper year. Management has also implemented a change to the construction pay application process to ensure the service period is clearly indicated in the request to support correct processing. District management also recognizes the importance of staff receiving adequate training to perform their duties, and has addressed this training deficiency while also adding an internal audit step to catch any similar issues in the future.

Finding 2022-02 - Views of Responsible Officials and Planned Corrective Actions

The District submitted, for reimbursement via the Emergency Connectivity Grant Fund (ECF), approximately $210,000 dollars for ipads, which had been received prior to the eligibility date of the grant, July 1, 2021. These ipads having been received by the IT department, at the Districts main Education Center office, after July 1, 2021, were reported and recorded as July 2021 eligible transactions. It was subsequently determined this shipment was actually received on June 28, 2021 at the Districts distribution center, therefore making this specific shipment ineligible for grant reimbursement. Upon identification of this error, the District immediately contacted the grant management organization, appraised them of the situation, and were allowed to provide other eligible ipad purchases, as reimbursement backup.

Management has proposed additional cutoff testing processes as part of our year end processing, including review and audit of material transactions to ensure recording in proper year. Management has also provided additional training to staff members, on correct cutoff processing and the requirement for original shipping documents and receiving support. The

District has also implemented a change in process, whereby all technology purchases will be delivered directly to the IT department at the main Education Center location to ensure appropriate receipt dates and documentation is provided.

Finding 2022-03 - Views of Responsible Officials and Planned Corrective Actions

The District submitted, for reimbursement via the Emergency Connectivity Grant Fund (ECF), approximately $210,000 dollars for ipads, which had been received prior to the eligibility date of the grant, July 1, 2021. These ipads having been received by the IT department, at the Districts main Education Center office, after July 1, 2021, were reported and recorded as July 2021 eligible transactions. It was subsequently determined this shipment was actually received on June 28, 2021 at the Districts distribution center, therefore making this specific shipment ineligible for grant reimbursement. Upon identification of this error, the District immediately contacted the grant management organization, appraised them of the situation, and were allowed to provide other eligible ipad purchases, as reimbursement backup.

Management has proposed additional cutoff testing processes as part of our year end processing, including review and audit of material transactions to ensure recording in proper year. Management has also provided additional training to staff members, on correct cutoff processing and the requirement for original shipping documents and receiving support. The District has also implemented a change in process, whereby all technology purchases will be delivered directly to the IT department at the main Education Center location to ensure appropriate receipt dates and documentation is provided.

We would like to take this opportunity to express our appreciation for all of the efforts of these staff members who assisted in the preparation of this Annual Comprehensive Financial Report: Nick Shein, Accounting Services Manager; Linda O'Donnell, Business Office Operations Manager; Kristi Scheiderman, Lead Staff Accountant; Matt Gayman, Lead Staff Accountant; Brenda Spreier, Staff Accountant; Wendy Reeves, Staff Accountant; Amy Coronado, Procurement and Contract Manager; and Michael Asher, Graphic Designer.

We would also like to recognize the following Business Office staff for their indirect support of the financial reporting process: Amy Michalski, Hanh Dammer, Jason Schneider, Jenny Ostrom, Kate Pardo and Melinda Kruse.

The Finance Team

Est. 1883

BEND LAPINE

Schools

EDUCATING THRIVING STUDENTS

DISCUSSION ITEM: Bend Education Foundation Ex-Officio Board Member

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

EXECUTIVE SUMMARY:
The Education Foundation for Bend-La Pine Schools is an independent, 501(c)(3) non-profit organization that comprises parents, civic and business leaders, educators, and concerned citizens who believe a vibrant public school system is essential to the social and economic well-being of our community. With guidance from their Board of Directors, the Foundation sets specific funding priorities to generate opportunities to engage students, parents, teachers, and community partners in creating and participating in a well-rounded and robust learning environment. Through volunteerism, donations, sponsorships, and fundraising events they seek to sustain Foundation programs that are designed to increase educational and extra-curricular opportunities for all district students and to encourage creative and innovative curriculum.

The Board of Directors for the Education Foundation includes an ex-officio member from the BLS Board of Directors. On September 14, 2021, Director Shimiko Montgomery was appointed to the position with the Education Foundation. On September 21, 2022, Director Montgomery was appointed to the State Board of Education. Due to conflicts with the meeting time of both Boards, Director Montgomery has resigned her position with the Education Foundation leaving the seat vacant.

RECOMMENDED MOTION:
I move to appoint _____ as the ex-officio member to the Education Foundation Board of Directors.

Business Office
520 NW Wall Street
Bend, OR 97703

January 10, 2023

To: Dr. Steve Cook, Superintendent

From: Leah Bibeau, Finance Director

RE: Q2 Financial update for FY2022-23

Dr. Cook,

This is the 2nd Quarter financial update for the FY 22-23. The financial information is based on actual data through December 31, 2022 with projections to June 30, 2023, the end of the fiscal year. For the 2nd quarter we are able to better interpret the data and provide clearer and more accurate projections for the year.

The beginning fund balance in the 2nd quarter financial statements is $17,074,545 and was finalized approximately $305,733 more than we projected in the June, 2022 financial update. As discussed in prior meetings, it is intended that this positive variance will help in covering the estimated loss of revenue due to the less than projected enrollment as noted below.

Enrollment at October 1, 2022 continues slightly below projection and less than enrollment on October 1, 2021. We have adjusted the projected total formula revenue by $799 thousand to reflect the estimated revenue impact of the lower enrollment offset by expected increase in the transportation grant reimbursement from prior year. The estimated formula revenue shortfall is also partially offset by an increase in anticipated common school fund payment of $385 thousand. All revenues will be monitored and adjusted as required during FY2022-23.

The projected expenditures in the 2nd quarter financial report reflect a more accurate picture of our salary & benefit costs now that much of the hiring is completed. Overall, we are predicting our total expenses to come in approximately $805 thousand under budget, primarily do to decreased costs for pass-thru to our ALO's and a decrease in general fund Debt service expense.

We are currently projecting the 2022-23 ending fund balance to be approximately $12.3 million dollars.

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

Bend-La Pine Schools
Statement of Revenues and Expenditures
For the Period Ended December 31, 2022 with Year-End Projections
General Fund - Operations Sub-fund
FY 2022-23

	Adopted Budget	December 2022	Budget Variance
Resources:			
Beginning fund balance	15,900,000	17,074,545	1,174,545
Revenue			
Formula revenue:			
Tax revenue	98,145,000	98,145,000	-
State school fund	88,591,870	87,793,141	(798,729)
Common school fund	1,915,241	2,311,971	396,730
County school fund	390,000	256,426	(133,574)
Total formula revenue	189,042,111	188,506,538	(535,573)
Earnings on investments	300,000	498,397	198,397
Local sources - other	2,059,620	2,059,620	-
Intermediate sources	1,688,520	1,688,520	-
State non-formula resources	1,140,000	1,140,000	-
Federal non-formula resources	170,000	310,000	140,000
Total revenues	194,400,251	194,203,075	(197,176)
Total resources	210,300,251	211,277,620	977,369
Expenditures:			
Salaries, payroll costs and benefits:			
Certified	63,174,355	63,736,664	(562,309)
Classified	26,483,244	26,426,422	56,822
Administrators and supervisors	10,524,978	11,001,250	(476,272)
All other salaries	2,353,157	2,726,288	(373,131)
Total salaries	102,535,734	103,890,624	(1,354,890)
Payroll costs & benefits	58,046,308	57,000,516	1,045,792
Total salaries, payroll costs and benefits	160,582,042	160,891,140	(309,098)
Other operating costs			
Utilities & purchased services	21,058,809	20,158,809	900,000
Supplies, texts, tools	8,162,355	8,162,355	-
Equipment	1,977,440	1,977,440	-
Dues, fees and liability insurance	1,515,600	1,552,301	(36,701)
Debt service	750,180	499,064	251,116
Transfers	5,738,812	5,738,812	-
Total other operating costs	39,203,196	38,088,781	1,114,415
Total expenditures	199,785,238	198,979,921	805,317
Excess of revenues over expenditures	10,515,013	12,297,698	1,782,685
Fund balance, ending	10,515,013	12,297,698	1,782,685
As budgeted			
Contingency	500,000	500,000	
Fund balance	10,015,013	11,797,698	
Fund balance, ending	10,515,013	12,297,698	
Fund Balance as a percent of resources			
Contingecy	0.2%	0.2%	
Fund Balance	4.8%	5.6%	
Total reserve	5.0%	5.8%	

Contract & Charter School Evaluations

2021-2022

Bend-La Pine Schools

January 10, 2023

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 2021-22

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 2021-22 school year are included as **Attachment B** and are titled *Contract/Charter School Qualifiers – 2021-2022.* 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 2021-22 all independent Alternative Learning Option (ALO) providers and Charter Schools have submitted financial and enrollment information as required, and that all providers are in compliance with their contracts regarding expenditures.

For the purposes of ORS 336.635(1), all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Each private alternative education program must register with the Oregon Department of Education. Applications are due by March 31. 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 2021-22 school year for the Contract and Charter Schools were reviewed during the evaluation cycle, and goals for the 2022-23 school year have been established.

Included with this Executive Summary are the 2021-22 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 2021-2022 were:

- **Bend International School**

  The BIS Green Team was awarded a grant for $70,000 from All Points North Foundation to purchase and install Solar Panels on our new Gym. Solar Panels were installed summer of 2022, and BIS is now powering 80% of the whole school's electrical needs with solar power.

  The BIS Athletics Program was developed. BIS athletes became the “BIS Lobos,” the only Spanish mascot in Bend! BIS joined with the District Middle School Sports Program, and have an Athletic Director to coordinate the details. Currently Middle School Boys and Girls Basketball, Volleyball and Cross Country are offered. Many games are hosted in BIS’ new gymnasium.

- **COIC**

  Bend, La Pine and Juvenile Detention COIC students earned 92 GEDs and 50 High School Diplomas in 2021-2022. 38 students earned both a GED and Diploma.

  21 youth from low-income families in the Central Oregon area were able to participate in an ODOT-certified Driver Education program free of charge. Driver Education participants are statistically safer drivers than non-driver education participants. An ODOT study concluded that, “*Oregon statistics show that teens aged 15 – 20 without driver education are responsible for 91 percent of teen driver crashes*”.

  20 youth participated in our Wildland Firefighting Certification Course in June via our partnership with the Forestry Service.

  COIC's Youth Compass Program placed over 40 youth into paid internships and work experiences, paying over $89,000 in youth wages over the year.

- **Desert Sky Montessori**

  Desert Sky Montessori moved to its new location on O.B. Riley Road, thus reuniting all staff and students under one roof in seven beautiful and authentic Montessori classrooms. The campus now sits on a beautiful 5-acre campus enveloped by ponderosa pines, junipers, and green space.

  The Desert Sky Edible Garden, a 3,300 sq. ft. organic garden, living laboratory and outdoor classroom was also constructed on the new campus.

- **J Bar J**

  Cognia Accreditation Renewal: Accredited as a System ‘J Bar J Learning Centers’ accredited with the J Bar J Boys Ranch/J5 being accredited as its own ‘school’.

  Awarded ODE CTE Revitalization Grant. Purchased remaining 18 Paxton Patterson Modules for the Vocational Education/Building Skills curriculum.

  Promoted Erik Sieber to Assistant Academic Director

- **The Academy at Sisters**

  Cognia Accreditation Renewal: Accredited as a System 'J Bar J Learning Centers' accredited with the Academy at Sisters being accredited as its own 'school'.

  Added part-time special education teacher serving students at the Academy.

  Added Assistant Academic Director to School Staff.

  Started fundraising for a Schoolhouse remodel. Total of $110,000 donated YTD.

  Implemented Art Program.

- **Oregon Youth Challenge Program**

  Through the combined implementation of growth mindset activities, in conjunction with students completing a research-based aptitude and exploration program, students' knowledge of their individual viable career options and ability to identify their top two career choices and paths increased by an overall average of 58%.

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

Recommendation

I recommend that the Bend–La Pine Board of Directors accept the report as written.

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

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

Rev ewed : 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

2021-2022 Qualifier Matrix

Bend-La Pine Schools
Contract/Charter School Qualifiers
2021-22

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 total ID: 192 OD: 27	253 ID: 253 OD: 0	58 ID: 17 OD: 41	153 ID: 136 OD: 17	128 ID: 3 OD: 125	30 OD: 30	252 ID: 3 OD: 249
% on IEPs	10%	19%	28%	8.5%	41%	13%	29%
% of ELLs	2.7%	1.2%	3.45%	2.6%	2%	0%	11%
% of Economically Disadvantaged	38%	44.2%	100%	31.3%	100%	0%	51.38%
Ethnicity: **White/Latino**	White- 70% Latinx- 12% Other/Mixed- 18%	White- 83% Latinx-13% Other/Mixed- 4%	White- 72% Latinx>1 Other/Mixed- 17%	White- 94.8% Latinx- 5.2%	White- 51% Latinx: 20% Other/Mixed- 29%	White- 70% Latinx- >1% Other/Mixed- 29%	White- 60% Latinx- 40%

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**	ELA: 66% Math: 45.1% Participation Rate: ELA: 93.6% Math: 91.2%	NA	NA	ELA: 41.9% Math: 14.5% Participation Rate: ELA: 83.6% Math: 79%			
MAPS	K-8 Fall and Spring ELA and Math	NA	NA	NA			
easyCBM	NA	NA	NA	K-6 Fall, Winter, Spring			
DIBELS	Fall, Winter, Spring	NA	NA	NA			
STAR: **Reading** **Math**	NA	NA	NA	NA	Reading: 6.4 Math: 8 Reading Gain: .47 Math Gain: 1.24	Reading: 10.1 Math: 9.4 Reading Gain: .68 Math Gain: .46	
Work Keys	NA	NA	NA	NA			
TABE **Reading** **Math**	NA	Reading: 5.4 Math: 5.1	NA	NA			Overall Grade Level Equivalent Improved 1.28 Grade Levels
WIAT	NA	NA	NA	NA			
PSAT: **Reading** **Math**	NA	NA	NA	NA			
SAT: **Reading /Writing** **Math**	NA	NA	NA	NA			
ACT: **Reading/Writing** **Math**	NA	NA	NA	NA			

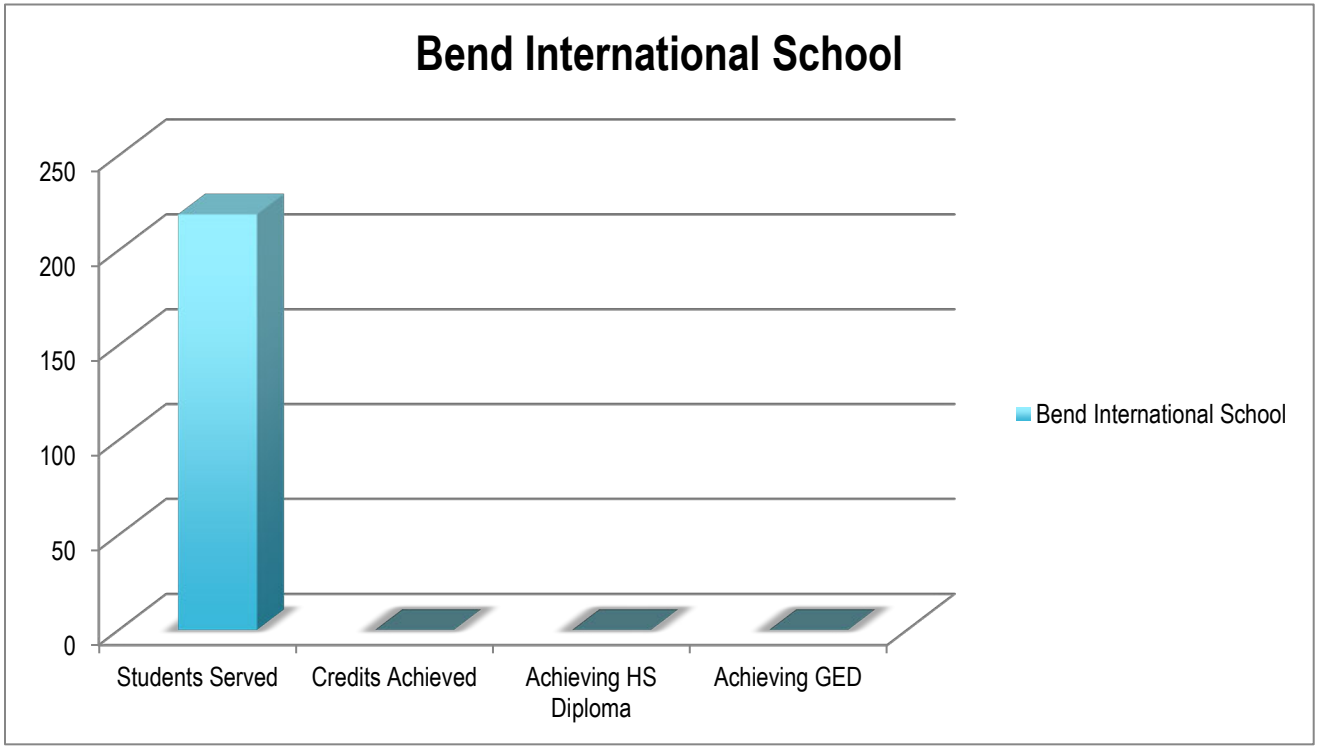
Coursework	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge - OYCP
# of Credits Attempted	NA	598.95	18	NA	211.67	124	1848.75
# of Credits Earned	NA	598.95	18	NA	236.37	114	1848.75

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	NA	NA	206
# Dropped from Program	NA	71	NA	NA	NA	NA	46
Return to High School	NA	24 (14 w/GED)	Dropped and Graduation Rates Not Yet Available	NA	1 student transitioned to Mt View for 2022-23	3 students transitioned to Bend High for 2022-23	156
Median Length of Program Stay	NA	40	13.3	NA	199 days	186 days	153
# of Students Earning Diplomas	NA	50	0	NA	18	4	38
# of Students Earning GEDs	NA	91 (38 w/ both GED & Diploma)	1	NA	15	1	12

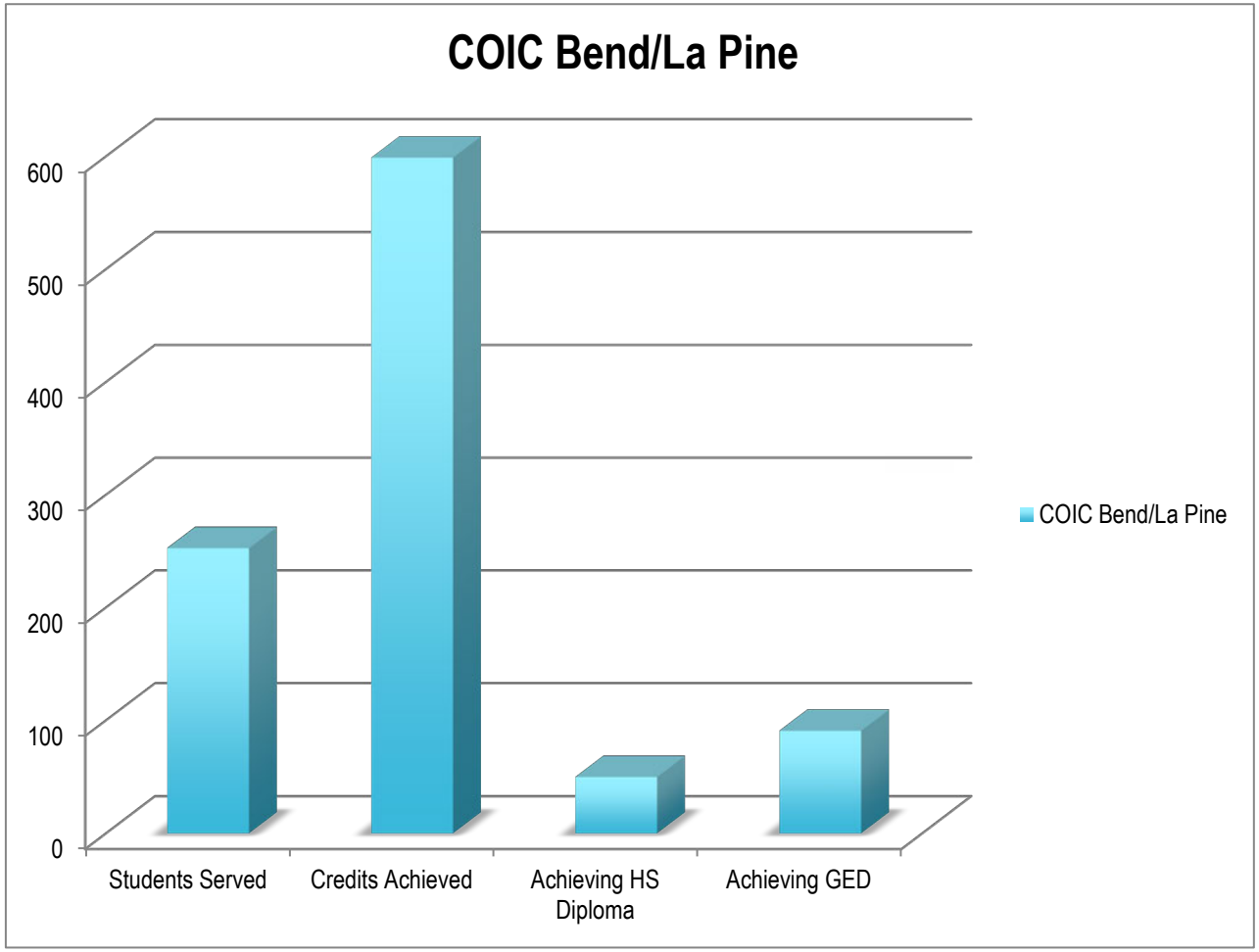
Other Accomplishments	Bend International School – BIS	COIC Classroom	COIC Juvenile Department	Desert Sky Montessori	J Bar J	The Academy	Oregon Youth Challenge -
	Completion of Gym Sports Teams and Music Room	COIC's Youth Compass Program paid over $89,000 in wages for youth work crew and paid internships in Bend and La Pine.	Launched Eco-Literacy Garden Project	Consolidated Primary and Intermediate Campuses by moving to former REALMS	Cognia Systems Accreditation through 6/30/2027	Cognia Systems Accreditation through 6/30/2027	Total Hours of Service to Community: 22,078
	Solar Panel Grant/ Panels Installed; offset 80% energy needs at BIS	Leveraged $9,000 in funds from the Roundhouse Foundation to pay for Drivers Education for 21 lower-income youth	Partnered with Break Free Education for a Monthly Book Club		VOC Program awarded CTE Revitalization Grant; Finalized purchase of Building Skills Paxton Patterson Modules	Added Part-time Special Education Teacher	# of Students Passing (31+ AFQT) ASVAB: 120
	Very low attrition of staff and students; Maintained enrollment/staff through COVID	Partnered with the Forestry Service to teach Wildland Firefighting Certification Course for 20 youth in June			Upgrades both school buildings	Implemented Art Program	

ATTACHMENT C

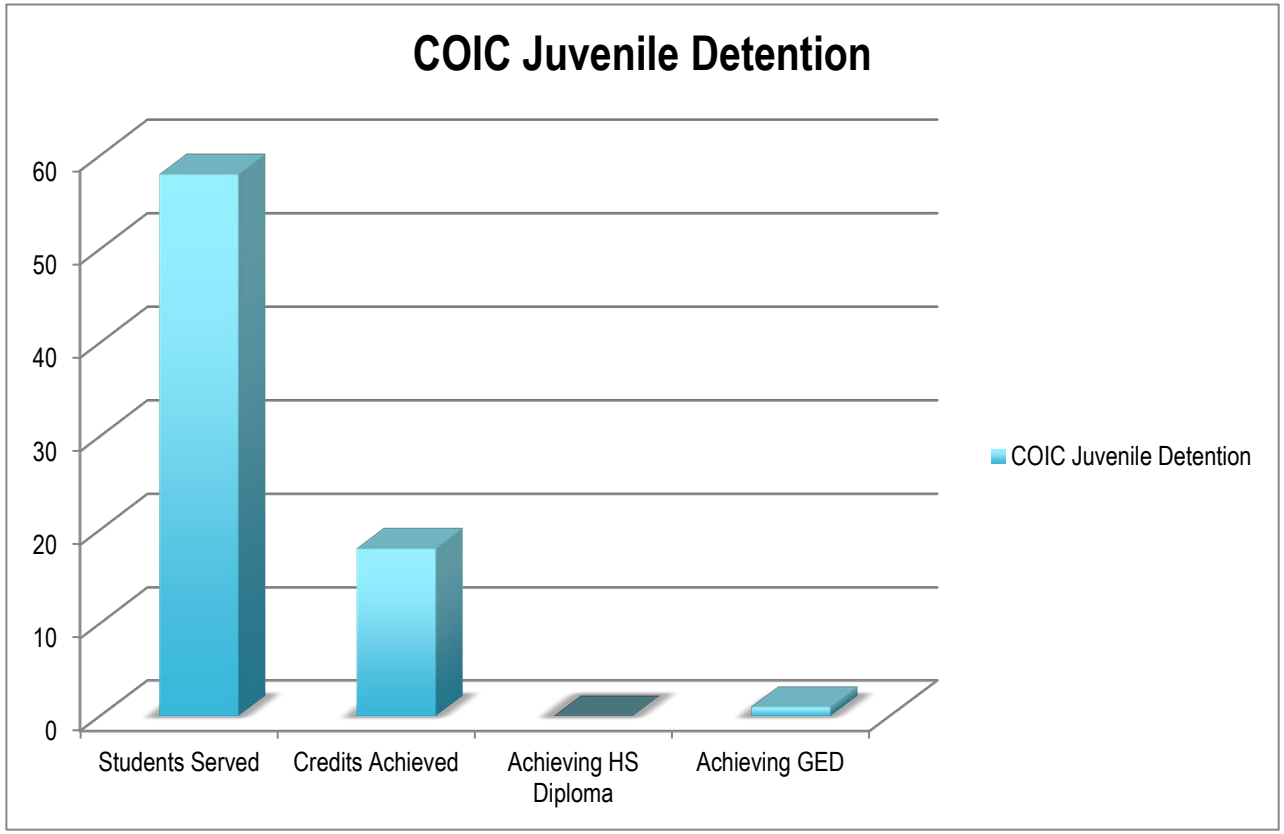
Data and Graphs



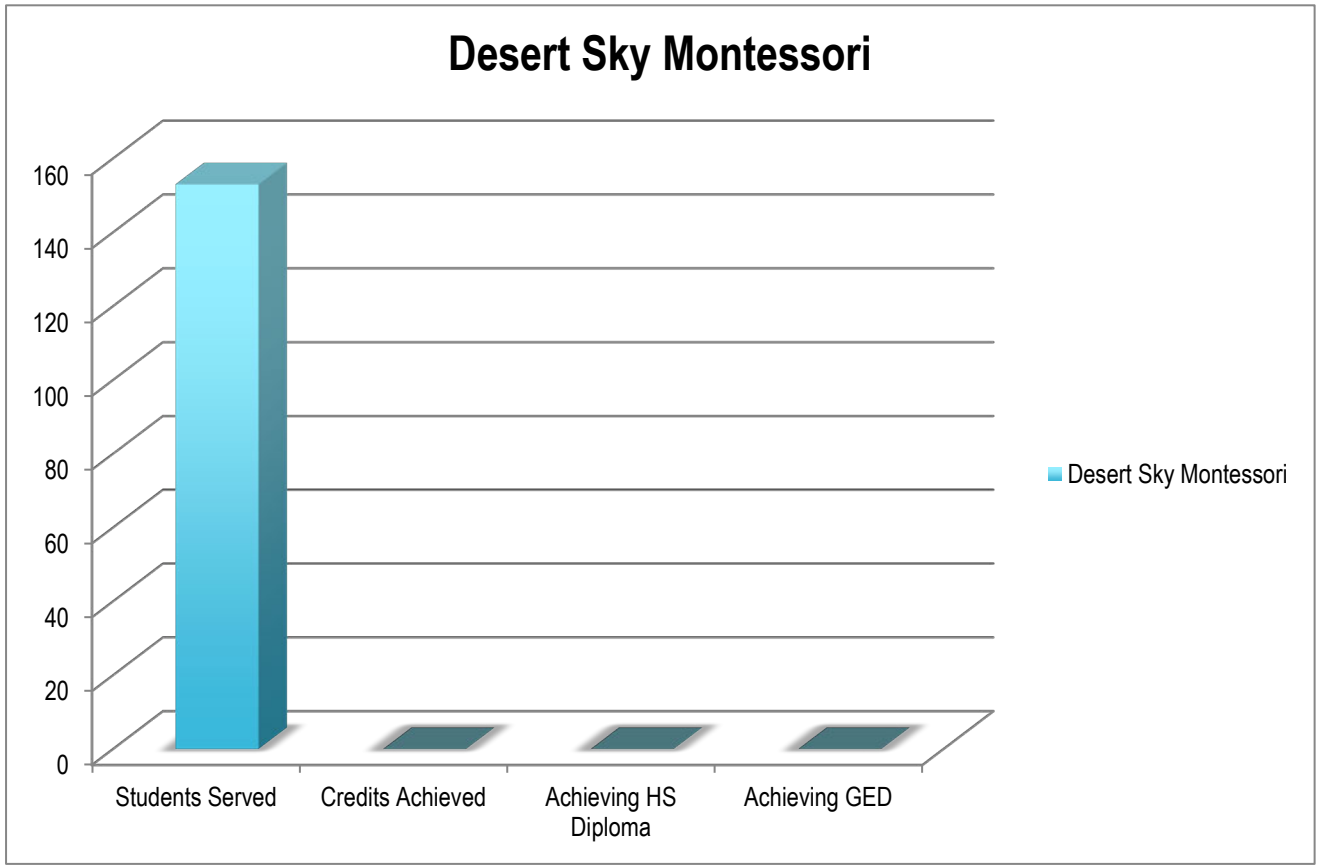
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Bend International School	219	N/A	N/A	N/A



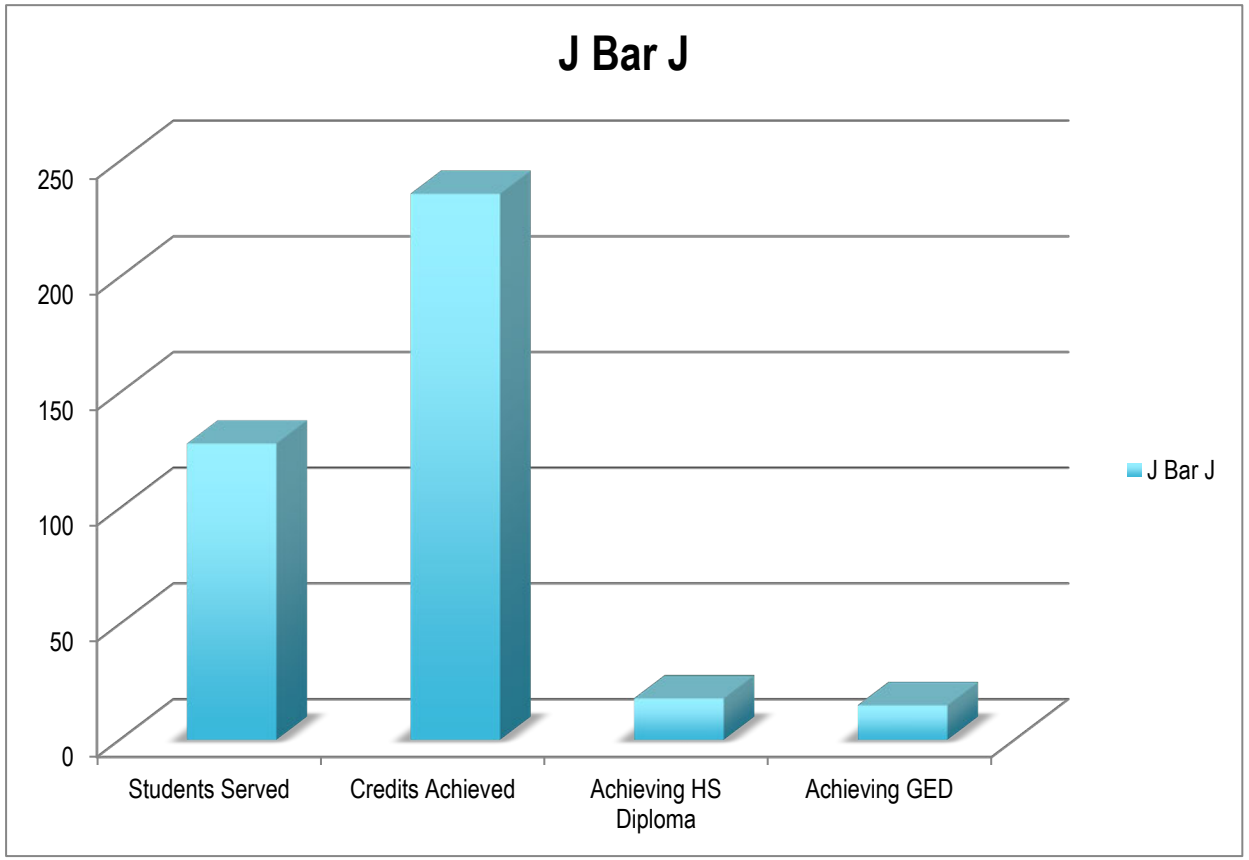
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Bend/La Pine	253	599	50	91



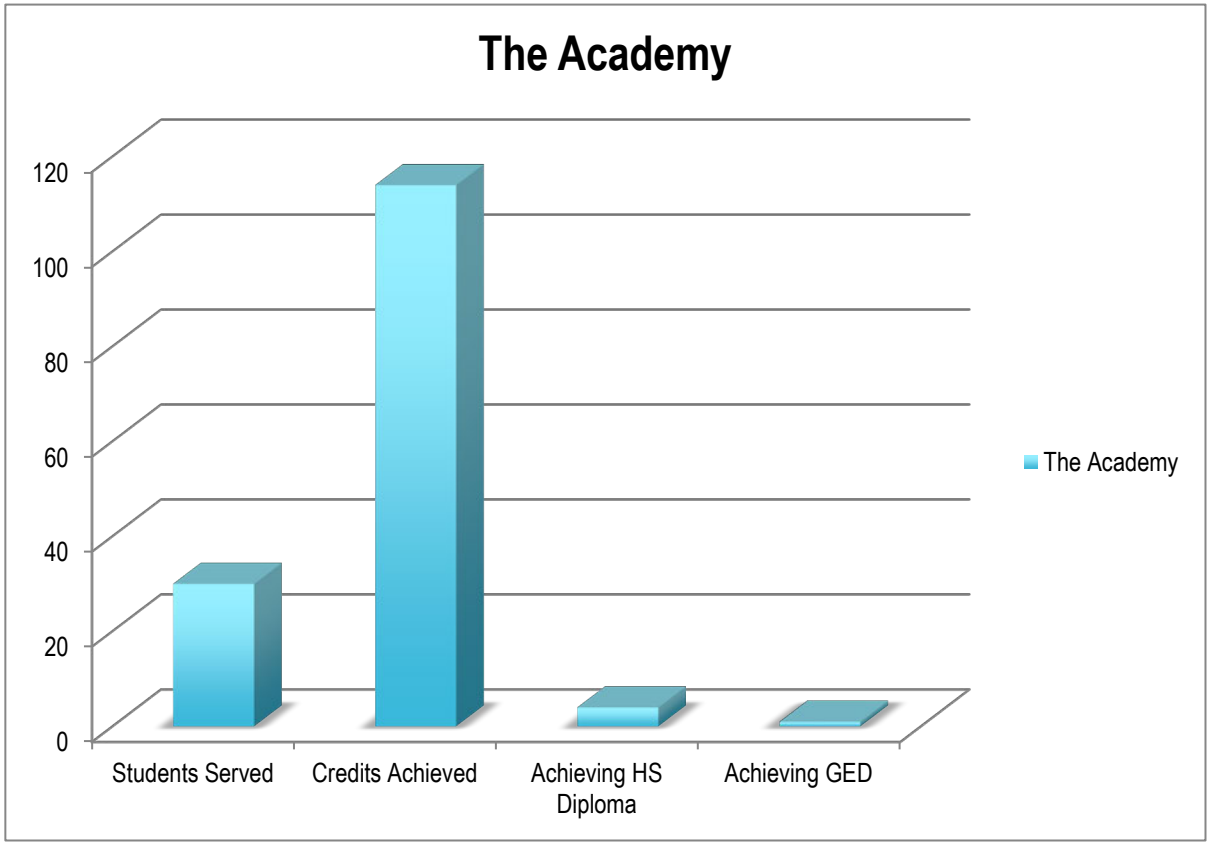
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
COIC Juvenile Detention	58	18	N/A	1



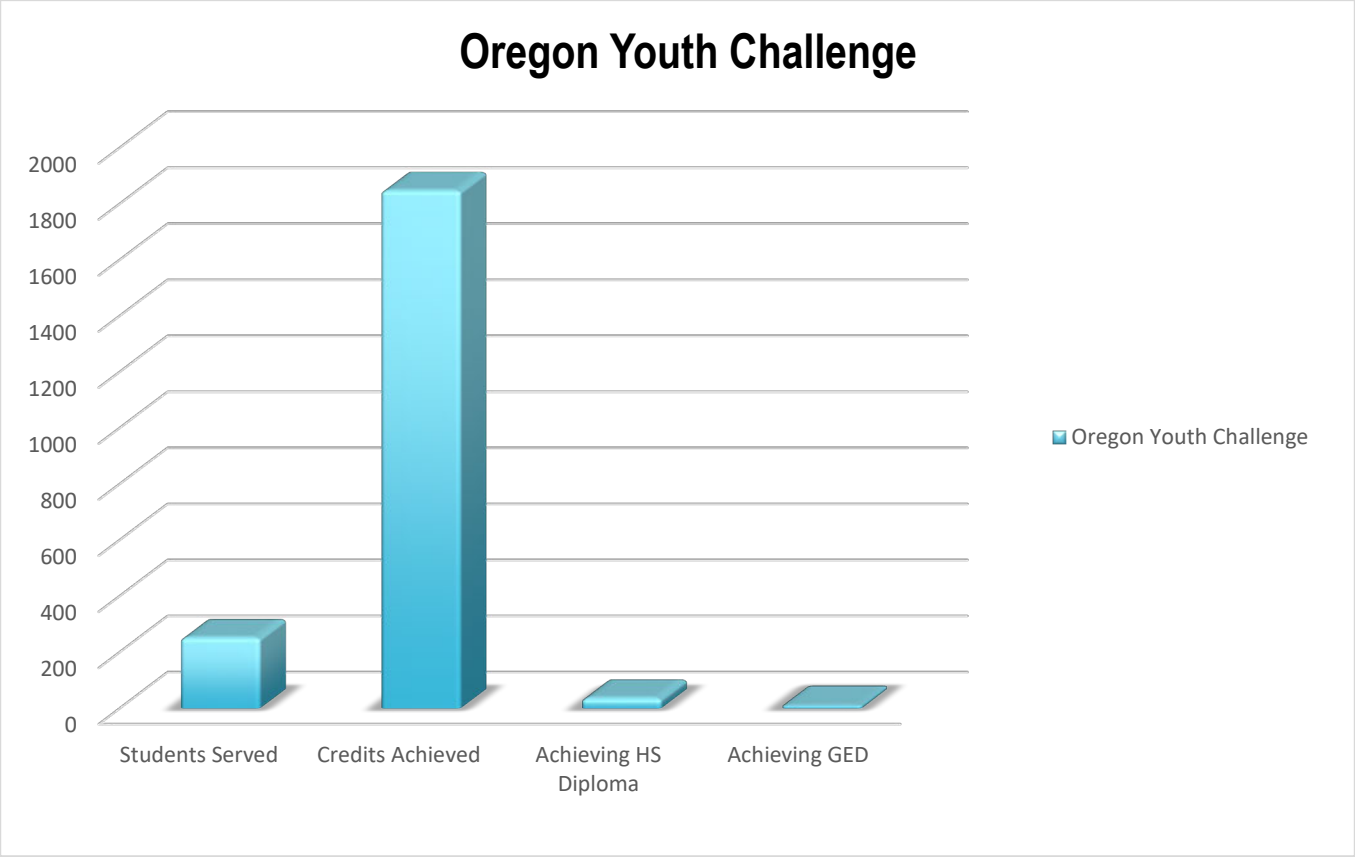
	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Desert Sky Montessori	153	N/A	N/A	N/A



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
J Bar J	128	236	18	15



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
The Academy	30	114	4	1



	Students Served	Credits Achieved	Achieving HS Diploma	Achieving GED
Oregon Youth Challenge	252	1,849	38	12

ATTACHMENT D

Fiscal Compliance

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

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

Kathy McCollum
HDESD
2804 SW Sixth Street
Redmond, OR 97756

October 14, 2022

Subject: 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 FY2021-22, 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

Sincerely,

Leah Bibeau
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

2021-2022

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

Date: December 2022 **Evaluator:** Kathy McCollum

School/Program: Bend International School

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: N/A

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

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

Bend International Charter School Annual Report - December 2022

Bend International School (BIS) is now in its eighth 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 2021-22 SY BIS had a 53% student and staff "disadvantaged population" rate – which is a lump sum percentage, which includes minority, ELL, FRL, and SPED students and staff. Currently, just over 25% of BIS students are new to the District, including homeschooled and private school students. For the 2019-20 SY BIS had a 37% FRL count.

Curriculum

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

The three main components of the BIS Curriculum include:

- ◊ International Education
  a) Units of study that promote global competence
  b) Promotes a diverse student and staff population
  c) World Language Program: Spanish (Immersion and more)
- ◊ Academic Excellence
  a) High standards (CCSS, NGSS, International Curriculum - Singapore Math)
  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
Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)	**<2018** • The BIS Board of Directors provided guidance for the plan and formed a School Site/Facilities Committee comprised of individuals with experience in facilities, capital campaigns, finance, and real estate. The committee prioritized expanding our facility and ultimately adding a gym. • The classroom expansion was completed summer of 2018. **2019-2021** • The Facilities Committee developed a plan with owner to develop the gym and pay for it with higher rent • Construction started on the gym Fall 2020 (but faced significant delays due to COVID) **2021-22 Objectives** • Gym completed (DONE - November 2021!) • Hire Facilities Manager (DONE) • Green Team actively works on native gardens and eco habitat around the facility/campus (DONE) • Install solar panels (pending All Points North Grant, site visit December 1) (DONE) **2022-23 Objectives** • Increase the security on campus by having all exterior doors locked at all times • Implement a secure entry at the office with cameras and an intercom, so office staff can buzz people in and out. • Develop Safety Team to work on finding a grant for electronic doors/fobs- so staff do not need to constantly use keys to enter the buildings.

Continue with program development and staff development goals	**2019-20**
	• BIS PD focused primarily on tolerance/equity education, science/environmental education, and technology training regarding Distance Learning.
	• In August 2019, BIS hosted a Teaching Tolerance workshop that was open for all local educators.
	
	2020-21
	• BIS PD focused on:
	  - Equity/Implicit Bias - Teaching Tolerance
	  - Culturally Relevant Inclusive Teaching - Indigenous/Shared Tribal History Training for all BIS Teachers (6 hours)

	▪ Building Math Minds - Training for K-5 and MS Math Teachers re: Singapore Math curriculum ▪ Hybrid/Distance Learning - individualized support for teachers ▪ Technology trainings as needed for teachers from 2 Tech Coordinators **2021-22 Objectives** • BIS PD will be focused on: ▪ Math Differentiation Training for MS Students, workshop for MS Math teacher at Stanford University (DONE) ▪ PE – SHAPE Conference- Professional Development Workshop for BIS PE Teacher **2022-23 Objectives** • BIS PD will be focused on: ▪ Working with students with special needs through inclusion (2 day training for all staff by Dianna Hansen from HDESD) ▪ Administrator Training with the Culture of Care on restorative practices ▪ ENVOY Training for all staff- Nonverbal communication for classroom management(staff request)
Continue to increase parent-community engagement and support	**2019-20** • 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. **2020-21** • We developed the Amigos Classroom Ambassadors to take on more of a leadership role in fundraising and whole school events. • Fundraising plan revised/delayed due to COVID **2021-22 Objectives** • This year we are trying to unite our parent community by focusing on what we are all about - what is best for students. We will focus on our program/program goals, promoting parental engagement with clear communication strategies and a fabulous program that is student-centered. • Empowering our BIS Classroom Ambassadors to engage with their classes to promote more involvement and support (DONE and Ongoing) • Build the BIS Athletics Program with athletes, fans, supporters, etc. (DONE)

	2022-23 Objectives • Reach out to build engagement with our focal groups of families who have been underrepresented historically in education. • 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. • Strengthen the BIS Amigos (PTC) and coordinate an All School Mercado/Carnaval as a grand fundraiser. Seek and promote involvement of ALL families.

Strengthen local and international partnerships	**Ongoing Goal**
	• Continued partnerships include:
	  - Latino Community Association
	  - Bethlehem Inn
	
	New partnerships include:
	  - Guadalajara Department of Education
	  - Jalisco, Sister Schools in Tlaquepaque, Mexico
	  - Rotary Club of Greater Bend
	  - OSU-Cascades
	  - Deschutes County (providing wraparound services)
	
	2021 Objectives
	• Develop BIS Athletics Program - join with District schools and host games at BIS (through Bend Parks and Rec.). (DONE)

Strengthen partnership and collaborative efforts with the Bend-La Pine School District	**Ongoing Goal** • Developed close SPED collaboration with Josh Marks, Sean Reinhart and Behavior Trainers • Developed lose mentorship with BIS District Liaison, Dana Pedersen • Opened BIS PD opportunities to District Staff (e.g. we invited District staff to our Teaching Tolerance Training August 2019) • Throughout the pandemic, going on year 3, BIS has stood united with the District, participated in all planning meetings, and continues to follow all state guidelines to ensure the health and safety of our shared community. • Continue to collaborate and support each other
Increase social-emotional / progress of BIS students	**Ongoing Goal** • BIS Data continually shows very high levels of student engagement levels (please refer to Academic Achievement section) • Stay in person instruction as much as possible, follow safety guidelines

Increase diversity and global competence of BIS students	**Ongoing Goal** • BIS students report feeling more connected globally and have increased their knowledge of the world according to school wide student survey data. • BIS students work towards eliminating racism and all forms of discrimination. Examples include: student conversations, conflict resolution, and collaborative problem solving about inclusion, discrimination, and related topics. **2020-21 Objectives** • 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) **2021-22 Objectives** • The SJE Committee complete the work and present their recommendations for materials purchase to the BIS Board (DONE) • SJE materials and resources purchased and implemented into classroom activities.(DONE) **2022-23 Objectives** • Resume the Sister School Project with Mexico, after a hiatus due to COVID. • Seek to attract and retain diverse staff • Build collaboration time and workshop time to develop Integrated Units of Study with a Global focus
Develop the BIS School Garden and school-wide Global Sustainability Plan	**Early years** • The BIS Green Team was formed - comprised of parent volunteers, teachers, and students - to increase “green” and ecological practices at BIS. • The BIS Garden and Greenhouse was constructed Spring 2017. Students and staff use a rotating schedule for care and maintenance in the garden over the summer months. **2019-20** • The Green Team worked closely with the BIS Board to ensure the Gym is built as a Globally Sustainable Gym, or “Green Gym.” The Gym will be built Solar Ready. **2020-21** • BIS Green Team wrote a grant for the purchase of Solar Panels for the BIS Gym. • BIS was named as an Eco-School, an international recognition, for our commitment to the environment and Green practices.

	2021-22 Objectives • 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. (DONE) • BIS Green Team - Spring student/staff committee working to improve BIS' environmental efforts, campus and stewardship. (DONE) **2022-23 Objectives** • Strengthen the BIS Student Green Team by promoting more involvement and activities • Develop a native / music garden behind the Gym • Utilize our solar panels as an educational tool in grades 4-6

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

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

2021-22

Students We Serve

218
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	1%
Teachers	7%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	14%
Teachers	14%
Multiracial	
Students	10%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	<1%
Teachers	0%
White	
Students	75%
Teachers	79%

6% Ever English Learners

5 Languages Spoken

9% Students with Disabilities

72% Required Childhood Vaccinations

>95% Free/ Reduced Price Lunch

*<10 students or data unavailable

School Environment

CLASS SIZE

Median class size.



Oregon average **22**

REGULAR ATTENDERS

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



Oregon average **64%**

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.



Oregon average **44%**

MATHEMATICS

Students meeting state grade-level expectations.



Oregon average **32%**

SCIENCE

Students meeting state grade-level expectations.



Oregon average **29%**

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.

ool Website: www.bendinternationalschool.org Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

Student Growth Summary Report

Aggregate by School

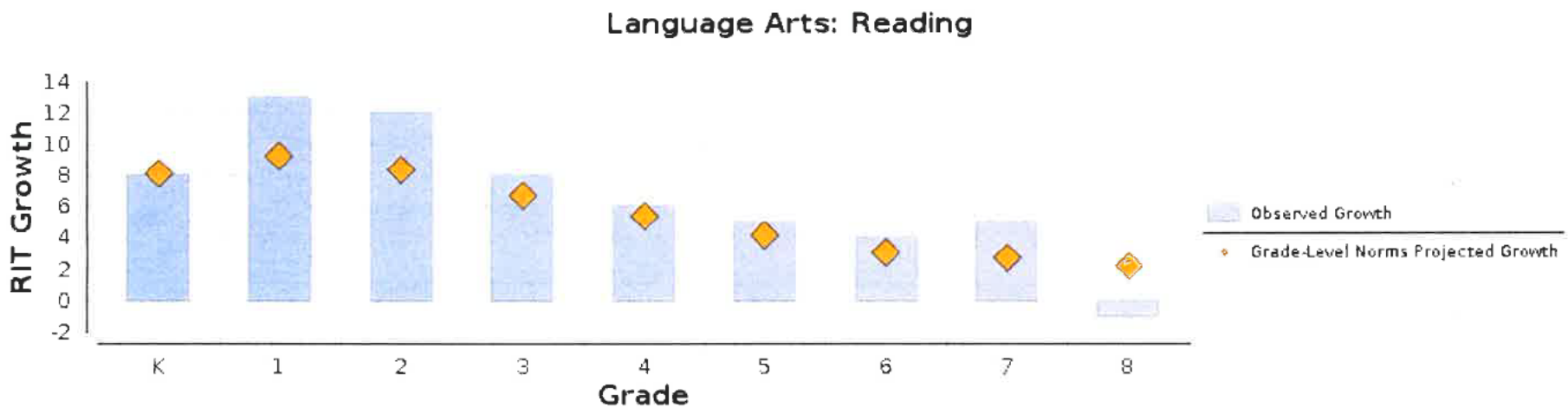
Term: Winter 2021-2022
District: Bend International School

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2021 - Winter 2022
Weeks of Instruction: Start - 2 (Fall 2021)
End - 16 (Winter 2022)
Grouping: None
Small Group Display: No

Bend International School

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Winter 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2022)	Total Number of Growth Events‡	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	19	143.3	6.7	93	151.4	11.2	93	8	2.2	8.1	0.01	51	19	11	58	62
1	22	156.8	13.3	67	169.3	13.7	84	13	1.7	9.2	2.57	99	22	15	68	76
2	21	174.7	12.5	72	186.6	12.6	86	12	1.2	8.3	2.83	99	21	17	81	84
3	22	196.7	13.3	94	205.0	12.2	96	8	1.4	6.6	1.56	94	22	15	68	66
4	22	205.3	13.7	91	211.1	11.8	92	6	1.5	5.3	0.48	68	22	16	73	60
5	23	216.0	13.6	96	221.3	11.6	97	5	1.5	4.1	1.21	89	23	15	65	60
6	25	223.1	11.7	97	227.4	12.5	98	4	1.4	3.1	1.43	92	25	17	68	60
7	22	217.3	18.7	69	222.7	18.9	81	5	1.6	2.7	3.13	99	22	15	68	58
8	27	224.1	15.4	79	222.9	18.0	65	-1	1.4	2.2	-3.38	1	27	10	37	39



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

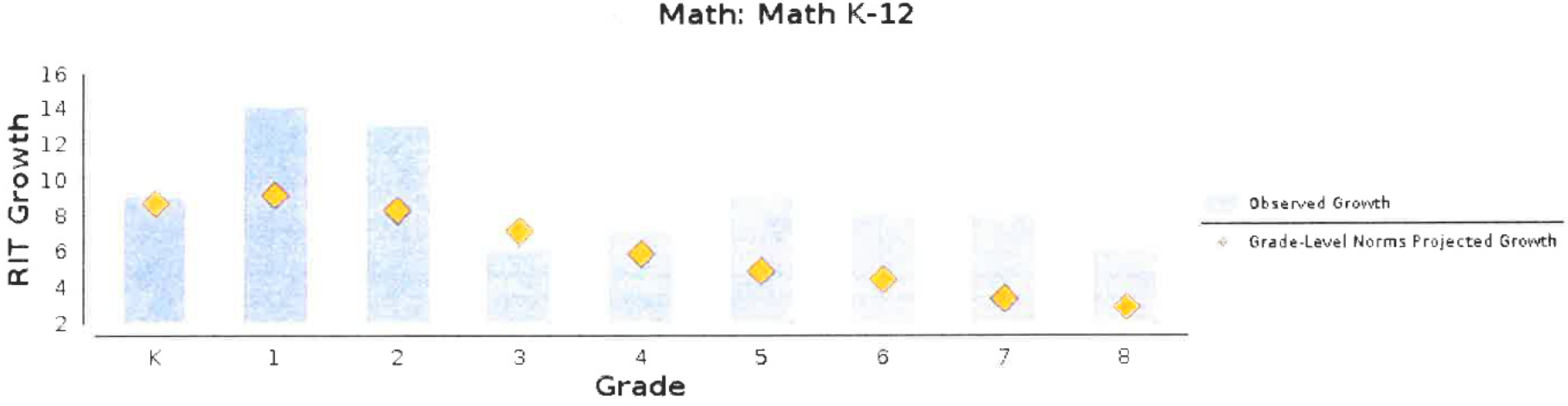
Term: Winter 2021-2022
District: Bend International School

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2021 - Winter 2022
Weeks of Instruction: Start - 2 (Fall 2021)
End - 16 (Winter 2022)
Grouping: None
Small Group Display: No

Bend International School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2021			Winter 2022			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2022)	Total Number of Growth Events‡	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	20	150.5	8.0	99	159.1	8.2	99	9	1.1	8.6	0.01	51	20	12	60	50
1	21	163.9	12.9	82	177.5	12.7	95	14	1.3	9.1	3.59	99	21	18	86	82
2	22	177.8	10.3	76	190.6	8.7	93	13	0.8	8.2	4.02	99	22	21	95	83
3	22	192.2	10.3	79	197.8	10.3	71	6	1.0	7.1	-1.43	8	22	11	50	43
4	22	200.1	13.1	58	207.5	16.4	67	7	1.3	5.8	1.57	94	22	13	59	55
5	23	208.1	12.1	48	217.4	14.4	70	9	1.5	4.9	3.77	99	23	18	78	86
6	26	219.7	11.2	76	227.9	13.4	88	8	1.3	4.4	3.42	99	26	19	73	76
7	25	217.9	19.2	42	225.6	19.1	61	8	1.3	3.4	4.22	99	25	17	68	77
8	25	225.6	20.5	55	231.8	21.3	67	6	1.5	2.9	2.76	99	25	17	68	77



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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School: Bend International School
Grade: Kindergarten, Beginning of Year
Year: 2021-2022
Class: Bend International School Grade KG Spenella,Kristen

Classroom Report

acadience™ data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	FSF		LNF		READING COMPOSITE SCORE		
		Score	Local Percentile	Score	Local Percentile	Score ▲	Local Percentile	Score Level
[redacted]	[redacted]	2	18	3	21	5	14	Well Below Benchmark
[redacted]	[redacted]	0	7	8	35	8	18	Well Below Benchmark
[redacted]	[redacted]	13	37	1	10	14	25	Below Benchmark
[redacted]	[redacted]	8	29	7	33	15	26	Below Benchmark
[redacted]	[redacted]	17	47	2	15	19	31	Below Benchmark
[redacted]	[redacted]	21	58	16	52	37	54	At Benchmark
[redacted]	[redacted]	32	82	6	30	38	55	Above Benchmark
[redacted]	[redacted]	18	50	24	67	42	61	Above Benchmark
[redacted]	[redacted]	20	55	22	63	42	61	Above Benchmark
[redacted]	[redacted]	20	55	24	67	44	63	Above Benchmark
[redacted]	[redacted]	24	64	23	65	47	66	Above Benchmark
[redacted]	[redacted]	24	64	25	69	49	68	Above Benchmark
[redacted]	[redacted]	26	69	23	65	49	68	Above Benchmark
[redacted]	[redacted]	34	85	21	60	55	75	Above Benchmark
[redacted]	[redacted]	29	76	29	76	58	79	Above Benchmark
[redacted]	[redacted]	38	92	20	58	58	79	Above Benchmark
[redacted]	[redacted]	26	69	34	82	60	80	Above Benchmark
[redacted]	[redacted]	26	69	50	96	76	92	Above Benchmark
[redacted]	[redacted]	38	92	39	89	77	92	Above Benchmark
[redacted]	[redacted]	32	82	49	95	81	94	Above Benchmark
GOAL		10				26		
AVERAGE		22.4		21.3		43.7		

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School: Bend International School
Grade: First Grade, Beginning of Year
Year: 2021-2022
Class: Bend International School Grade 01 Pelaez,Tere

Classroom Report

acadience data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

[redacted]	STUDENT ID	LNF		PSF		NWF				READING COMPOSITE SCORE		
		Score	Local Percentile	Score	Local Percentile	CLS	Local Percentile	WWR	Local Percentile	Score ▲	Local Percentile	Score Level
[redacted]	[redacted]	11	8	28	24	1	5	0	21	40	9	Well Below Benchmark
[redacted]	[redacted]	21	18	13	10	11	17	0	21	45	11	Well Below Benchmark
[redacted]	[redacted]	21	18	27	23	7	12	1	46	55	14	Well Below Benchmark
[redacted]	[redacted]	38	51	18	13	11	17	1	46	67	19	Well Below Benchmark
[redacted]	[redacted]	18	14	39	50	12	19	0	21	69	21	Well Below Benchmark
[redacted]	[redacted]	35	44	25	20	11	17	0	21	71	22	Well Below Benchmark
[redacted]	[redacted]	43	62	12	9	19	31	4	60	74	24	Well Below Benchmark
[redacted]	[redacted]	15	12	60	96	0	2	0	21	75	25	Well Below Benchmark
[redacted]	[redacted]	29	33	36	41	18	29	1	46	83	30	Well Below Benchmark
[redacted]	[redacted]	46	69	12	9	29	53	7	69	87	34	Well Below Benchmark
[redacted]	[redacted]	26	27	32	32	32	59	7	69	90	36	Well Below Benchmark
[redacted]	[redacted]	48	73	29	26	17	27	0	21	94	40	Well Below Benchmark
[redacted]	[redacted]	38	51	32	32	25	45	4	60	95	40	Well Below Benchmark
[redacted]	[redacted]	41	59	50	80	8	13	0	21	99	44	Below Benchmark
[redacted]	[redacted]	38	51	38	47	24	43	0	21	100	45	Below Benchmark
[redacted]	[redacted]	33	40	45	66	23	41	0	21	101	46	Below Benchmark
[redacted]	[redacted]	45	67	31	30	26	47	7	69	102	46	Below Benchmark
[redacted]	[redacted]	45	67	55	91	28	51	3	56	128	70	At Benchmark
[redacted]	[redacted]	49	75	32	32	53	82	7	69	134	73	Above Benchmark
[redacted]	[redacted]	60	89	26	21	53	82	0	21	139	75	Above Benchmark
[redacted]	[redacted]	64	93	45	66	62	87	16	86	171	89	Above Benchmark
[redacted]	[redacted]	69	96	30	28	116	98	33	97	215	97	Above Benchmark
GOAL				40		27		1		113		
AVERAGE		37.9		32.5		26.6		4.1		97.0		

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School: Bend International School
Grade: Second Grade, Beginning of Year
Year: 2021-2022
Class: Bend International School Grade 02 Dierking,Gretchen

Classroom Report

acadience data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

		NWF				ORF						READING COMPOSITE SCORE		
NAME	STUDENT ID	CLS	Local Percentile	WWR	Local Percentile	Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Score ▲	Local Percentile	Score Level
[redacted]	[redacted]	8	3	1	13	0	1	0%	0	4		2	3	Well Below Benchmark
[redacted]	[redacted]	41	35	0	5	12	15	60%	13	24	1	12	10	Well Below Benchmark
[redacted]	[redacted]	34	26	8	33	19	22	68%	0	4	1	44	17	Well Below Benchmark
[redacted]	[redacted]	20	11	5	25	21	23	72%	18	40	1	52	18	Well Below Benchmark
[redacted]	[redacted]	33	25	4	23	17	20	77%	10	19	1	64	19	Well Below Benchmark
[redacted]	[redacted]	54	47	16	53	25	25	76%	17	37	1	90	23	Well Below Benchmark
[redacted]	[redacted]	37	29	11	41	32	30	80%	24	61	1	99	25	Well Below Benchmark
[redacted]	[redacted]	38	30	16	53	51	46	94%	19	44	2	170	48	At Benchmark
[redacted]	[redacted]	53	46	16	53	58	52	92%	24	61	2	171	49	At Benchmark
[redacted]	[redacted]	77	66	13	45	82	70	95%	35	84	2	201	60	At Benchmark
[redacted]	[redacted]	68	58	17	55	78	66	98%	22	54	2	211	63	Above Benchmark
[redacted]	[redacted]	106	82	31	78	65	57	97%	19	44	2	226	67	Above Benchmark
[redacted]	[redacted]	46	39	12	43	120	90	100%	9	17	1	249	76	Above Benchmark
[redacted]	[redacted]	69	59	21	63	111	86	97%	31	77	2	252	77	Above Benchmark
[redacted]	[redacted]	78	67	22	65	104	83	100%	48	96	3	253	77	Above Benchmark
[redacted]	[redacted]	108	83	34	82	90	75	98%	44	93	4	257	79	Above Benchmark
[redacted]	[redacted]	79	67	24	68	113	87	97%	39	89	3	260	80	Above Benchmark
[redacted]	[redacted]	68	58	22	65	128	92	99%	16	34	1	277	85	Above Benchmark
[redacted]	[redacted]	98	78	33	81	112	87	100%	45	94	3	283	86	Above Benchmark
[redacted]	[redacted]	139	94	46	94	96	79	99%	25	65	1	293	89	Above Benchmark
[redacted]	[redacted]	134	93	47	95	101	81	99%	20	47	1	300	90	Above Benchmark
[redacted]	[redacted]	107	82	37	86	195	> 99	99%	70	> 99	3	374	> 99	Above Benchmark
GOAL		54		13		52		90%	16			141		
AVERAGE		68.0		19.8		74.1		86.2%	24.9		1.8	188.2		

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School: Bend International School
Grade: Third Grade, Beginning of Year
Year: 2021-2022
Class: Bend International School Grade 03 Bengtson,Beth

Classroom Report

acadience data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	ORF						MAZE	
		Words Correct ▲	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile
[redacted]	[redacted]	8	4	50%	13	14	1		
[redacted]	[redacted]	9	5	56%	0	1			
[redacted]	[redacted]	36	18	88%	25	49	2		
[redacted]	[redacted]	37	19	90%	9	8	1		
[redacted]	[redacted]	45	21	88%	25	49	2		
[redacted]	[redacted]	55	28	90%	17	23	2		
[redacted]	[redacted]	58	30	92%	17	23	2		
[redacted]	[redacted]	80	46	100%	36	77	3		
[redacted]	[redacted]	80	46	99%	18	27	1		
[redacted]	[redacted]	81	46	95%	13	14	1		
[redacted]	[redacted]	86	50	93%	21	36	2		
[redacted]	[redacted]	96	58	99%	29	60	2		
[redacted]	[redacted]	105	66	99%	19	30	2		
[redacted]	[redacted]	105	66	96%	44	88	2		
[redacted]	[redacted]	109	70	97%	23	42	1		
[redacted]	[redacted]	110	71	96%	21	36	2		
[redacted]	[redacted]	111	72	97%	34	72	2		
[redacted]	[redacted]	111	72	98%	54	95	3		
[redacted]	[redacted]	111	72	98%	37	79	3		
[redacted]	[redacted]	116	76	89%	25	49	1		
[redacted]	[redacted]	125	82	98%	42	86	4		
[redacted]	[redacted]	158	95	99%	31	65	3		
[redacted]	[redacted]	163	97	99%	30	63	2		
[redacted]	[redacted]	167	97	99%	23	42	2		
GOAL		70		95%	20		2	8	
AVERAGE		90.1		91.9%	25.3		2.0		

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School: Bend International School
Grade: Fourth Grade, Beginning of Year
Year: 2021-2022
Class: Bend International School Grade 04 Branstrom,Drew

Classroom Report

acadience data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	ORF						MAZE		READING COMPOSITE SCORE		
		Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
[redacted]	[redacted]	109	54	98%	52	91	3					
[redacted]	[redacted]	117	59	98%	51	90	2					
[redacted]	[redacted]	25	5	76%	18	19	1	1	4	65	5	Well Below Benchmark
[redacted]	[redacted]	36	7	75%	19	22	2	0	2	74	5	Well Below Benchmark
[redacted]	[redacted]	57	15	79%	13	9	1	12	27	131	10	Well Below Benchmark
[redacted]	[redacted]	71	23	91%	42	80	1	9	20	239	23	Well Below Benchmark
[redacted]	[redacted]	77	27	96%	29	50	2	5	10	243	24	Well Below Benchmark
[redacted]	[redacted]	63	18	93%	36	67	2	12	27	247	25	Below Benchmark
[redacted]	[redacted]	72	24	92%	33	61	2	14	35	250	25	Below Benchmark
[redacted]	[redacted]	79	29	98%	23	33	2	11	24	273	30	Below Benchmark
[redacted]	[redacted]	112	56	98%	24	37	2	7	15	292	35	At Benchmark
[redacted]	[redacted]	74	25	99%	18	19	2	18	52	294	36	At Benchmark
[redacted]	[redacted]	87	36	99%	31	56	2	12	27	309	41	At Benchmark
[redacted]	[redacted]	101	46	99%	29	50	2	14	35	327	47	At Benchmark
[redacted]	[redacted]	114	57	97%	31	56	2	14	35	328	47	At Benchmark
[redacted]	[redacted]	105	50	100%	14	10	1	20	62	333	49	At Benchmark
[redacted]	[redacted]	95	41	100%	33	61	2	15	39	341	52	Above Benchmark
[redacted]	[redacted]	125	66	99%	35	65	2	14	35	363	59	Above Benchmark
[redacted]	[redacted]	163	90	99%	24	37	2	21	66	407	75	Above Benchmark
[redacted]	[redacted]	161	89	100%	33	61	2	24	80	443	85	Above Benchmark
[redacted]	[redacted]	179	96	99%	63	97	3	19	58	493	93	Above Benchmark
[redacted]	[redacted]	192	98	99%	46	86	3	25	83	496	94	Above Benchmark
[redacted]	[redacted]	185	97	99%	44	83	2	28	90	497	94	Above Benchmark
[redacted]	[redacted]	176	95	100%	52	91	4	27	88	508	95	Above Benchmark
GOAL		90		96%	27		2	15		290		
AVERAGE		107.3		95.1%	33.0		2.0	14.6		316.0		

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School: Bend International School
Grade: Fifth Grade, Beginning of Year
Year: 2021-2022
Class: Bend International School Grade 05 Wright,Amanda

Classroom Report

acadience data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	ORF						MAZE		READING COMPOSITE SCORE		
		Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
[redacted]	[redacted]											
[redacted]	[redacted]	89	26	99%	29	36	2					
[redacted]	[redacted]											
[redacted]	[redacted]	55	6	86%	29	36	2	8	12	153	5	Well Below Benchmark
[redacted]	[redacted]	94	30	98%	14	5	2	12	21	274	20	Below Benchmark
[redacted]	[redacted]	88	25	96%	25	26	2	18	41	298	26	Below Benchmark
[redacted]	[redacted]	103	37	96%	34	50	1	21	53	343	39	Below Benchmark
[redacted]	[redacted]	126	55	99%	43	73	3	14	27	380	53	At Benchmark
[redacted]	[redacted]	121	51	98%	38	61	3	20	49	381	53	At Benchmark
[redacted]	[redacted]	62	9	98%	64	96	4	24	67	390	56	Above Benchmark
[redacted]	[redacted]	119	49	100%	31	42	2	24	67	397	58	Above Benchmark
[redacted]	[redacted]	151	78	98%	33	47	2	21	53	405	60	Above Benchmark
[redacted]	[redacted]	135	63	99%	39	64	3	23	64	417	65	Above Benchmark
[redacted]	[redacted]	127	56	99%	49	83	2	23	64	429	69	Above Benchmark
[redacted]	[redacted]	147	73	99%	46	79	2	28	77	463	79	Above Benchmark
[redacted]	[redacted]	158	83	99%	44	75	4	27	75	466	80	Above Benchmark
[redacted]	[redacted]	167	88	99%	44	75	3	27	75	475	82	Above Benchmark
[redacted]	[redacted]	151	78	99%	41	68	3	35	91	485	85	Above Benchmark
[redacted]	[redacted]	155	81	100%	57	91	4	28	77	501	89	Above Benchmark
[redacted]	[redacted]	98	33	98%	50	84	4	50	> 99	502	89	Above Benchmark
[redacted]	[redacted]	158	83	99%	54	89	4	32	86	506	89	Above Benchmark
[redacted]	[redacted]	173	91	100%	45	77	3	32	86	511	90	Above Benchmark
[redacted]	[redacted]	166	87	100%	54	89	3	31	84	518	91	Above Benchmark
[redacted]	[redacted]	192	98	99%	47	81	2	34	90	534	93	Above Benchmark
[redacted]	[redacted]	215	> 99	100%	61	94	3	36	93	601	> 99	Above Benchmark
GOAL		111		98%	33		2	18		357		
AVERAGE		132.6		98.2%	42.2		2.7	25.8		428.6		

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COIC - CENTRAL OREGON INTERGOVERNMENTAL COUNCIL

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2021-2022

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

Date: December 2023 **Evaluator:** Kathy McCollum

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

1. Staff

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

Meets: X

Does Not Meet:

2. Curriculum

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

Meets: X

Does Not Meet:

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

Meets: X

Does Not Meet:

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

Meets: X

Does Not Meet:

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

Meets: X

Does Not Meet:

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

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

Central Oregon Intergovernmental Council
Bend and La Pine Programs
January 2023

Program Overview

The COIC partnership with the Bend La Pine School District 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 and a youth employment counselor and is located in the WorkSource building opposite Pilot Butte. It serves Mountain View HS, Bend Senior HS, Summit HS, Bend Tech Academy at Marshall HS, REALMS, BLSOL, and Caldera HS. The La Pine Classroom employs one teacher and a youth employment counselor and is located approximately ¼ mile from La Pine High School, which it serves.

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

COIC's Youth Education Program is currently focused primarily on the GED exam that is given in four parts: Math, Language Arts, Social Studies and Science. Proficiency credits are awarded to students choosing to continue high school in pursuit of the diploma after the exam. GED Testing Service offers a pre-test, GED Ready (GEDr), for which a score above 150 indicates the candidate is likely to pass with some review and remediation. Testing, however, is not free – each official subject exam costs $38.00 for in-person exams and $44 for online tests, 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 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 was not successful in a standard classroom setting and include deficiencies in math, literacy or social skills, and/or significant health issues (both mental and physical). As pronounced as those challenges are, the rewards are even more profound. It is a privilege to witness, and assist, students as they write their comeback story, and thankfully most youth overcome their challenges and succeed in our program. Because all students are unique those eventual successes are uniquely their own.

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

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

- Grade level: Grade 12 (73) [113]; Grade 11 (88) [68]; Grade 10 (29) [18]; Grade 9 (5) [2]
- SPED or 504: (48) [46]
- Race and Ethnicity: Hispanic or Latino (40) [31]; Not Hispanic (155) [170]; White (166) [229]; American Indian or Alaska Native (12) [5]; Hawaiian or Pacific Islander (12) [12]; African American (4) [3]; Asian (1) [5].
- Gender: Female (76) [97]; Male (119) [104]
- Socio Economic: Pregnant or Parenting (2) [4]; Receiving social services (66) [76]; Enrolled WIOA (16) [21] In the Juvenile Justice System (16) [23]; Homeless (12) [12].

Goals for the 2022-2023 COVID-19 School Year – Bend Center

1. Maintain the number of Graduates from 2021-2022.

2. Maintain the number of GED passers achieved in 2021-2022.

3. Maintain the number of credits recovered to assist district graduation rates.

Progress on Goals for the 2021-2022 School Year – Bend Center

1. Maintain the number of Graduates from 2020-2021.
   Exceeded – 43 graduates this year compared to 39 graduates last year.

2. Maintain the number of GED passers achieved in 2020-2021.
   Nearly Met – 76 compared to 90 last year. Despite fewer students referred for GED prep (178 down from 185) and 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 – 510.75 credits were earned last year versus the 559.45 credits earned this year.

2021-2022 Accomplishments and Events

1. COIC's Youth Employment and Training performance (Bend and LP shared accomplishment):
   a. 40 youth were placed in paid Internships or Work Experiences in local businesses from Bend to La Pine utilizing both Federal and State grants in excess of $89,000.

2. COIC leveraged $9,000 in funds from the Roundhouse Foundation to pay for Drivers Education for 21 lower-income youth through High Desert ESD last year. We hope to continue this partnership this year.

3. COIC Youth Employment Counselor Matt Mahoney partnered with the Forest Service to pilot a Wildland Firefighting Certification Course last June that served 20 regional youth. Youth were paid to complete the training at the end of the course.

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

- Grade level: Grade 12 (41) [32]; Grade 11 (17) [22]; Grade 10 (0) [2] Grade 9 (1) [0].
- SPED or 504: (10) [10].
- Race and Ethnicity: Hispanic or Latino (5) [2]; Not Hispanic (54) [54]; White (56) [53]; American Indian or Alaska Native (0) [0]; Hawaiian or Pacific Islander (2) [2]; African American (1) [1].
- Gender: Female (26) [26]; Male (33) [30].
- Socio Economic: Pregnant or Parenting (2) [4]; Receiving social Services (46) [28]; Enrolled WIOA (21) [18] In the Juvenile Justice System (9) [3]; Homeless (6) [7].

Goals for the 2022-2023 COVID-19 School Year – La Pine Center

1. Maintain the number of GED passers achieved in 2021-2022.
2. Maintain the number of credits recovered in 2021-2022.
3. Maintain work experience opportunities for WIOA eligible youth.

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

1 Exceed the number of GED passers achieved in 2020-2021.
Met – 16 students earned GED's in 2021-2022 compared to the seven GED completers from the previous year.

2 Maintain the number of credits recovered to assist district graduation rates.
Met – 39.5 credits were earned in 2021-2022 versus the 27 credits earned in 2020-2021. This doesn't include proficiency credits student earned by passing GED exams.

3 Maintain work experience opportunities for WIOA eligible youth.
Exceeded – Placed 25 COIC Youth in paid Work Experiences or Internships to provide on-the-job training and school elective credits in 2021-2022 versus 15 in 2020-2021.

2021-2022 Accomplishments and Events – La Pine Center

1. COIC set up private testing stations for students to take the official GED tests online with a virtual proctor and arranged for students to test at Bend COIC's private test center to accommodate the testing needs of our students.

2. COIC's Youth Employment and Training performance (Bend and LP shared accomplishment):
40 youth were placed in paid Internships or Work Experiences in local businesses from Bend to La Pine utilizing both Federal and State grants in excess of $89,000.

COIC Juvenile Detention Center (DCJCJ)

This third branch of the COIC contract schools is housed at the Deschutes County Juvenile Justice Center. Students reside in the juvenile justice center.

Student Profile:

This alternative education program serves the youth who are incarcerated within the facility. During the 2021-2022 school year, roughly 29% of the students in detention were from Bend-La Pine School District. All detention students are categorically at risk of dropping out.

Curriculum:

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

Goals for the 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 NTACT:C in a pilot program focused on strengthening these services.

2. Staff will do at least one site visit to another Juvenile Detention Education Program (JDEP) to explore best practices that may enrich our program.

3. Staff will 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.

Progress on Goals for the 2021-2022 School Year – Juvenile Center

1. Staff will complete intensive course on Restorative Practices to further integrate those strategies in the classroom.
   Not Met – New staff did not have enough time to complete the entire course but learned a lot about the Restorative Practices widely implemented throughout the County's juvenile department.

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 Yamhill County Juvenile Detention Education Program last year to learn what programs or practices could benefit our youth – specifically how that program's garden project operates and benefits the students.

3. Staff will collaborate with districts/programs to better facilitate students' transition when leaving our program.
   In Process – Staff worked closely with other COIC classroom staff to ensure students were able to seamlessly continue their academic progress despite their stay in detention, and has been working with District staff to streamline the transition into as well as out of detention.

2020-2021 Accomplishment and Event – Juvenile Center

1. Staff coordinated secure transport and GED testing at the Bend COIC Private Test Center that allowed a student to pass all four GED tests while in custody. This was a significant logistical accomplishment that was only possible through the advocacy of Deschutes County Juvenile Department and accommodations made by the COIC Test Center staff.

2. Staff piloted an Eco-Literacy Garden Project with extensive County support that will provide long-term academic and socio-emotional benefits for detention youth. Eventually, this project will provide youth a secure, outdoor space wherein they will learn hands-on agricultural science and be able to gather in a calming and natural environment.

3. Staff prioritized building the classroom library and made a commitment securing relevant books based on reading levels and student interests. This effort was boosted through a partnership with Break Free Education that created a Monthly Book Club for students.

Appendix A

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Director, Oregon Department of Education

June 9, 2022

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

RE: Private Alternative Education Program Registration for SY 2022-2023

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 2022-2023 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 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@ode.oregon.gov

Sincerely,

Annie Marges

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

Letter #463

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Director, Oregon Department of Education

June 9, 2022

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

RE: Private Alternative Education Program Registration for SY 2022-2023

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 2022-2023 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 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@ode.oregon.gov

Sincerely,

Annie Marges

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Director, Oregon Department of Education

June 9, 2022

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 2022-2023

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 2022-2023 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 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@ode.oregon.gov

Sincerely,

Annie Marges


NCA CASI • NWAC • SACS CASI
ACCREDITED
AdvancED
This is to certify that
Central Oregon Intergovernmental Council Skills Lab
has met the criteria for educational quality established by the
AdvancED® Accreditation Commission and is hereby presented this
Certificate of Accreditation
by the NCA Commission on Accreditation and School Improvement,
the Northwest Accreditation Commission, and the
SACS Commission on Accreditation and School Improvement.
June 30, 2023
Valid Through Date
Creating a world
of opportunities for
every learner.
Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED®

DESERT SKY MONTESSORI

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

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: December 2022 **Evaluator:** Kathy McCollum

School/Program: Desert Sky Montessori School

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: N/A

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

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

Desert Sky Montessori
December 2022

Desert Sky Montessori has now completed its fifth year in the Bend La Pine district. In the 2021/22 school year we offered kindergarten through 6th grade and are continuing to work on plans to open a middle school as soon as we have a larger facility.

The 2021/22 school year began with in-person learning with strict Covid regulations in place due to the Covid 19 pandemic. The Desert Sky Montessori Safe Return to In-Person Learning Plan included:

- Screening children upon entry
- Cohorting
- Physical Distancing
- Masking
- Good ventilation
- Rules about handwashing
- Regular cleaning and sanitizing of all surfaces and materials
- Isolation protocols
- Quarantine protocols
- All staff being vaccinated
- Onsite covid testing
- And more…

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

Student Profile

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

Curriculum

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

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

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

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

This year DSM added an online RTI to help children who were struggling with their reading. There were 44 children that were given Lexia licenses to practice their skills daily.

Goals for the 2021-22 School year

Goal	Status
To plan and maintain a Covid-19 safety plan, that will aim to keep all children in school, in-person, for as much time as possible.	**Ongoing:** A very solid plan was put in place for the 2021/22 school year. This enabled DSM to stay open for in-person learning all year. There were only a couple of occasions that the kindergarten, the k/1 class and a lower elementary class had to go to a week of distance learning. DSM kept up to date with all of the changes that were expected of public schools from ODE and OHA during the year.
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.	**Ongoing:** Teachers focused a great deal of time on creating classrooms that were inclusive and safe, inviting spaces for children to be during this pandemic. Many Grace and Courtesy lessons were presented, especially for the younger children who had missed so much in-person social interaction in the previous year. Families were welcomed by the teaching staff and administration and doors were always open for support.
To return to more normalized Montessori classrooms, with children regularly using hands-on materials, participating in small group lessons, and utilizing peer teaching.	**Done:** This took some time and a lot of adjustment after such an unsettling year previously. Eventually as the year progressed, we saw children working in small groups and a lot of peer teaching.
Plan, train staff, and put into practice appropriate RTI for children who may be struggling academically.	**Done**: All staff were trained in using the Lexia program. This was an RTI given to children who came out with at-risk scores from Dibels.

Continue to develop facilities plan to accommodate all 7 classrooms and aftercare on one site.	**Done:** The most exciting new this year. DSM finalized a lease on the old Realms property on OB Riley to move into over the summer. There is enough space for all seven classrooms and a multi-purpose room for aftercare.
Continue to develop leadership skills and roles for senior teachers.	**Ongoing:** This was a very successful year for developing the leaders of all three areas (kindergarten, lower elementary and upper elementary). All three areas had a cycle leader who led their groups and developed positive relationships to help mentor their staff.
To develop pathways for Montessori teachers to obtain their Oregon Teaching License.	**Ongoing:** DSM This work just began at the end of the school year. The Oregon Montessori Association (OMA) gathered all of the charter principals from the state. They are all going to be working together at state level to have the AMI license pathway be approved.
To re-introduce the Parent Community Association and transfer the role of community events and fundraising from staff to the PCA.	**Ongoing:** The PCA meetings were re-introduced during the year, virtually via zoom. Due to on-going Covid regulations there were not many in-person events this year. We finally had a party in the park at the end of the year and it was quite the celebration. Everyone was so happy to be back together. Next school year the new leaders of the PCA will be elected and hopefully they can take on some of the planned community events.

Goals for the 2022-23 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.
- To return to more normalized Montessori classrooms, with children regularly using hands-on materials, participating in small group lessons, and utilizing peer teaching.
- 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 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)

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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

2021-22

Students We Serve

161
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	2%
Teachers	0%
Black/African American	
Students	0%
Teachers	0%
Hispanic/Latino	
Students	6%
Teachers	0%
Multiracial	
Students	9%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	83%
Teachers	100%

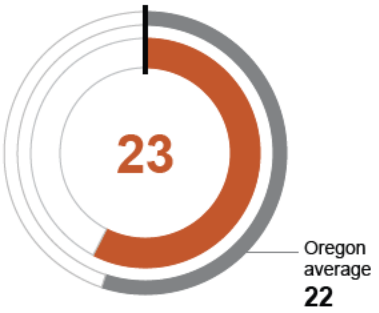
*		4
Ever English Learners		Languages Spoken
*	0%	>95%
Students with Disabilities	Required Childhood Vaccinations	Free/ Reduced Price Lunch

*<10 students or data unavailable

School Environment

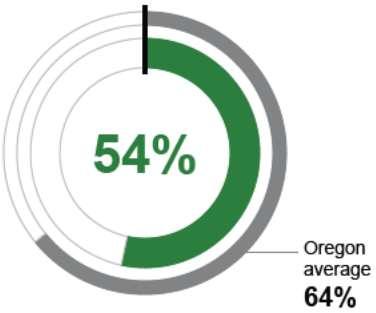
CLASS SIZE

Median class size.



REGULAR ATTENDERS

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



Academic Progress

INDIVIDUAL STUDENT PROGRESS

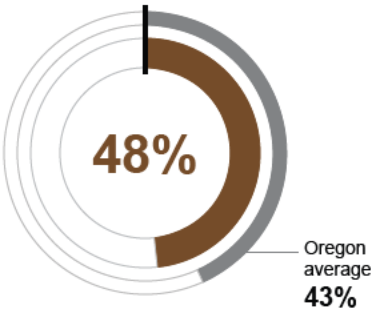
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

Academic Success

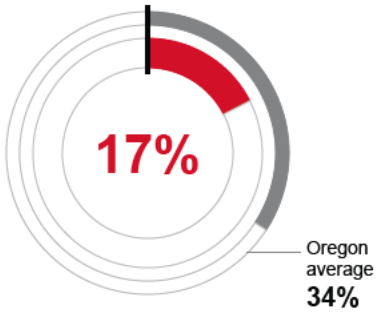
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



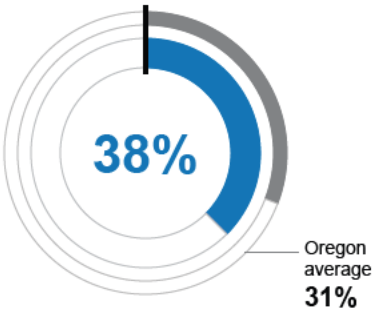
MATHEMATICS

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.

School Website: www.dsmontessori.org

Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Desert Sky Montessori

2021-22

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

Outcomes

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	60%	<10 students or data unavailable	<10 students or data unavailable
Multiracial	21%	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	56%	54%	22%
Free/Reduced Price Lunch	54%	48%	17%
Ever English Learner	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	55%	50%	20%
Male	52%	46%	14%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<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 extra-curricular 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.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

J BAR J

HIGH DESERT EDUCATION SERVICE DISTRICT

Evaluation of Alternative Education Programs

2021-2022

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

Date: December 2022 **Evaluator:** Kathy McCollum

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

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

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

J BAR J Boys Ranch Program

December 2022

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 2021-22 School Year

- Continue to work with HDESD as a program of study and develop and expand our CTE program with the NCCER Curriculum/Paxton-Patterson trades curriculum modules to expand our CTE curriculum and allow for more independent studies.
- J5: fully implement career and college readiness curriculum for youth.
- Cognia Accreditation Renewal. We are getting the System 'J Bar J Learning Centers' accredited with the J Bar J Boys Ranch/J5 being accredited as its own 'school'.

Yearly Accomplishments

- Cognia Accreditation Renewal. Accredited as a System 'J Bar J Learning Centers' accredited with the J Bar J Boys Ranch/J5 being accredited as its own 'school'.
- Awarded ODE CTE Revitalization Grant. Purchased remaining 18 Paxton Patterson Modules for the Building Skills curriculum.
- Promoted Erik Sieber to Assistant Academic Director

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.

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Director, Oregon Department of Education

June 9, 2022

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 2022-2023 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 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:

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- 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@ode.oregon.gov

Sincerely,

Annie Marges

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.

ACCREDITED
Cognia
NCA CASI | NWAC | SACS CASI

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

2021-2022

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

Date: December 2022 **Evaluator:** Kathy McCollum

School/Program: Academy at Sisters

1. Staff

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

Meets: X

Does Not Meet: _____

2. Curriculum

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

3. Discrimination

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

Meets: X

Does Not Meet: _____

4. Registration (Private Alternative Programs Only)

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

Meets: X

Does Not Meet: _____

5. Site Evaluation

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

Meets: X

Does Not Meet: _____

6. Tuition and Fees

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

Meets: X

Does Not Meet: _____

7. Contract

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

Meets: X

Does Not Meet: _____

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

Meets: X

Does Not Meet: _____

8. Expenditures

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

Meets: X

Does Not Meet: _____

9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

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

Academy at Sisters

December 2022

The Academy at Sisters is a licensed residential therapeutic program for transgender and cisgender female students as well as though those who 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 2021-2022 School Year

- Develop an Art Studio and art program
- Continue to develop curriculum and instruction with a focus on STEM to become earn STEM school certification
- Cognia Accreditation Renewal. We are getting the System 'J Bar J Learning Centers' accredited with the Academy at Sisters being accredited as its own 'school'.

2021-22 Accomplishments

- Cognia Accreditation Renewal. Accredited as a System 'J Bar J Learning Centers' accredited with the Academy at Sisters being accredited as its own 'school'.
- Part time special education teacher serving students at the Academy.
- Added Assistant Academic Director to School Staff.
- Started fundraising for schoolhouse remodel. Total of $110,000 donated YTD.
- Implemented Art Program.

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.

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Director, Oregon Department of Education

June 9, 2022

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 2022-2023 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 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@ode.oregon.gov

Sincerely,

Annie Marges

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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.

ACCREDITED
cognia
NCA CASI | NWAC | SACS CASI

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

2021-2022

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

Date: December 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?

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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?

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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)?

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9. Achievement of Standards

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

Meets: X

Does Not Meet: _____

10. Attendance

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

Meets: X

Does Not Meet: _____

School/Program

Meets Criteria: X

Does Not Meet Criteria: _____

Findings

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

Recommendation

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

Oregon Youth Challenge Program

December 2022

OREGON YOUTH CHALLENGE PROGRAM PURPOSE

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

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

PROGRAM VISION

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

PROGRAM MISSION

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

Oregon Youth Challenge Program
Student Profile and Curriculum

Student Profile
Please refer to attached page.

Curriculum

EDUCATIONAL MODEL / REQUIREMENTS (Diploma, GED, credits)

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

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

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

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

- ★ Note: COVID health and safety procedures/protocols 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.

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

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

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

Oregon Youth Challenge Program is a fully accredited high school (Cognia) through 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

National Guard Youth Challe*NG*e 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

Youth ChalleNGe Statistics FY93-FY20

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

FY20 (a/o 16 Jul 2020)

Current Youth Challenge Programs

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

FY20 (a/o 16 Jul 2020)

Class 62, 2021-2 First Day

		Gender	Hispanic/Latino					
		Female		Female Total	Male		Male Total	Grand Total
Ethnicity	Data	0	1		0	1		
American Indian/Alaskan	Count	1	1	2	4		4	6
	Perce	1%	1%	2%	3%	0%	3%	5%
MultiRacial	Count	1	2	3	2	2	4	7
	Perce	1%	2%	2%	2%	2%	3%	5%
White	Count	6	16	22	55	27	82	104
	Perce	5%	13%	17%	43%	21%	64%	81%
Black	Count	2		2	2		2	4
	Perce	2%	0%	2%	2%	0%	2%	3%
Asian	Count	1		1	1		1	2
	Perce	1%	0%	1%	1%	0%	1%	2%
Pacific Islander	Count				2	2	4	4
	Perce	0%	0%	0%	2%	2%	3%	3%
European, Indigenous	Count					1	1	1
	Perce	0%	0%	0%	0%	1%	1%	1%
Total Count		11	19	30	66	32	98	128
Total Percent		9%	15%	23%	52%	25%	77%	100%

Data	Total			
Sum of IEP	34	27%	Avg GPA = 1.54	67
Sum of ADD	4	3%	Special Needs = 51 (39%)	52%
Sum of ADHD	39	30%		
Sum of SpecialEdStudent	7	5%		
Sum of FamilyPublicAssistance	70	55%		
Sum of FoodStamps	44	34%		
Sum of TimesSuspended	18	times for 11 (9%) students		
Sum of UsedIllegalDrugs	32	25%		
Sum of Adopted	1	1%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	10	times for 8 (6%) students		
Sum of WardOfState	3	2%		
Sum of ParentsSeperated	4	3%		
Sum of ParentsDivorced	28	22%		
Sum of ResTreatProgram	5	4%		
Sum of AttemptedSuicide	2	2%		

	16	**17**	**18**	**19**
Count of Ages at Start	44	53	12	0
	40%	49%	11%	0%
Count of Ages at Graduation	47	50	29	2
	43%	46%	27%	2%

# of Counties Represented = 20
# of Schools Represented = 56
Students East of Cascades: 9 (7%)
Students West of Cascades: 119 (93%)
Born in Oregon: 21 Female, 66 Male, Total 87 (68%)

Baker	0	e
Benton	1	
Clackamas	12	
Clatsop	0	
Columbia	2	
Coos	4	
Crook	0	e
Curry	2	
Deschutes	4	e
Douglas	2	
Gilliam	0	e
Grant	0	e
Harney	0	e
Hood River	1	e
Jackson	14	
Jefferson	1	e
Josephine	8	
Klamath	0	e
Lake	0	e
Lane	0	
Lincoln	1	
Linn	2	
Malheur	0	e
Marion	14	
Morrow	0	e
Multnomah	15	
Polk	2	
Sherman	0	e
Tillamook	0	
Umatilla	2	e
Union	0	e
Wallowa	0	e
Wasco	1	e
Washington	32	
Wheeler	0	e
Yamhill	4	
Other	0	
Sum	124	
Counties Represented	20	

Class 62, 2021-2 Graduation

		Gender						
		Female		Female Total	Male		Male Total	Grand Total
Ethnicity	Data	0	1		0	1		
American Indian/Alaskan	Count	1	1	2	3		3	5
	Perce	1%	1%	2%	3%	0%	3%	5%
MultiRacial	Count		1	1	2	1	3	4
	Perce	0%	1%	1%	2%	1%	3%	4%
White	Count	4	15	19	42	25	67	86
	Perce	4%	14%	18%	40%	24%	64%	82%
Black	Count	1		1	2	1	3	4
	Perce	1%	0%	1%	2%	1%	3%	4%
Asian	Count	1		1	1		1	2
	Perce	1%	0%	1%	1%	0%	1%	2%
Pacific Islander	Count				2	2	4	4
	Perce	0%	0%	0%	2%	2%	4%	4%
Total Count		7	17	24	52	29	81	105
Total Percent		7%	16%	23%	50%	28%	77%	100%

Data	Total			
Sum of IEP	31	30%	Avg GPA = 1.52	59
Sum of ADD	3	3%	Special Needs = 48 (45%)	56%
Sum of ADHD	31	30%		
Sum of SpecialEdStudent	5	5%		
Sum of FamilyPublicAssistance	58	55%		
Sum of FoodStamps	36	34%		
Sum of TimesSuspended	11	times for 7 (7%) students		
Sum of UsedIllegalDrugs	22	21%		
Sum of Adopted	1	1%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	8	times for 6 (6%) students		
Sum of WardOfState	2	2%		
Sum of ParentsSeperated	4	4%		
Sum of ParentsDivorced	22	21%		
Sum of ResTreatProgram	3	3%		
Sum of AttemptedSuicide	2	2%		

	16	**17**	**18**	**19**
Count of Ages at Start	36	43	11	0
	40%	48%	12%	0%
Count of Ages at Graduation	38	41	24	2
	42%	46%	27%	2%

# of Counties Represented = 19
# of Schools Represented = 50
Students East of Cascades: 5 (5%)
Students West of Cascades: 100 (95%)
Born in Oregon: 17 Female, 53 Male, Total 70 (67%)

Baker	0	e
Benton	1	
Clackamas	11	
Clatsop	0	
Columbia	2	
Coos	3	
Crook	0	e
Curry	2	
Deschutes	1	e
Douglas	2	
Gilliam	0	e
Grant	0	e
Harney	0	e
Hood River	1	e
Jackson	13	
Jefferson	0	e
Josephine	7	
Klamath	0	e
Lake	0	e
Lane	0	
Lincoln	1	
Linn	2	
Malheur	0	e
Marion	11	
Morrow	0	e
Multnomah	13	
Polk	1	
Sherman	0	e
Tillamook	0	
Umatilla	2	e
Union	0	e
Wallowa	0	e
Wasco	1	e
Washington	27	
Wheeler	0	e
Yamhill	4	
Other	0	
Sum	105	
Counties Represented	19	

Class 63, 2022-1 First Day

		Gender	Hispanic/Latino					
		Female		Female Total	Male		Male Total	Grand Total
Ethnicity	Data	0	1		0	1		
American Indian/Alaskan	Count				1		1	1
	Percent	0%	0%	0%	1%	0%	1%	1%
MultiRacial	Count	3	1	4	4	2	6	10
	Percent	2%	1%	3%	3%	2%	5%	8%
White	Count	16	15	31	40	31	71	102
	Percent	13%	12%	25%	32%	25%	57%	82%
Black	Count	2	1	3	4	1	5	8
	Percent	2%	1%	2%	3%	1%	4%	6%
Asian	Count	1		1				1
	Percent	1%	0%	1%	0%	0%	0%	1%
Pacific Islander	Count	1		1	2		2	3
	Percent	1%	0%	1%	2%	0%	2%	2%
Total Count		23	17	40	51	34	85	125
Total Percent		18%	14%	32%	41%	27%	68%	100%

Data	Total			
Sum of IEP	25	20%	Avg GPA = 1.56	69
Sum of ADD	0	0%	Special Needs = 31 (24%)	55%
Sum of ADHD	34	27%		
Sum of SpecialEdStudent	10	8%		
Sum of FamilyPublicAssistance	73	58%		
Sum of FoodStamps	45	36%		
Sum of TimesSuspended	28	times for 13 (10%) students		
Sum of UsedIllegalDrugs	35	28%		
Sum of Adopted	0	0%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	4	times for 3 (2%) students		
Sum of WardOfState	3	2%		
Sum of ParentsSeperated	7	6%		
Sum of ParentsDivorced	21	17%		
Sum of ResTreatProgram	6	5%		
Sum of AttemptedSuicide	4	3%		

	16	**17**	**18**	**19**
Count of Ages at Start	52	50	9	0
	47%	45%	8%	0%
Count of Ages at Graduation	41	54	29	1
	37%	49%	26%	1%

# of Counties Represented = 19
# of Schools Represented = 55
Students East of Cascades: 8 (6%)
Students West of Cascades: 117 (94%)
Born in Oregon: 30 Female, 66 Male, Total 96 (77%)

Baker	0	e
Benton	2	
Clackamas	12	
Clatsop	0	
Columbia	2	
Coos	2	
Crook	2	e
Curry	0	
Deschutes	1	e
Douglas	2	
Gilliam	0	e
Grant	0	e
Harney	0	e
Hood River	0	e
Jackson	7	
Jefferson	1	e
Josephine	3	
Klamath	0	e
Lake	0	e
Lane	3	
Lincoln	0	
Linn	2	
Malheur	0	e
Marion	15	
Morrow	0	e
Multnomah	23	
Polk	2	
Sherman	0	e
Tillamook	0	
Umatilla	3	e
Union	1	e
Wallowa	0	e
Wasco	0	e
Washington	37	
Wheeler	0	e
Yamhill	3	
Other	0	
Sum	123	
Counties Represented	19	

Class 63, 2022-1 Graduation

		Gender	Hispanic/Latino					
		Female		Female Total	Male		Male Total	Grand Total
Ethnicity	Data	0	1		0	1		
American Indian/Alaskan	Count				1		1	1
	Percent	0%	0%	0%	1%	0%	1%	1%
MultiRacial	Count	3	1	4	2	2	4	8
	Percent	3%	1%	4%	2%	2%	4%	8%
White	Count	14	14	28	29	25	54	82
	Percent	14%	14%	27%	28%	25%	53%	80%
Black	Count	2	1	3	3	1	4	7
	Percent	2%	1%	3%	3%	1%	4%	7%
Asian	Count	1		1				1
	Percent	1%	0%	1%	0%	0%	0%	1%
Pacific Islander	Count	1		1	2		2	3
	Percent	1%	0%	1%	2%	0%	2%	3%
Total Count		21	16	37	37	28	65	102
Total Percent		21%	16%	36%	36%	27%	64%	100%

Data	Total			
Sum of IEP	20	20%	Avg GPA = 1.66	59
Sum of ADD	0	0%	Special Needs = 34 (33%)	58%
Sum of ADHD	26	25%		
Sum of SpecialEdStudent	9	9%		
Sum of FamilyPublicAssistance	63	62%		
Sum of FoodStamps	37	36%		
Sum of TimesSuspended	21	times for 11 (11%) students		
Sum of UsedIllegalDrugs	26	25%		
Sum of Adopted	0	0%		
Sum of FosterChild	0	0%		
Sum of TimesArrested	3	times for 2 (2%) students		
Sum of WardOfState	2	2%		
Sum of ParentsSeperated	6	6%		
Sum of ParentsDivorced	15	15%		
Sum of ResTreatProgram	3	3%		
Sum of AttemptedSuicide	4	4%		

	16	**17**	**18**	**19**
Count of Ages at Start	42	43	8	0
	45%	46%	9%	0%
Count of Ages at Graduation	29	46	26	1
	31%	49%	28%	1%

# of Counties Represented = 19
# of Schools Represented = 51
Students East of Cascades: 8 (8%)
Students West of Cascades: 94 (92%)
Born in Oregon: 29 Female, 50 Male, Total 79 (77%)

Baker	0	e
Benton	1	
Clackamas	9	
Clatsop	0	
Columbia	2	
Coos	2	
Crook	2	e
Curry	0	
Deschutes	1	e
Douglas	1	
Gilliam	0	e
Grant	0	e
Harney	0	e
Hood River	0	e
Jackson	7	
Jefferson	1	e
Josephine	4	
Klamath	0	e
Lake	0	e
Lane	1	
Lincoln	0	
Linn	2	
Malheur	0	e
Marion	11	
Morrow	0	e
Multnomah	17	
Polk	1	
Sherman	0	e
Tillamook	0	
Umatilla	3	e
Union	1	e
Wallowa	0	e
Wasco	0	e
Washington	33	
Wheeler	0	e
Yamhill	3	
Other	0	
Sum	102	
Counties Represented	19	

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 if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 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 or 503-934-0787

Sincerely,

Annie Marges

THIS IS TO CERTIFY THAT

Oregon Challenge High School

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

Certificate of Accreditation

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



Mark A. Elgart

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

VALID THROUGH 6/30/2027

ALO/Charter School Presentation

Bend La-Pine School Board

January 10, 2023

Report for School Year 2021-22

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

High Desert Education Service District

ALO/Charter School Educational Leaders

- Bend International School—Senora' Meera Rupp
- Central Oregon Intergovernmental Council—Patrick Jordan, Josh Lagalo, Tammy Baney
- Desert Sky Montessori—Heather Phillips
- J Bar J Boys Ranch—Crystal Mooney/Erik Sieber
- The Academy at Sisters—Crystal Mooney
- Oregon Youth Challenge Program—Cindi Krauger, Dan Ratabaugh, Frank Talman

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

Significant Accomplishments

Bend International School

- The BIS Green Team was awarded a grant for $70,000 from All Points North Foundation to purchase and install Solar Panels on our new Gym. Solar Panels were installed summer of 2022, and BIS is now powering 80% of the whole school's electrical needs with solar power.



Bend International School (cont.)



- The BIS Athletics Program was developed. BIS athletes became the “BIS Lobos,” the only Spanish mascot in Bend! BIS joined with the District Middle School Sports Program, and have an Athletic Director to coordinate the details. Currently Middle School Boys and Girls Basketball, Volleyball and Cross Country are offered. Many games are hosted in BIS’ new gymnasium.

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Central Oregon Intergovernmental Council: Bend, La Pine and Juvenile Detention

- COIC students earned 92 GEDs and 50 High School Diplomas in 2021-2022. 38 students earned both a GED and Diploma.
- 21 youth from low-income families in the Central Oregon area were able to participate in an ODOT-certified Driver Education program free of charge. Driver Education participants are statistically safer drivers than non-driver education participants. An ODOT study concluded that, “Oregon statistics show that teens aged 15 – 20 without driver education are responsible for 91 percent of teen driver crashes”.

COIC (cont.)



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- 20 youth participated in our Wildland Firefighting Certification Course in June via our partnership with the Forestry Service.

- COIC's Youth Compass Program placed over 40 youth into paid internships and work experiences, paying over $89,000 in youth wages over the year.

Desert Sky Montessori



- Desert Sky Montessori moved to its new location on O.B. Riley Rd., thus reuniting all staff and students under one roof in seven beautiful and authentic Montessori classrooms. The campus now sits on a beautiful 5-acre campus enveloped by ponderosa pines, junipers, and green space.
- The Desert Sky Edible Garden, a 3,300 sq. ft. organic garden, living laboratory and outdoor classroom, was also constructed on the new campus.

J Bar J Boys Ranch

- Cognia Accreditation Renewal: Accredited as a System--‘J Bar J Learning Centers’ accredited with the J Bar J Boys Ranch/J5 being accredited as its own ‘school’.
- Awarded ODE CTE Revitalization Grant. Purchased remaining 18 Paxton Patterson Modules for the Vocational Education/Building Skills curriculum.
- Promoted Erik Sieber to Assistant Academic Director

Academy at Sisters



- Cognia Accreditation Renewal: Accredited as a System--‘J Bar J Learning Centers’ accredited with the Academy at Sisters being accredited as its own ‘school’.
- Added part-time special education teacher serving students at the Academy. Added Assistant Academic Director to School Staff.
- Started fundraising for a Schoolhouse remodel. Total of $110,000 donated YTD. Implemented Art Program.

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Oregon Youth Challenge Program

- Through the combined implementation of growth mindset activities, in conjunction with students completing a research-based aptitude and exploration program, students' knowledge of their individual viable career options and ability to identify their top two career choices and paths increased by an overall average of 58%.

Statistics

Refer to pages 11-12 of Report

- Total students served: 1093 Students
- % of IEPs range from 10% to 41% per site
- % of ELLs range from 1.2% to 3.45% per site
- % of Economically Disadvantaged range from 0% to 100% per site
- % of Ethnic Diversity: Most students are White/Caucasian; Range is from 5% to 49% ethnically diverse
- # of Students earning GEDs: 120
- # of Students earning Diplomas: 110

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.

Presentación de ALO/Escuelas Chárter

Mesa Directiva Escolar de Bend-La Pine

10 de enero de 2023

Informe del año escolar 2021-22

Presentado por Kathy McCollum, directora,

Opciones Alternativas de Aprendizaje (ALO, por sus siglas en ingles), HDESD

High Desert Education Service District

ALO/Líderes educativos de escuelas Chárter

- Escuela Bend International—Señora Meera Rupp
- Central Oregon Intergovernmental Council (COIC)—Patrick Jordan
- Desert Sky Montessori —Heather Phillips
- J Bar J Boys Ranch—Crystal Mooney
- The Academy at Sisters—Crystal Mooney
- Programa Oregon Youth Challenge—Cindi Krauger

- Agradecimientos especiales a
  - Eric Powell, enlace de ALO para Escuelas de Bend-La Pine
  - Annie Marges, especialista en Opciones Alternativas de Aprendizaje, ODE

Logros significativos

Escuela Bend International (BIS, por sus siglas en inglés)

- El BIS Green Team (Equipo Verde, por su traducción al español) recibió una subvención de $70,000 de la Fundación All Points North para comprar e instalar paneles solares en nuestro nuevo gimnasio. Los paneles solares se instalaron en el verano de 2022 y BIS ahora satisface el 80 % de las necesidades eléctricas de toda la escuela con energía solar.



Escuela Bend Internacional (cont.)



- Se desarrolló el Programa de Atletismo BIS. Los atletas del BIS se convirtieron en los “BIS Lobos”, ¡la única mascota con nombre en español en Bend! BIS se unió al Programa de Deportes de Escuelas Secundarias del Distrito y tiene un director atlético para coordinar los detalles. Actualmente se ofrecen baloncesto, voleibol y campo a traviesa varonil y femenil a nivel secundaria. Muchos juegos se llevan a cabo en el nuevo gimnasio de BIS.

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Central Oregon Intergovernmental Council (COIC): Bend, La Pine y Detención Juvenil

- El estudiantado de COIC obtuvo 92 GEDs y 50 diplomas a nivel preparatoria en 2021-2022. 38 estudiantes obtuvieron ambos, un GED y un diploma.
- 21 jóvenes de familias de bajos ingresos en el área de Oregón Central pudieron participar en un programa de educación vial certificado por ODOT de forma gratuita. Los participantes en la educación vial son estadísticamente conductores más seguros que los participantes que no participan en la educación vial. Un estudio de ODOT concluyó que "las estadísticas de Oregón muestran que los adolescentes de 15 a 20 años sin educación vial son responsables del 91 por ciento de los accidentes producidos por conductores adolescentes".

COIC (continuación)



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- 20 jóvenes participaron en nuestro Curso de Certificación de Extinción de Incendios Forestales en junio a través de nuestra asociación con el Servicio Forestal.

- El programa Youth Compass de COIC colocó a más de 40 jóvenes en pasantías pagadas y experiencias laborales, pagando más de $89,000 en salarios de jóvenes durante el año.

Desert Sky Montessori



- Desert Sky Montessori se mudó a su nueva ubicación en O.B. Riley Rd., reuniendo así a todo el personal y los estudiantes bajo un mismo techo en siete hermosas y auténticas aulas Montessori. El campus ahora se encuentra en un hermoso campus de 5 acres rodeado de pinos ponderosa, enebros y espacios verdes.
- El jardín comestible Desert Sky, un jardín orgánico de 3,300 pies cuadrados, un laboratorio viviente y un salón de clases al aire libre, también se construyeron en el nuevo campus.

J Bar J Boys Ranch

- Renovación de acreditación Cognia: Acreditado como un sistema--'Centros de Aprendizaje J Bar J' acreditados con J Bar J Boys Ranch/J5 siendo acreditado como su propia 'escuela’.
- Otorgado la Subvención de Revitalización ODE CTE. Compró los 18 Módulos Paxton Patterson restantes para el plan de estudios de Educación Vocacional/Habilidades de Desarrollo.
- Ascendió a Erik Sieber a subdirector académico

Academy at Sisters



- Renovación de la acreditación Cognia: Acreditado como un sistema: 'Centros de Aprendizaje J Bar J’ acreditados con The Academy at Sisters siendo acreditado como su propia 'escuela'.
- Se agregó un maestro de educación especial de medio tiempo que atiende a los estudiantes en The Academy. Se agregó al subdirector académico al personal de la escuela.
- Se comenzó a recaudar fondos para la remodelación del edificio. Un total de $110,000 donados hasta la fecha. Programa de Arte implementado.

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Programa Oregon Youth Challenge

- A través de la implementación combinada de actividades de mentalidad de crecimiento, junto con los estudiantes que completan un programa de aptitud y exploración basado en la investigación, el conocimiento de los estudiantes sobre sus opciones profesionales viables individuales y la capacidad para identificar sus dos opciones y trayectorias profesionales principales aumentó en un promedio general de 58 %.

Estadísticas

Consulte las páginas 11-12 del Informe

- Total de estudiantes atendidos: 1093 estudiantes
- El % de los IEP varía del 10 % al 41 % por sede
- El % de ELLs oscila entre el 1,2 % y el 3,45 % por sede
- El % de desfavorecidos económicamente varia de 0% a 100% por sede
- El % de diversidad étnica: la mayoría de los estudiantes son blancos/caucásicos; El rango es de 5% a 49% étnicamente diverso
- # de estudiantes que obtienen GED: 120
- # de estudiantes que obtienen diplomas: 110

Gracias

- Todas nuestras Escuelas de Opción de Aprendizaje Alternativo y Escuelas Chárter agradecen sinceramente al Distrito Escolar de Bend La-Pine y a la Mesa Directiva Escolar por su apoyo a nuestros programas.

2021-22 Annual Report Overview

Healthy Schools

Connecting education, health, & community

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

DESCHUTES COUNTY

Board of Directors| January 2023

Healthy Schools Impacts Over Time

If this...

Healthy Schools
Connecting education, health, & community

then this...

Short-term (1 yr)

- ↑ School Community Engaged in SHIP
- ↑ Shared Priorities and Actions
- ↑ Capacity Built for EBPs

Mid-term (2-3 yrs)

- ↑ Collaboration and Integration
- ↑ EBPs
- ↑ Links to care
- ↓ Unmet health needs
- ↑ PYD

Long-term (3+ yrs)

- ↑ School Climate and Culture
- ↑ Student Health Outcomes
- ↑ On-time Grad
- ↓ Disparities

SHIP: School Health Improvement Process
EBPs: Evidence-based Practices
PYD: Positive Youth Development

DESCHUTES COUNTY

Healthy Schools Impacts Over Time

If this...

Healthy Schools
Connecting education, health, & community

then this...

Short-term (1 yr)

- ↑ School Community Engaged in SHIP
- ↑ Shared Priorities and Actions
- ↑ Capacity Built for EBPs

Mid-term (2-3 yrs)

- ↑ Collaboration and Integration
- ↑ EBPs
- ↑ Links to care
- ↓ Unmet health needs
- ↑ PYD

Long-term (3+ yrs)

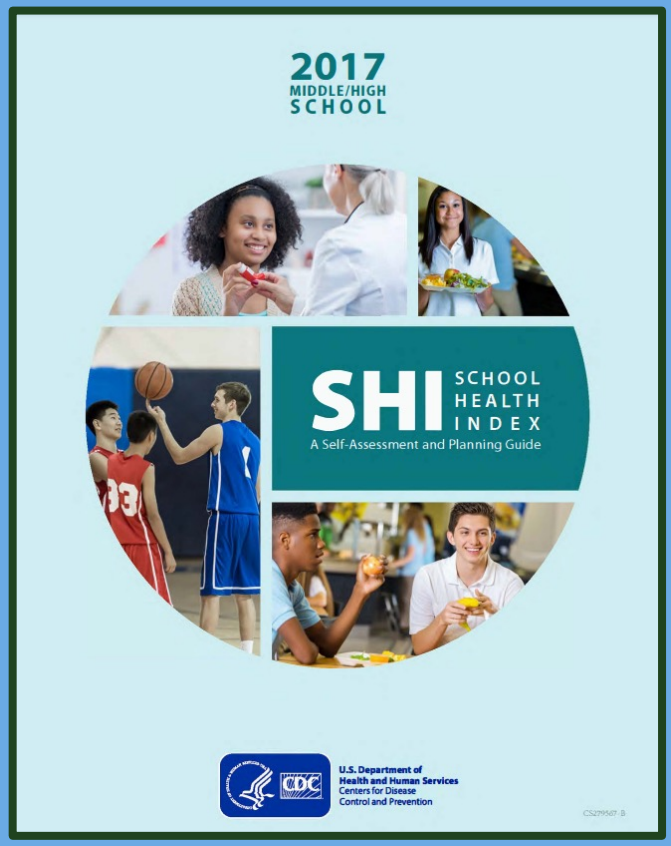
- ↑ School Climate and Culture
- ↑ Student Health Outcomes
- ↑ On-time Grad
- ↓ Disparities

SHIP: School Health Improvement Process
EBPs: Evidence-based Practices
PYD: Positive Youth Development

DESCHUTES COUNTY

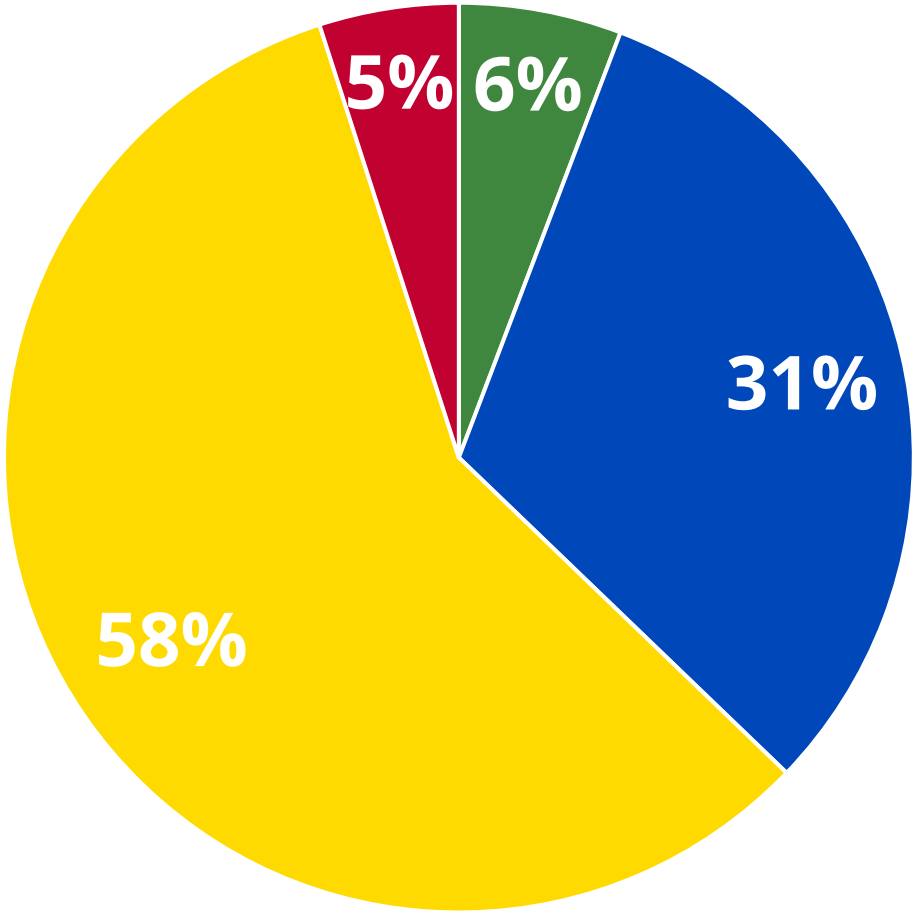
SHIP Overview for Year 1

School Health Improvement Process



School Community Engaged in SHIP

Both Bend Senior High and La Pine High Data Combined



- Admin (7)
- Staff (38)
- Students (70)
- Parents (6)

Schools' SHIP Results (Combined)

Strengths

- Staff care about students
- Relationships, connections, or partnerships
- Resources available

Priorities

- Family and Student Engagement
- Staff Professional Development
- Positive, inclusive, welcoming climate
- Access to or using resources
- Health education

Results

- Increases to School Health Index score:
  - +5.5%
  - +0.4%

School Health "Core Capacity"

School Health Core Capacity

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

Oregon schools with "Core Capacity":

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

*statistically significant

Highlights from Year 1

First Year Successes

District

- Achieved OR "Core Capacity" at High Schools
- Established Health Educator Network
- Systemic Health Ed Improvements
- Multi-tiered system of support for youth substance use

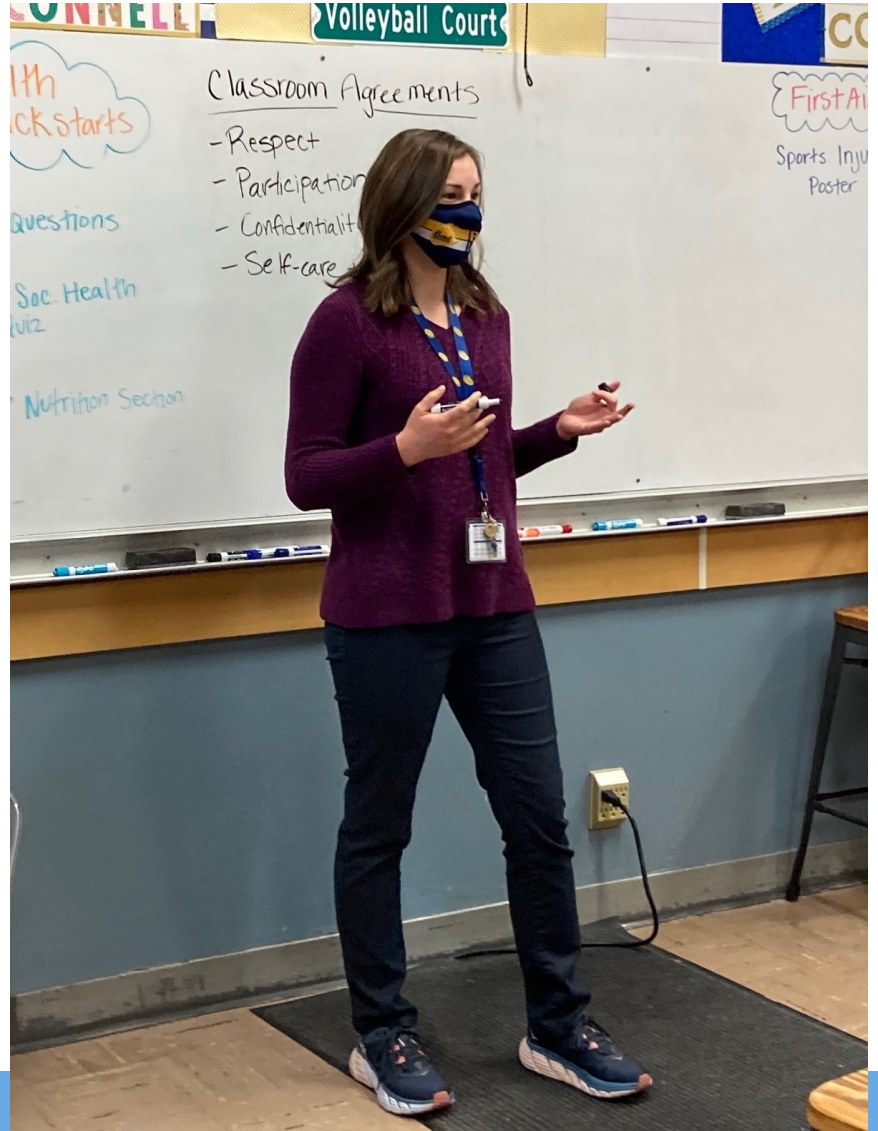
Bend Senior High

- SHIP plan: Engaged 25 staff, 65 students, 3 families, and 4 community partners
- Co-taught suicide prevention to all Health classes
- Orient and link to Health resources
- Co-organized "Post-Pandemic Parenting" with 4 partners

La Pine High

- SHIP plan: Engaged 14 staff, 5 students, 3 families, and 2 community partners
- In-class support for suicide prevention education
- Orient and link to Health resources
- Expanded UpShift and closed gaps

Suicide Prevention Education

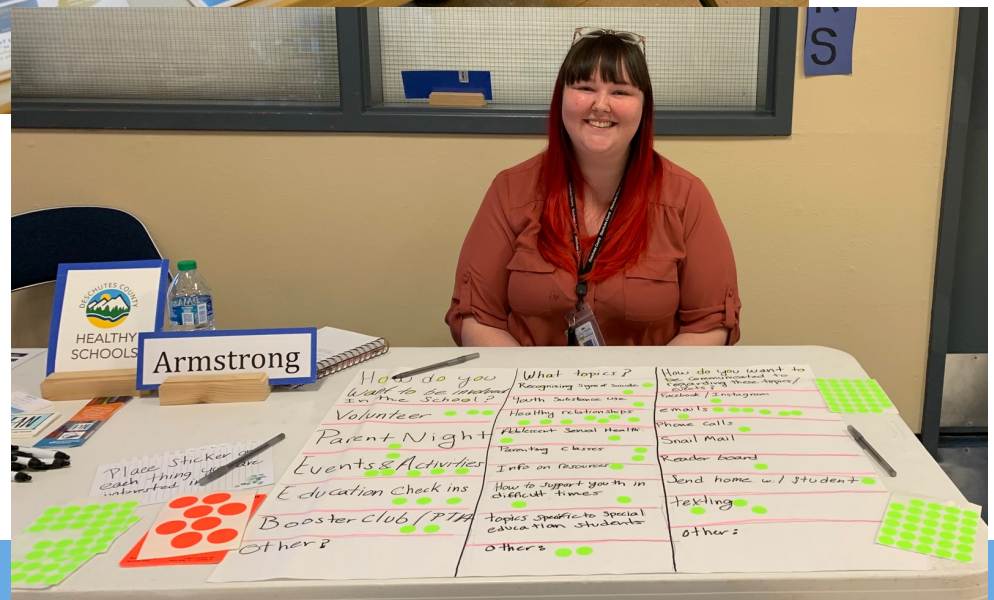


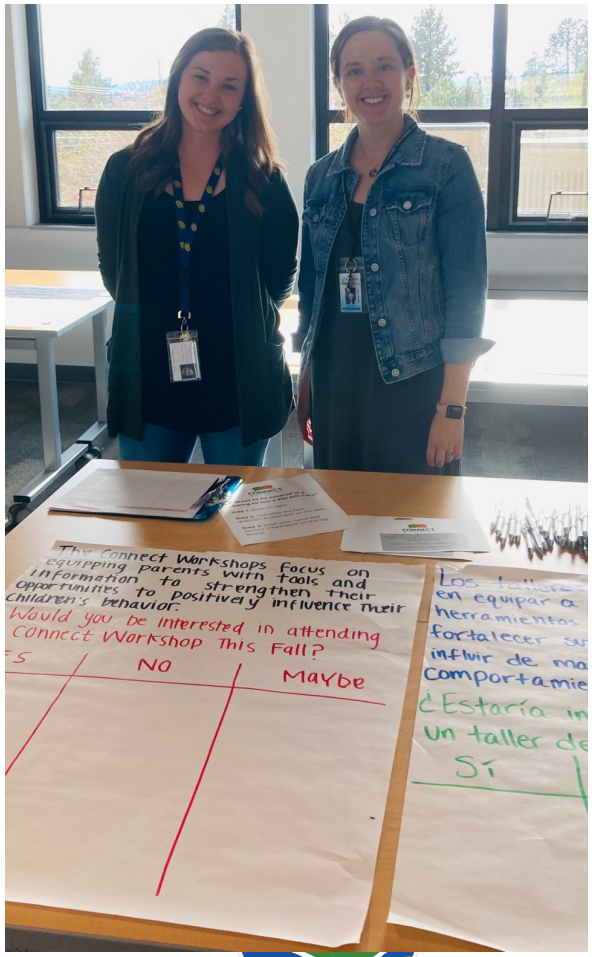
- Suicide prevention education
  - Required by district protocol under Oregon's Adi's Act
  - 43+ hours of instructional time relief
  - 462+ 9th and 10th grade students
  - Assured quality and fidelity

Family Engagement and Orientation









La Pine's UpShift Expansion

*"**My contacts generally end in a warning or citation.** There wasn't any real tool for follow-through here and it left the responsibility for additional action either in the hands of the family or the court with **a large gap** between the two.*

*UpShift provides a real resource with most of the **common barriers removed to bridge that gap** that I can name, point to, and feel good about suggesting because it provides an actual chance for help and follow through.*

*I **expect** to see a **much higher rate of success** among students dealing with substance abuse because **instead of sending the student or their family out into the unknown to address a problem they may not have the tools or resources to solve**, this brings help, support, and options to the student directly."*

-Deputy Woods, School Resource Officer [edited for brevity]

- PHS reached out to Deschutes County Sheriff's Deputy, School Resource Officer
- Deputy Woods learned about UpShift; Interested in referring youth to UpShift
- PHS worked with admin/counselor and county UpShift Strategist to expand La Pine's program



System of Supports: Vaping

Prevention in Health Classes and Family Engagement

CATCH® MY BREATH

CONNECT WORKSHOP

Early Intervention with Family Engagement

UPSHIFT

TOBACCO PREVENTION TOOLKIT

Referral to Treatment

care solace

PacificSource Community Solutions

MOSAIC MEDICAL

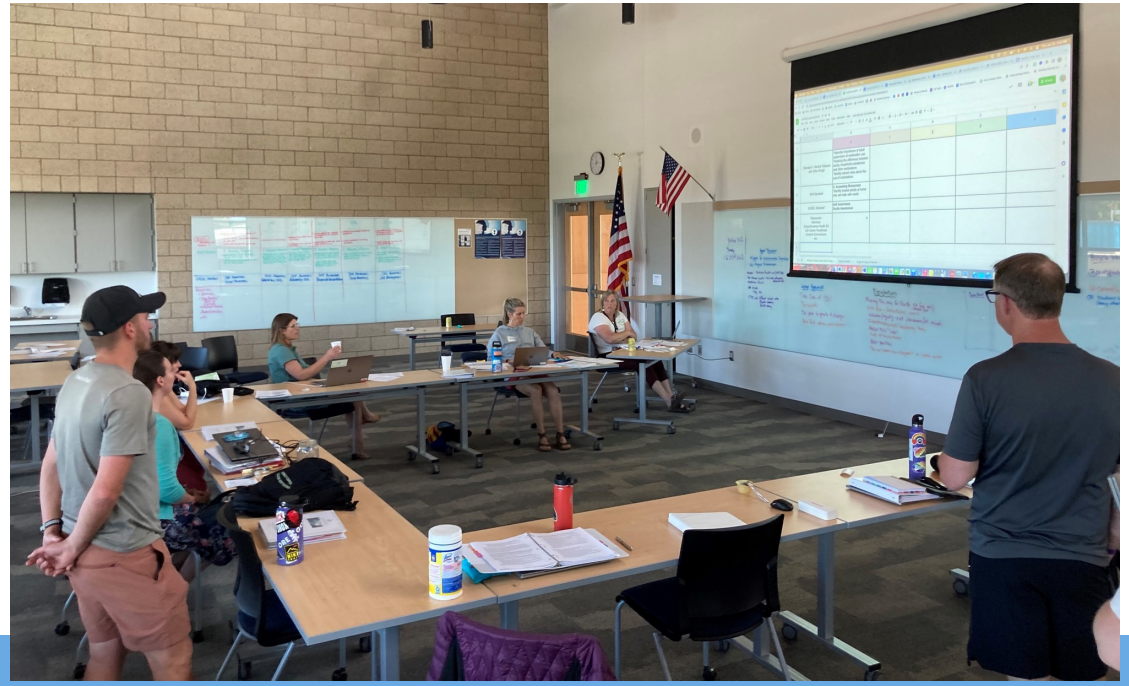
La Pine Community HEALTH CENTER

RIMROCK TRAILS

District Health Education

- Established Educator Network
- **Identified needs: materials, training, and family support**
- Co-provided 3 professional developments
- Provided vaping prevention education toolkit and training
  - Brought in County Tobacco Prevention and Teen Community Health Advocate
- Facilitated K-12 Health Scope and Sequence workshop





District Health Education

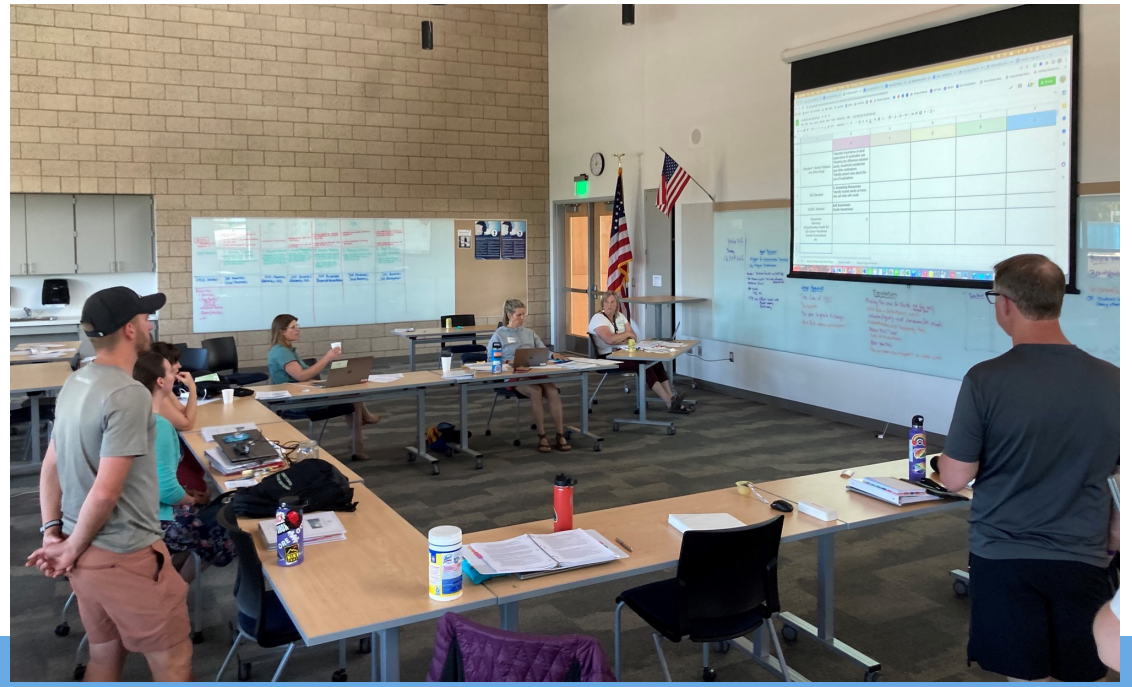
"The Healthy Schools Program has impacted my teaching by shedding light on current student health behaviors and trends.

I am able to tailor my curriculum, scope, and sequence to better meet the needs of my students in health topics and skills relevant to them.

I have also been able to connect students to local health services and programs."

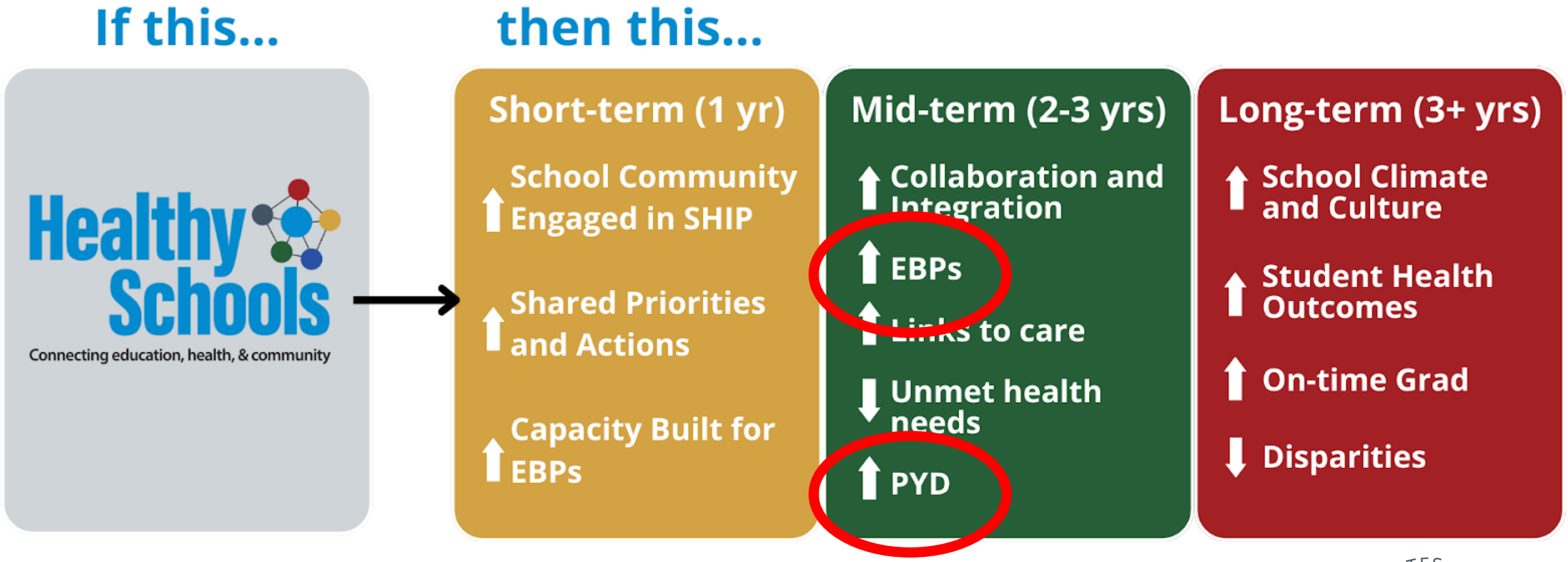
-Denise Horton, PE & Health Teacher, Caldera High





Early Indicators of Long-term Impacts

Healthy Schools Impacts Over Time



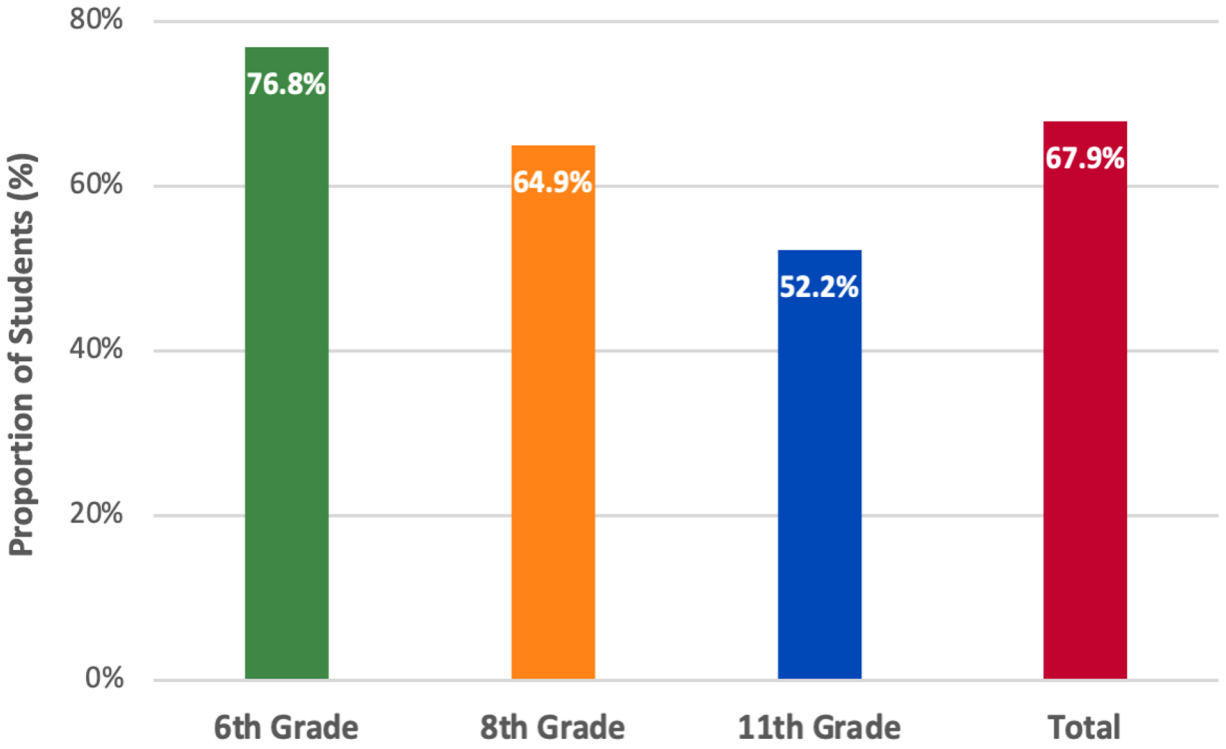
SHIP: School Health Improvement Process
EBPs: Evidence-based Practices
PYD: Positive Youth Development

Positive Youth Development

PYD Benchmark predicts:

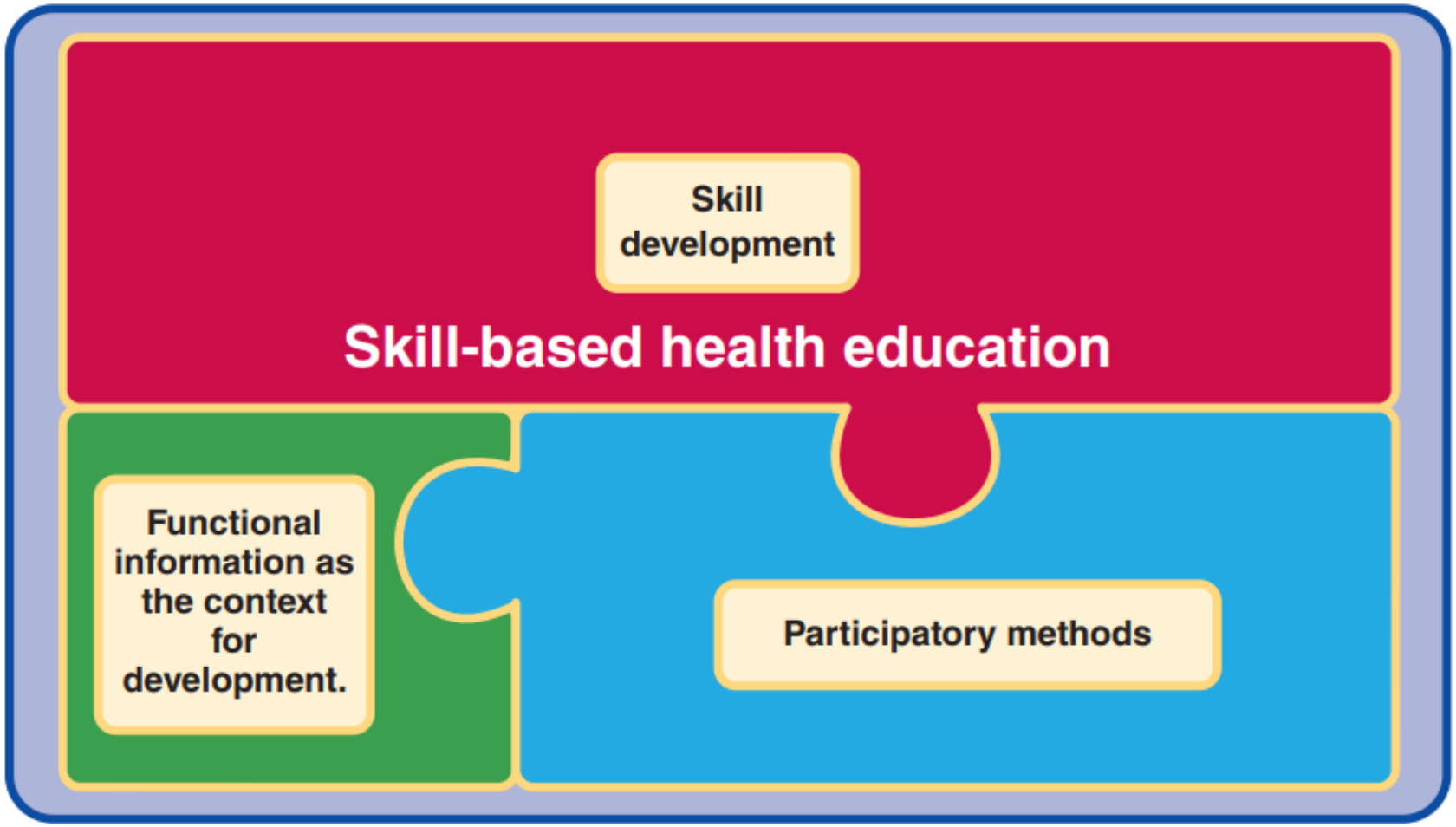
- Mostly As and Bs
- More health-promoting behaviors
- Less:
  - Suicide consideration,
  - Being in a fight at school,
  - Being suspended,
  - Substance use, and
  - Having sex

BLS Students who meet the PYD Benchmark, 2020



(Oregon Health Authority, 2011)

Health Ed Effective Practices



Builds:

- Health skills and self-efficacy
- Health literacy
- Personal competence
- Social competence

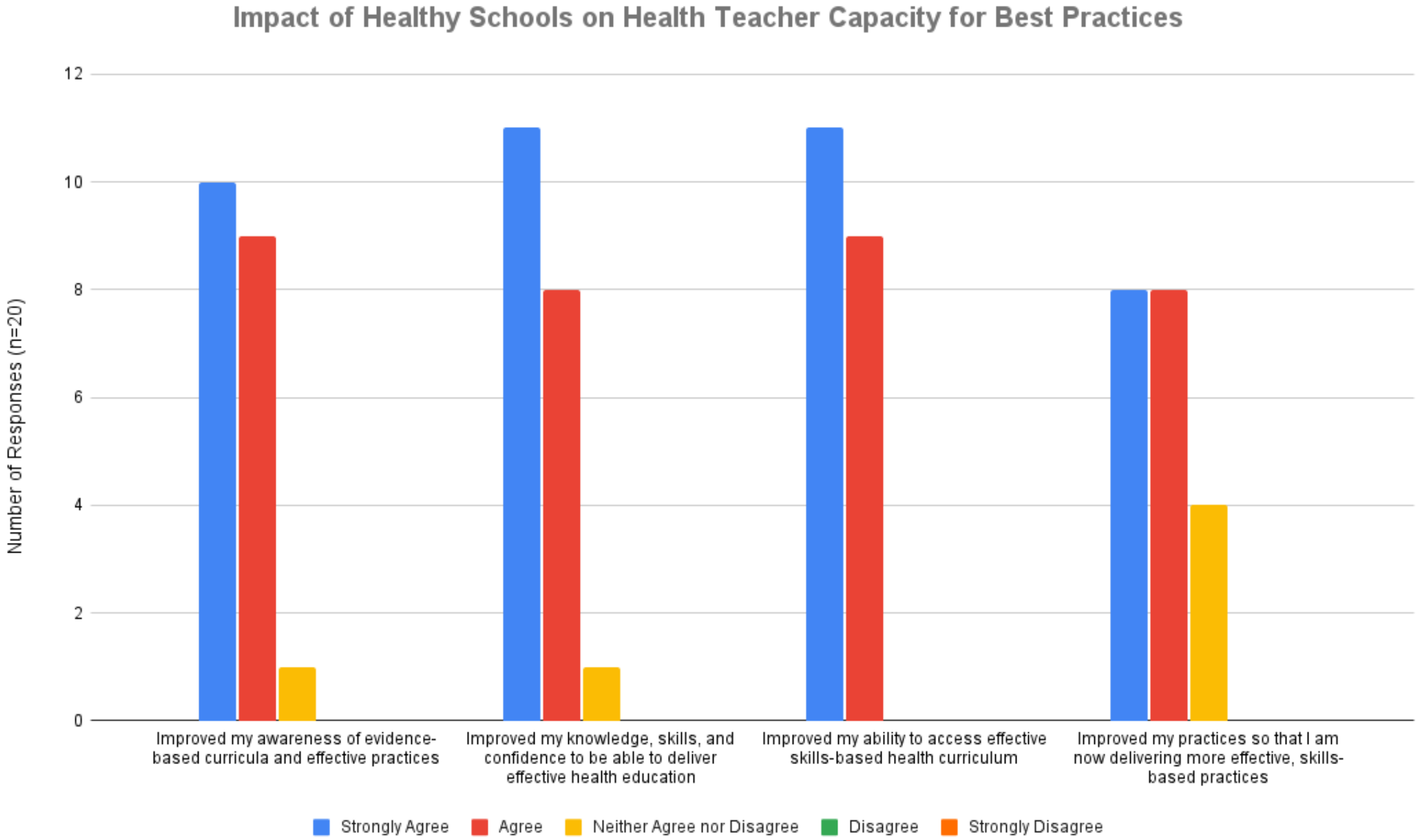
(Benes & Alperin, 2019)

Health Ed Effective Practices

Over $55,000 invested:

- Built capacity for teacher professional development
- Facilitated 10+ hours of Health Ed workshops with sub coverage
- Reviewed effective supplementary curricula; Gained district approval
- Purchased supplementary curricula
- Building curricular consistency




Impact of Healthy Schools on Health Teacher Capacity for Best Practices
Number of Responses (n=20)
12
10
8
6
4
2
0
Improved my awareness of evidence-based curricula and effective practices
Improved my knowledge, skills, and confidence to be able to deliver effective health education
Improved my ability to access effective skills-based health curriculum
Improved my practices so that I am now delivering more effective, skills-based practices
Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree

Healthy Schools
Connecting education, health, & community

Questions and Discussion

Bend

DESCHUTES COUNTY

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

High Desert
Education Service District

MosaicMedical
Quality Care For All

LaPine Community
HEALTH
CENTER

Resumen del Informe Anual 2021-22

Healthy Schools

Connecting education, health, & community

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

DESCHUTES COUNTY

Junta Directiva| enero de 2023

Impactos de escuelas saludables a lo largo del tiempo

If this...

Healthy Schools
Connecting education, health, & community

then this...

Short-term (1 yr)

- ↑ School Community Engaged in SHIP
- ↑ Shared Priorities and Actions
- ↑ Capacity Built for EBPs

Mid-term (2-3 yrs)

- ↑ Collaboration and Integration
- ↑ EBPs
- ↑ Links to care
- ↓ Unmet health needs
- ↑ PYD

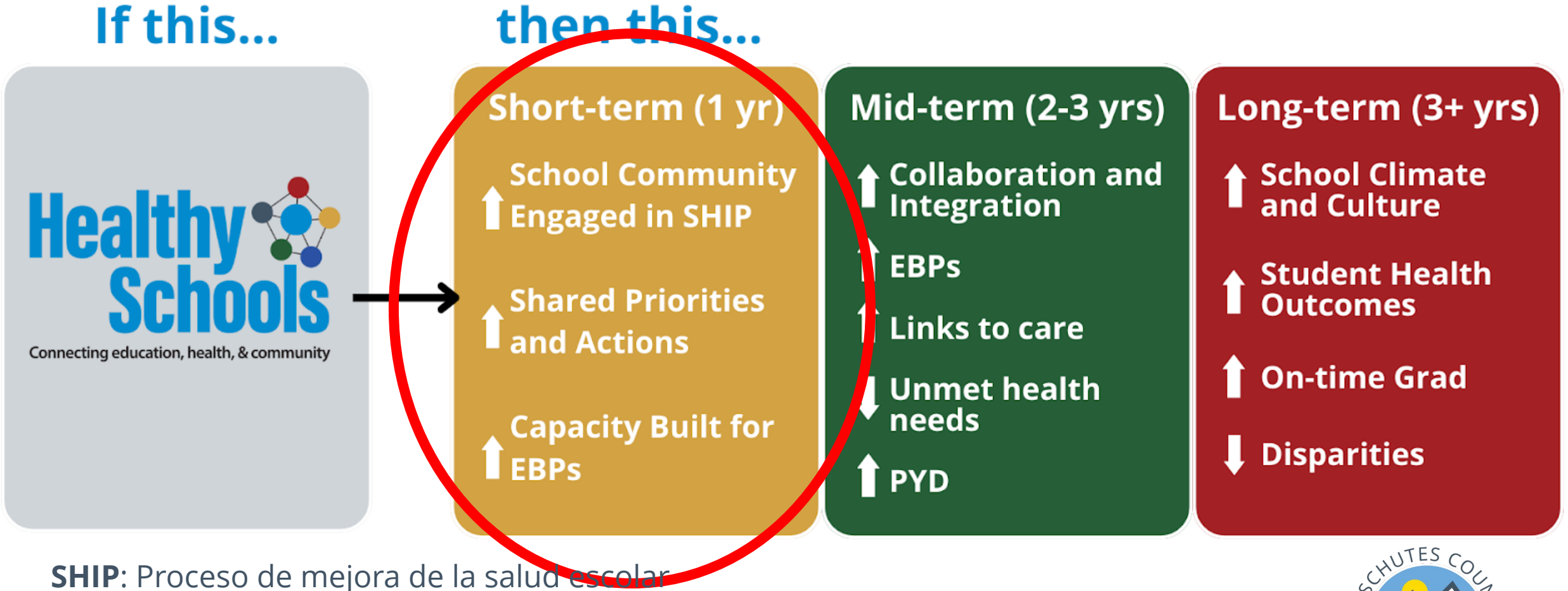
Long-term (3+ yrs)

- ↑ School Climate and Culture
- ↑ Student Health Outcomes
- ↑ On-time Grad
- ↓ Disparities

SHIP: Proceso de mejora de la salud escolar
EBPs: Prácticas basadas en evidencia
PYD: Desarrollo positivo de la juventud

DESCHUTES COUNTY

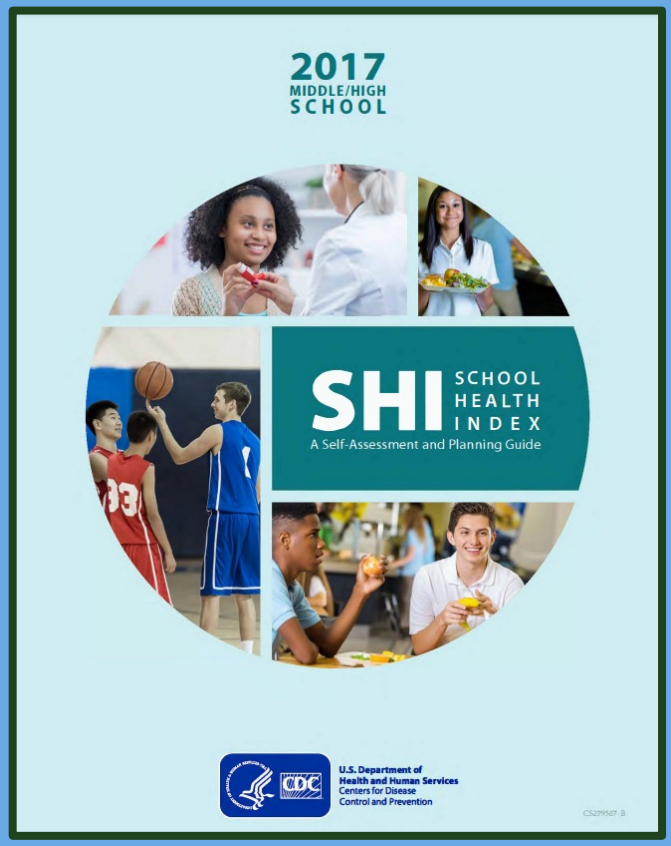
Impactos de escuelas saludables a lo largo del tiempo



SHIP: Proceso de mejora de la salud escolar
EBPs: Prácticas basadas en evidencia
PYD: Desarrollo positivo de la juventud

Descripción general de SHIP para el primer año

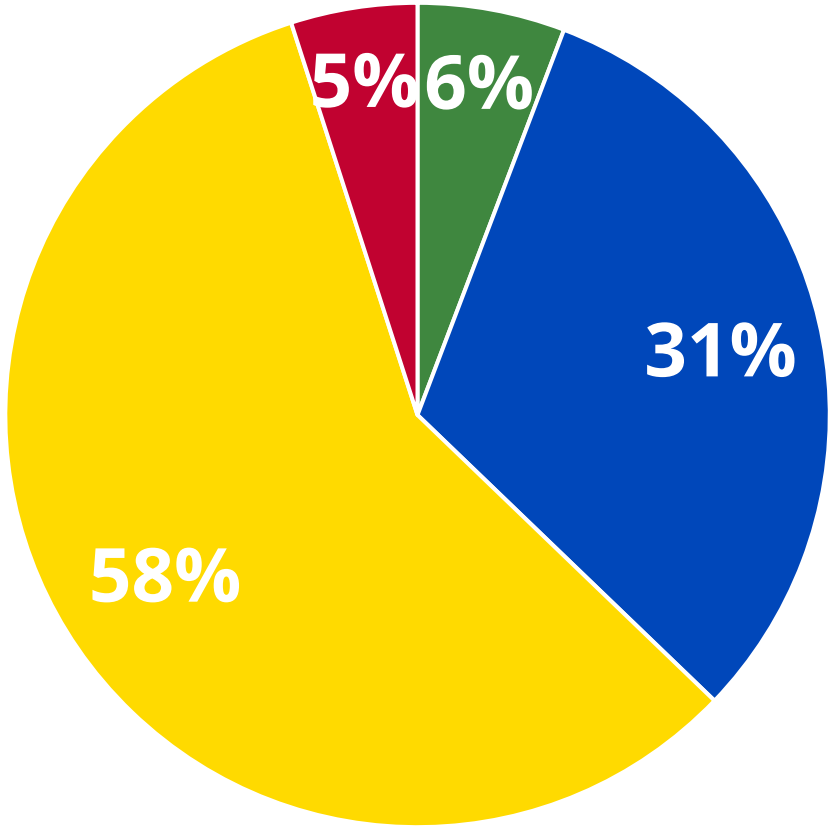
Proceso de mejora de la salud escolar



Comunidad escolar comprometida con SHIP

Datos combinados de La Escuela Preparatoria de Bend Senior y La Escuela Preparatoria de La Pine

- Administración (7)
- Personal (38)
- Estudiantes (70)
- Padres (6)



Resultados SHIP de las escuelas (Conjunto)

Fortalezas

- El personal se preocupa por los estudiantes
- Relaciones, conexiones o asociaciones
- Recursos disponibles

Prioridades

- Participación de la familia y los estudiantes
- Desarrollo profesional del personal
- Clima positivo, inclusivo y acogedor
- Acceso o uso de recursos
- Educación de salud

Resultados

- Aumentos en la puntuación del Índice de Salud Escolar:
  - +5.5%
  - +0.4%

“Capacidad central” de salud escolar

Capacidad básica de salud escolar

1. Coordinador de Salud Escolar
2. Evaluación basada en evidencia
3. Equipo de Salud Escolar
4. Meta de Salud en el Plan de Mejoramiento

Escuelas de Oregón con “Capacidad central”:

- Más prácticas basadas en evidencia
- Más desarrollo positivo de la juventud*
- Comportamientos estudiantiles más saludables*
- Calificaciones más altas*
- Menos violaciones de asistencia
- Menos acciones disciplinarias
- Tasas más altas de graduación de 4 años*

*Estadísticamente significativo

Aspectos destacados del primer año

Éxitos del primer año

Distrito

- Logrado O "Capacidad central" en las escuelas preparatorias
- Red de Educadores de Salud Establecida
- Mejoras en la educación de la salud sistémica
- Sistema de varios niveles de apoyo para el consumo de sustancias por parte de los jóvenes

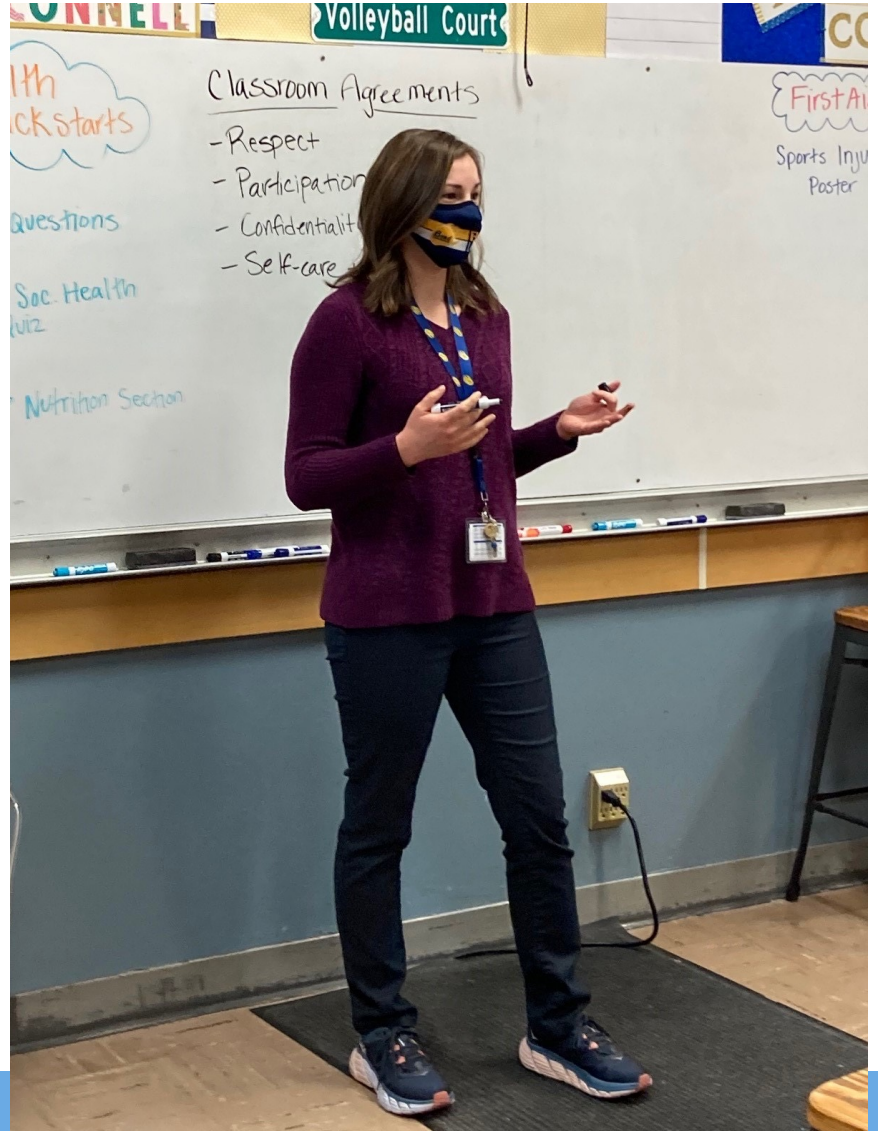
Escuela Preparatoria de Bend

- Plan SHIP: Involucró a 25 miembros del personal, 65 estudiantes, 3 familias y 4 socios comunitarios
- Se co-enseño la prevención del suicidio a todas las clases de Salud
- Orientar y vincular a recursos de Salud
- Se co-organizo "Paternidad Post-Pandemia" con 4 socios

Escuela Preparatoria La Pine

- Plan SHIP: Involucró a 14 miembros del personal, 5 estudiantes, 3 familias y 2 socios comunitarios
- Apoyo en clase para la educación para la prevención del suicidio
- Orientar y vincular a recursos de Salud
- UpShift ampliado y brechas cerradas

Educación para la prevención del suicidio

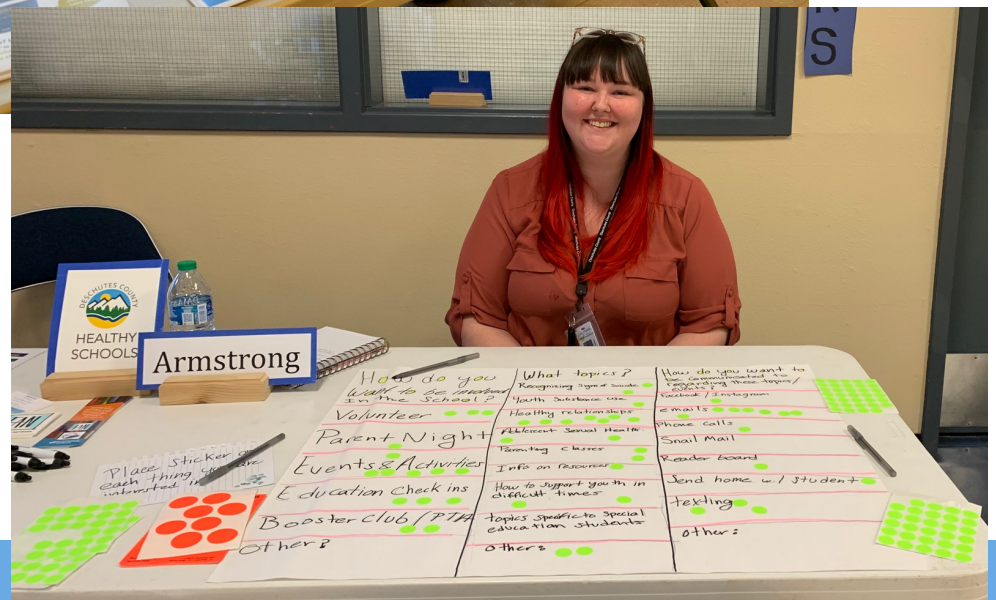


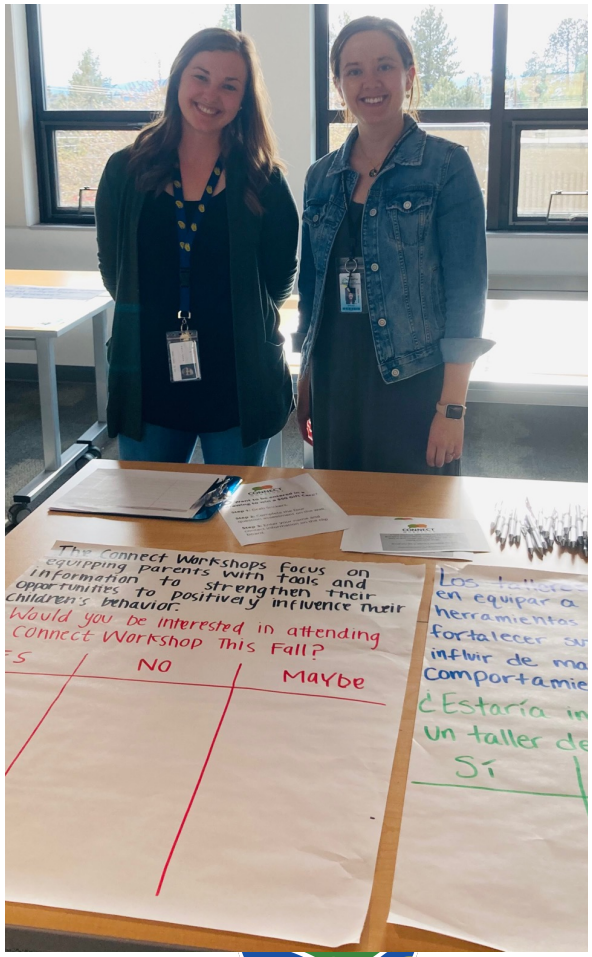
- Educación para la prevención del suicidio
  - Requerido por el protocolo del distrito bajo la Ley Adi de Oregón
  - 43+ horas de tiempo de instrucción de relevo
  - 462+ estudiantes de noveno y décimo grado
  - Calidad y fidelidad asegurada

Orientación y participación familiar









Expansión UpShift de La Pine

*"**Mis contactos generalmente terminan en una advertencia o citación.** No había ninguna herramienta real para el seguimiento aquí y dejó la responsabilidad de la acción adicional en manos de la familia o de la corte con **una gran brecha** entre los dos.*

*UpShift proporciona un recurso real con la mayoría de las **barreras comunes eliminadas para cerrar esa brecha** que puedo nombrar, señalar y sentirme bien al sugerir porque brinda una oportunidad real de ayuda y seguimiento.*

***Espero** ver una **tasa de éxito mucho mayor** entre los estudiantes que lidian con el abuso de sustancias porque **en lugar de enviar al estudiante o a su familia a lo desconocido para abordar un problema que tal vez no tengan las herramientas o los recursos para resolver**, esto brinda ayuda, apoyo y opciones directamente al estudiante".*

-Diputado Woods, Oficial de Recursos Escolares [editado por brevedad]

- PHS se comunicó con el oficial de recursos escolares adjunto del alguacil del condado de Deschutes
- El diputado Woods se enteró de UpShift; Interesado en referir jóvenes a UpShift
- PHS trabajó con el administrador/consejero y el estratega UpShift del condado para expandir el programa de La Pine



Sistema de Apoyos: Fumar cigarillos electrónicos

Prevención en Clases de Salud y Participación Familiar

CATCH® MY BREATH

CONNECT WORKSHOP

Intervención Temprana con Participación Familiar

UPSHIFT

TOBACCO PREVENTION TOOLKIT

Remisión a tratamiento

carersolace

PacificSource Community Solutions

MOSAIC MEDICAL

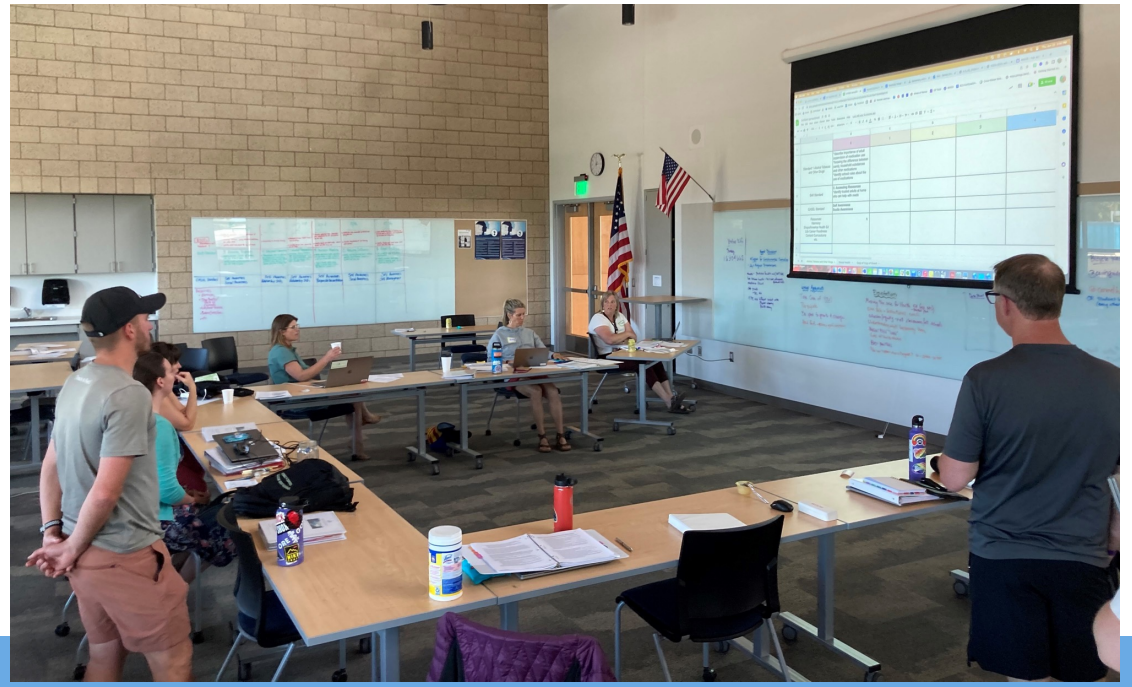
La Pine Community HEALTH CENTER

RIMROCK TRAILS

Educación de Salud del Distrito

- Red Educativa Establecida
- **Necesidades identificadas: materiales, formación y apoyo familiar**
- Co-proporcionó 3 desarrollos profesionales
- Se proporcionó un kit de herramientas y capacitación para la educación sobre la prevención del vapeo.
  - Traído la Prevención del Tabaquismo del Condado y Defensor de la Salud de la Comunidad Adolescente
- Taller de facilitación de alcance y secuencia de salud K-12





Educación de Salud del Distrito

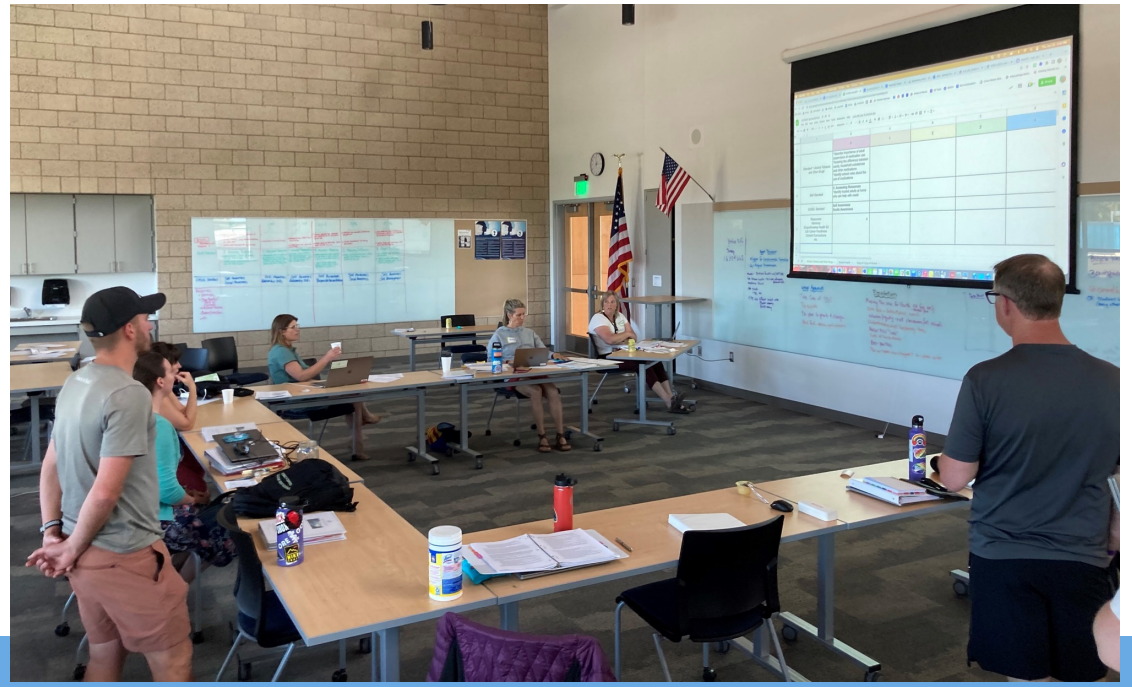
"El Programa de Escuelas Saludables ha impactado mi enseñanza al arrojar luz sobre los comportamientos y tendencias actuales de salud de los estudiantes.

Puedo adaptar mi plan de estudios, alcance y secuencia para satisfacer mejor las necesidades de mis estudiantes en temas de salud y habilidades relevantes para ellos.

También he podido conectar a los estudiantes con los servicios y programas de salud locales."

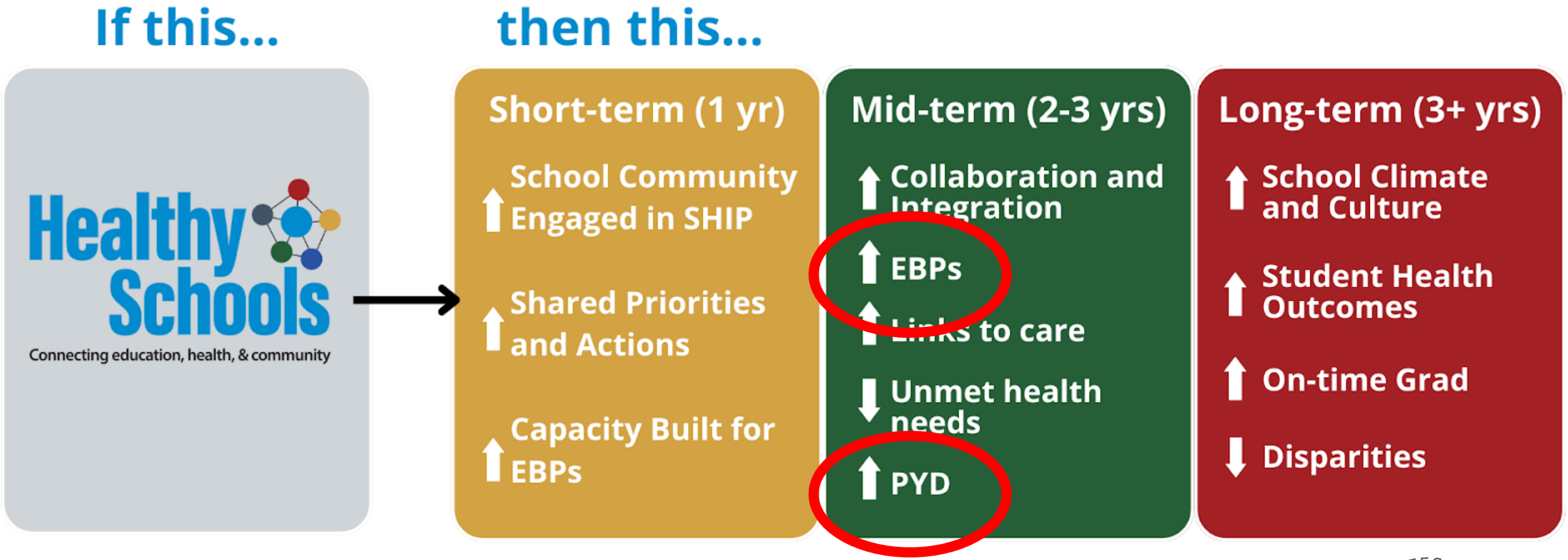
-Denise Horton, Profesor de Educación Física y Salud, Escuela Preparatoria Caldera





Indicadores tempranos de impactos a largo plazo

Impactos de escuelas saludables a lo largo del tiempo



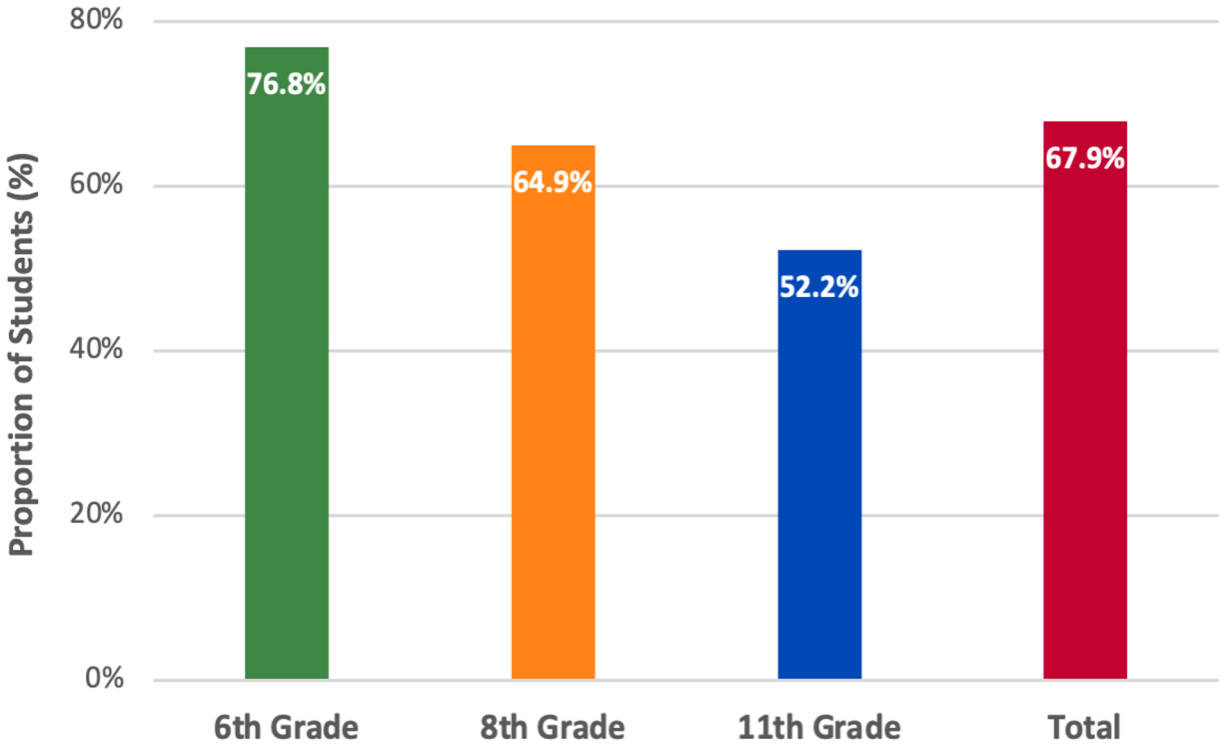
SHIP: Proceso de mejora de la salud escolar
EBPs: Prácticas basadas en evidencia
PYD: Desarrollo positivo de la juventud

Desarrollo positivo de la juventud

El punto de referencia PYD predice:

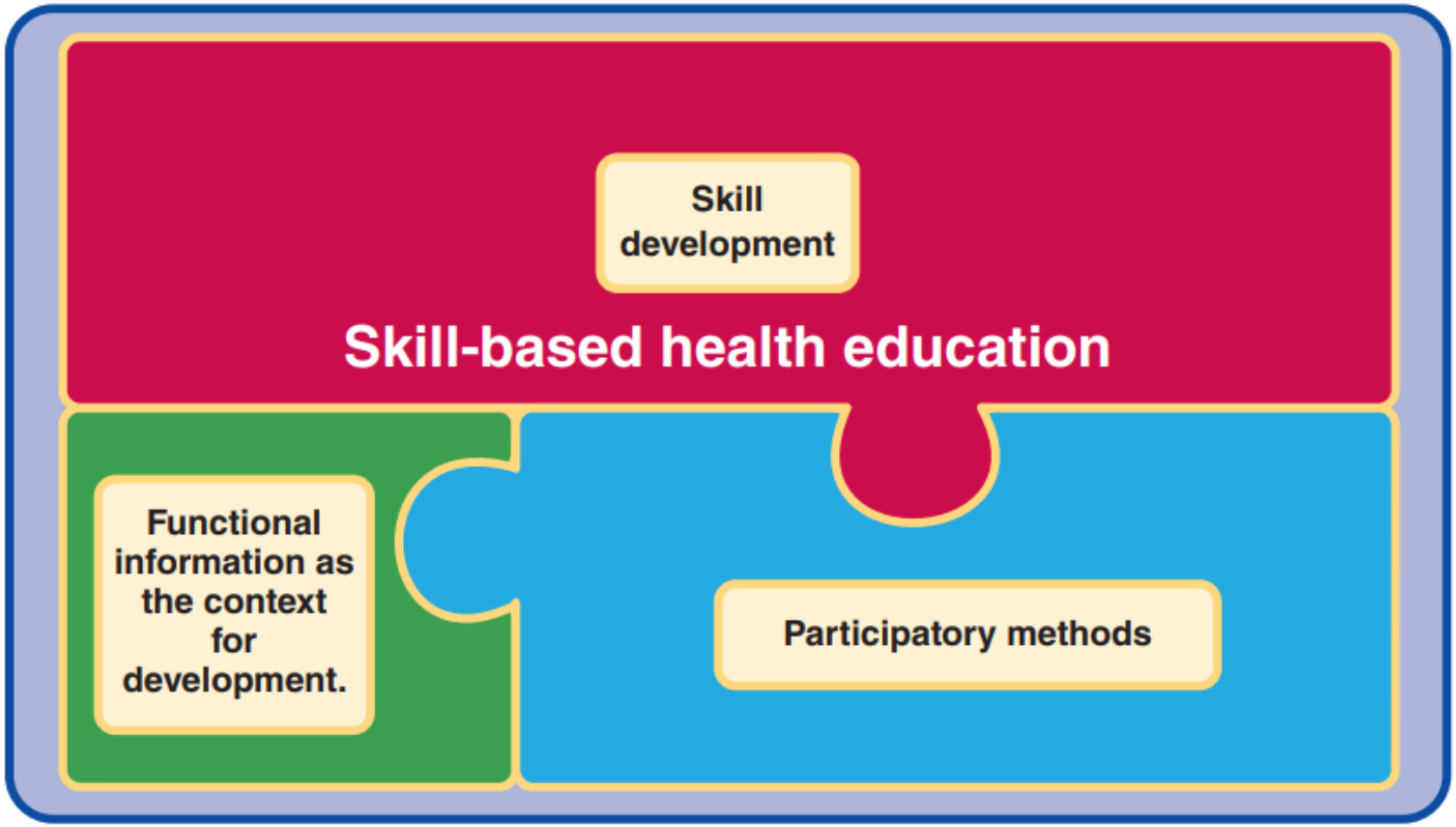
- Mayormente As y Bs
- Más comportamientos que promueven la salud
- Menos:
  - Consideración de suicidio,
  - Estar en una pelea en la escuela,
  - Ser suspendido,
  - Uso de sustancias y
  - tener relaciones sexuales

Estudiantes de BLS que cumplen con el Punto de referencia PYD, 2020



(Autoridad de Salud de Oregón, 2011)

Prácticas efectivas de educación en salud



Construye:

- Habilidades de salud y auto-eficacia
- Literatura saludable
- Competencia personal
- Competencia social

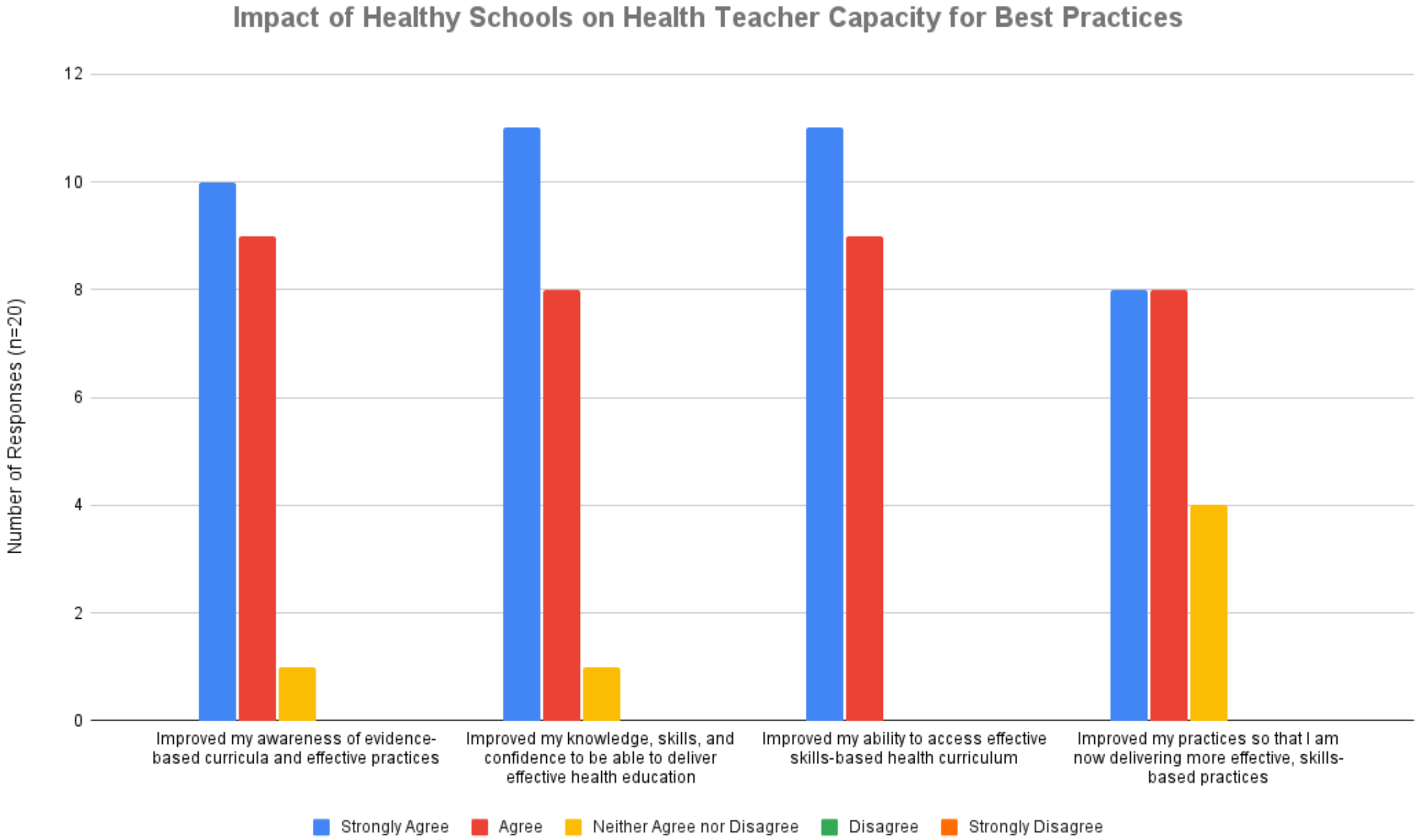
(Benes y Alperin, 2019)

Prácticas efectivas de educación en salud

Más de $55,000 invertidos:

- Creación de capacidad para el desarrollo profesional docente
- Facilitó más de 10 horas de talleres de educación en salud con sub-cobertura
- Revisó planes de estudios complementarios eficaces; Obtuvo la aprobación del distrito
- Currículo complementario comprado
- Construyendo consistencia curricular




Impact of Healthy Schools on Health Teacher Capacity for Best Practices
Number of Responses (n=20)
12
10
8
6
4
2
0
Improved my awareness of evidence-based curricula and effective practices
Improved my knowledge, skills, and confidence to be able to deliver effective health education
Improved my ability to access effective skills-based health curriculum
Improved my practices so that I am now delivering more effective, skills-based practices
Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree

Healthy Schools
Connecting education, health, & community

Preguntas y Discusión

Bend

DESCHUTES COUNTY

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING STUDENTS

High Desert
Education Service District

MosaicMedical
Quality Care For All

LaPine Community
HEALTH
CENTER

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING CITIZENS

REPORT: Board Policies for Review (1/10/2023)

PRESENTED BY: Melissa Barnes Dholakia, Board Chair

EXECUTIVE SUMMARY:

As part of policy governance, the Board of Directors for Bend-La Pine Schools has a policy review process for the governance processes, executive limitations, board ends, board staff linkages, and specific district policies that require board review and approval. The first part of the process consists of the Board sharing policies that are currently in review. Following the meeting, the Board will allow time for and consider public feedback related to the proposed changes.

The following Board Policies are currently in review. A brief summary of the proposed changes are listed below and a redline version follows this executive summary.

Policy Title	Reason for Update
JED-BP: Student Absences & Excuses	Updates include acceptable reasons for excused absences. Attendance notification procedures have also been reviewed. Renamed from AP to BP

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on January 24, 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, January 11, 2023.

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

Name: Student Absences and Excuses
Section: Students
Code: JED-BP ~~AP~~

Oregon law requires all children between the ages of 6 and 18 who have not completed the 12th grade to regularly attend a public school. It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

- Illness, including mental and behavioral health of the student;
- Illness of an immediate family member when the student's presence ~~at home~~ is necessary;
- Emergency situations; ~~that require the student's absence~~;
- Student is a dependent of a member of the U.S. Armed Forces[1] who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
- Field trips and school-approved activities;
- Religious instruction;
- Medical and dental appointments (confirmation of appointments may be required by school and/or local health authority if absences become chronic);
- Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

A student who is excused must still fulfill their academic requirements.

Each school shall notify parents or guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

~~As described in~~ JEA-AP: Compulsory Attendance, further defines attendance requirements and consequences of irregular attendance. ~~Attendance Notification~~

~~Additionally, JEA-AR: Compulsory Attendance, further defines attendance requirements and consequences of irregular attendance.~~

END OF POLICY

[1] U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

Legal Reference(s)

ORS 109.056
ORS 332.107
ORS 339.030
ORS 339.055
ORS 339.065
ORS 339.071
ORS 339.250
ORS 339.420
OAR 581-021-0046
OAR 581-021-0050
OAR 581-023-0006(11)

Reviewed: 9/16/19, 1/10/2023
Approved: 10/2/19

draft 1-10-23

REPORT: Administrative Polices & Regulations for Review (1/10/2023)

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
DJ-AR: Public Contracting Rules & Procedures	Document has been reviewed and amended to reflect current district practice and procedure. Note the Immediate Procurement threshold and procedure for Bend-La Pine Schools has been, and continues to be more restrictive than what is referenced in ORS statute.
DJC-AR: Purchasing Authorities & Limits	Purchasing authority limits assigned to various staff groups reflect current district practice. Direction for use of purchasing card, purchase orders; processes for purchases made with grant funds; and procurement process have also been updated.
EBBAB-AR: Bloodborne Pathogens Manual	Recommend deletion of EBBAB-AR. Training materials and corresponding tracking of required trainings are managed through Vector Training Solutions software.
IICA-AR: Field Trips & Special Activities	Staff / chaperone assignment and considerations for gender balance and supervision for overnight trips has been added as well as clarification on who students will be released to when leaving a field trip or special activity.
IKAD-AR: Grade Reduction	Recommend deletion of IKAD-AR. Grade reduction due to poor attendance is no longer in line with district grading and/or attendance practices.
JEA-AP: Attendance Notification	Recommend deletion of JEA-AP: Attendance Notification. JEA-AP is now titled Compulsory Attendance and requirements for attendance notification are now included in JED-BP: Student Absences & Excuses.
JEA-AP: Compulsory Attendance	Updates include removal of the Class C violation, related fees and court costs and fines associated to juvenile delinquency matters (SB 817, 2021). Information has been added about procedures for absences in excess of 10 consecutive days, and virtual attendance requirements. Bend-La Pine Schools uses the term "10 day inactivation" rather than "10 day drop" which is reflected in policy updates. Renamed from an AR to AP.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on January 24, 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, January 11, 2023.

ADMINISTRATIVE REGULATIONS

BEND - LA PINE SCHOOL DISTRICT NO 1
ADMINISTRATIVE REGULATIONS
CODE: DJ-AR
PUBLIC CONTRACTING RULES AND PROCEDURES
DATED:

~~**BEND-LA PINE PUBLIC SCHOOLS**~~
~~**MODEL PROCUREMENT RULES**~~
~~**FOR ADOPTION**~~

~~**PUBLIC CONTRACTING RULES AND PROCEDURES**~~
~~**MANUAL**~~

draft 1-10-23

Pursuant to ORS 279A.065(5) the Bend-La Pine Public School District ("District") adopts the Attorney General's Model Public Contract Rules with the exceptions listed below and contained herein is a list of Special Class Exemptions from these rules as allowed by ORS 279B.085 and ~~Division 50, which applies to~~ procedures for the acquisition and disposition of surplus property.

PUBLIC CONTRACTING RULES AND PROCEDURES

A. Delegation.

(1) Except as otherwise provided in these rules, the powers and duties of the Local Contract Review Board ("LCRB") under the Public Contracting Code must be exercised and performed by the Board of Directors.

(2) Pursuant to ORS 332.075(3), the Board delegates to the Superintendent the authority to enter into and approve payment on contracts for products, materials, capital outlay, equipment, and services if the contract is within appropriations made by the Board pursuant to ORS 294.~~435~~ 456. The Superintendent shall seek Board approval for any items as outlined in Executive Limitations.

(3) References in the Oregon Model Rules to the "Chief Procurement Officer" shall be deemed to refer to the Superintendent. For the purposes of the District's public contracting rules, "Superintendent" shall mean the District Superintendent of Schools or the Superintendent's designee. ~~References in the Model Rules to the "Chief Procurement Officer" shall be deemed to refer to the Superintendent.~~

B. Personal Services.

(1) **Definitions.** "Personal Services" shall be defined to include those services that require specialized technical, creative, professional or communication skills or talents, unique and specialized knowledge, or the exercise of discretionary judgment, and for which the quality of the service depends on attributes that are unique to the service provider. Such services shall include, but are not limited to: architects; engineers; photogrammetrists; transportation planners; surveyors; attorneys, accountants, auditors and other licensed professionals; computer programmers; artists; designers; performers; and consultants. The Superintendent shall have the authority to determine whether any additional service not specifically mentioned in this paragraph is a "personal service" under this definition. "Personal Services Contract" shall mean a contract for the provision of Personal Services.

(2) **Contracts for Personal Services.** Except as required by ORS Chap. 279C, Personal Services Contracts shall be awarded in accordance with the source selection procedures set forth in Division 47 of the Model Rules. Notwithstanding the foregoing:

(a) OAR 137-047-0250 shall not apply to Personal Services Contracts unless otherwise required by applicable law;

(b) Contracts for architectural, engineering, photogrammetric mapping, transportation planning or land surveying or related services shall be awarded in accordance with the source selection procedures set forth in Division 48 of the Model Rules; and

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(c) Contracts for architectural, engineering, photogrammetric mapping, transportation planning or land surveying or related services, all as defined by ORS 279C.100, may be awarded pursuant to ORS 279C.115 or 279C.120, when applicable.

C. Special Procurements and Exemptions.

(1) The LCRB may exempt from competitive bidding certain contracts or classes of contracts for the procurement of goods and services according to the procedures described in ORS 279B.085. In accordance with OAR 137-047-0285(2), the District shall give public notice of the District's approval of a special procurement for goods and services in the same manner as public notice of competitive sealed bids under ORS 279B.055(4) and OAR 137-047-0300. The public notice shall describe the goods or services or class of goods or services to be acquired through the special procurement the District shall give affected persons at least seven (7) days from the date of the notice of approval of the special procurement to protest the special procurement.

(2) The LCRB may exempt certain contracts or classes of contracts for public improvements from competitive bidding according to the procedures described in ORS 279C.335. When exempting a public improvement from competitive bidding, the LCRB may authorize the contract to be awarded using a Request for Proposal process for public improvements, according to the processes described in OAR 137-049-0640 through 137-049-0690.

D. Small Procurements (under $~~5,000~~ 10,000).

(1) Public contracts under $~~5,000~~ 10,000 are not subject to competitive bidding requirements. The Superintendent shall make a reasonable effort to obtain competitive quotes in order to ensure the best value for the District.

(2) The District may amend a public contract awarded as a small procurement beyond the $~~5,000~~ 10,000 limit in accordance with OAR 137-047-0800, provided the cumulative amendments do not increase the total contract price to a sum that is greater than one hundred twenty-five percent (125%) of the original contract price.

E. Intermediate Procurements (between $~~5,000~~ 10,000 and $150,000).

(1) A contract for procurement of goods and services estimated to cost between $~~5,000~~ 10,000 and $150,000, or a contract for a public improvement that is estimated to cost between $~~5,000~~ 10,000 and $100,000, may be awarded according to the processes for intermediate procurements described in ORS 279B.070.

(2) The District may amend a public contract awarded as an intermediate procurement beyond the stated limitations in accordance with OAR 137-047-0800, provided the cumulative amendments shall not increase the total contract price to a sum that is greater than one-hundred twenty-five percent (125%) of the original contract price.

(3) The District requires documentation demonstrating the effort to obtain three quotes for Intermediate Procurements between the dollar value of $10,000 and $100,000 that may be reviewed by the Procurement Manager or designee. Procurements over $100,000 up to $150,000 must be approved by the Superintendent.

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F. Methods for Awarding Contracts Using Request for Proposal Process.

In making an award using the request for proposal process in ORS 279B.060, the District may use any evaluation method determined to be most appropriate for the selection process, including, but not limited to, the processes described in ORS 279B.060(6)(b). The evaluation process(es) to be used shall be stated in the Request for Proposals. OAR 137-047-026~~1~~0 through 137-047-026~~3~~1 shall apply to evaluation of proposals.

G. Emergency Contracts.

(1) "Emergency" shall be defined as follows: "Circumstances that (a) could not have reasonably been foreseen; (b) create a substantial risk of loss, damage, or interruption of services or a substantial threat to property, public health, welfare or safety; and (c) require prompt execution of a contract to remedy the condition."

(2) The Board Chair or the Superintendent shall have authority to determine when emergency conditions exist sufficient to warrant an emergency contract. The nature of the emergency and the method used for the selection of the contractor shall be documented.

(3) Emergency contracts may be awarded as follows:

(a) Goods and Services. Emergency contracts for procurement of goods and services may be awarded pursuant to ORS 279B.080 and section B, "Delegation," of these Rules.

(b) Public Improvements. The District hereby adopts OAR 137-049-0150 as its contracting rules for awarding a public improvement contract under emergency conditions, pursuant to ORS 279B.080.

H. Appeals of Prequalification Decisions and Debarment Decisions.

(1) Review of the District's prequalification and debarment decisions shall be as set forth in ORS 279B.425. The following additional procedures shall apply to hearings on such decisions by the LCRB:

(a) Notices shall be submitted in writing to the Superintendent. Appeals filed after the filing period stated in ORS 279B.425 shall not be heard.

(b) Upon opening of the hearing, District staff shall explain the District's decision being appealed and the justification therefor. The appellant shall then be heard. Time for the appellant's testimony shall be established by the Board Chair. The appellant may submit any testimony or evidence relevant to the decision or the appeal. Any party requesting time to testify in support of the appeal shall then be heard, subject to time limits established by the Board Chair.

(c) Once all testimony and evidence in support of the appeal is heard, any party requesting time to testify in support of the District's decision shall be provided time to be heard, subject to time limits established by the Board Chair. Any party testifying in opposition to the appeal may submit any testimony or evidence relevant to the decision or the appeal. Once all testimony in opposition to the appeal has been heard, the appellant may request time to provide rebuttal

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testimony. At the conclusion of the rebuttal testimony, if any, the Board Chair shall close the hearing.

(d) When issued in writing according to the requirements of ORS 279B.425, the LCRB's decision and order shall be final.

I. Electronic Advertising.

Pursuant to ORS 279B.055 and 279C.360, electronic advertisement of public contracts in lieu of publication in a newspaper of general circulation in the area where the contract is to be performed, is authorized when it is likely to be cost-effective to do so. The Superintendent shall have the authority to determine when electronic publication is appropriate, and consistent with the District's public contracting policies. Notwithstanding the foregoing, publication of public improvement contracts, with an estimated cost in excess of $125,000, shall also be made in at least one trade newspaper of general statewide circulation.

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CLASS SPECIAL PROCUREMENTS AND EXEMPTIONS

I. Class Special Procurements:

A. The District may award a public contract under a Class Special Procurement pursuant to the requirements of ORS 279B.085. Such procurements allow the District to enter into one or more contracts over time without following the requirements of competitive sealed bidding, competitive sealed proposals, or small or intermediate procurements. The Superintendent may request a resolution from the LCRB exempting a particular contract or class of contracts from competitive bidding if the contract or contracts are not otherwise exempted under these rules.

B. The LCRB declares the following as class special procurements. Unless otherwise specified in a particular special procurement rule, such contracts may be awarded in any manner that the Chief Procurement Officer deems appropriate for the District's needs, including by direct appointment or otherwise. Except as otherwise provided, the Chief Procurement Officer shall make a record of the method of award.

1. **Advertising Contracts, Purchase of.** The Chief Procurement Officer, acting on behalf of the District, may purchase media advertising, regardless of dollar value, without competitive bidding.

2. **Advertising Contracts, Sale of.** The Chief Procurement Officer, acting on behalf of the District, may authorize the sale of advertising in district publications and for district activities, regardless of dollar value, without competitive bidding.

3. **Equipment Repair and Overhaul.** The Chief Procurement Officer, acting on behalf of the District, may enter into a Public Contract for equipment repair or overhaul without competitive bidding, subject to the following conditions:
   (a) Conditions.
   (A) Service or parts required are unknown and the cost cannot be determined without extensive preliminary dismantling or testing; or
   (B) Service or parts required are for sophisticated equipment for which specially trained personnel are required and such personnel are available from only one source; and
   (C) The District purchases within the limits and pursuant to the methods in (3)(b) of this Rule.
   (b) Process and Criteria. The Chief Procurement Officer will use competitive methods wherever possible to achieve best value and must document in the Procurement File the reasons why a competitive process was deemed to be impractical. If the anticipated purchase is $~~5,000~~ 10,000 or more but less than $150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements. See also Public Contracting Rules and Procedures, E. Intermediate Procurements, (3).

4. **Purchase of Used Personal Property.** The District may directly purchase used personal property and equipment if such property is suitable for the District's needs and can be purchased for a lower cost than substantially similar new property. For the purpose of this rule, the cost of used property shall be based upon the life-cycle cost of the property over the period for which the property will be used by the District. "Used personal property or equipment" means the property or equipment which has been placed in its intended use by a

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previous owner or user for a period of time recognized in the relevant trade or industry as qualifying the personal property or equipment as "used," at the time of purchase. "Used personal property or equipment" generally does not include property or equipment if the District was the previous user, whether under a lease, as part of a demonstration, trial or pilot project, or similar arrangement.

5. **Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades**. The Superintendent may directly enter into a Contract or renew existing Contracts for information technology and telecommunications hardware or software maintenance, licenses, subscriptions, and upgrades without competitive solicitation where the maintenance, upgrades, subscriptions, and licenses are either available from only one source or, if available from more than one provider, are obtained from the District's current provider in order to utilize the pre-existing knowledge of the vendor regarding the specifics of the District's hardware or software system. The Superintendent shall document in the Procurement File the facts that justify either that maintenance, licenses, subscriptions, and upgrades were available from only one source or, if from more than one source, from the current vendor.

~~**Information Technology Contracts.** The Chief Procurement Officer, acting on behalf of the District, shall comply with the requirements of this rule for the Procurement of information technology Contracts. Competitive methods will be used wherever possible to achieve best value. The reasons why a competitive process was deemed to be impractical must be documented in the Procurement file.~~

~~**(A)** If the anticipated purchase is $5,000 or more but less than $150,000 competitive quotes will be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements.~~

~~**(B)** If the anticipated purchase exceeds $150,000, the District will solicit written proposals in accordance with District rules governing requests for proposals.~~

6. **Copyrighted and Creative Works.** The District may purchase without competitive bidding and regardless of dollar amount, copyrighted materials or creative works where there is only one known supplier available for such goods, or one or more supplier(s) to provide all materials consistently and efficiently to the District without a competitive process. This includes, but is not limited to, new books, periodicals, curriculum materials, reference materials, instructional software applications and related digital resources, assessment, assessment materials and reports, audio and visual media, and non-mass marketed software from a particular publisher or its designated distributor. Examples of creative works include, but are not limited to: artwork, music, uncopyrighted writings and similar works. Authorized staff may purchase Copyrighted and Creative works directly or indirectly from the best supplier to meet the needs of the District without a competitive process.

~~**Telecommunications Systems Hardware and Software Contracts.** The Chief Procurement Officer, acting on behalf of the District, shall comply with the requirements of this rule for the procurement of telecommunications systems contracts. Competitive methods will be used wherever possible to achieve best value. The reasons why a competitive process was deemed to be impractical must be documented in the Procurement file.~~

~~**(A)** If the anticipated purchase is $5,000 or more but less than $150,000 competitive quotes will be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements.~~

~~**(B)** If the anticipated purchase exceeds $150,000, the District will solicit written proposals in accordance with District rules governing requests for proposals~~.

~~**7. Telecommunications Services.** The Chief Procurement Officer, acting on behalf of the District, may enter into a Public Contract for telecommunications services without~~

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~~competitive bidding, if no competition exists within the area for the service required. To determine whether competition exists, the Chief Procurement Officer will consider the following factors:~~

~~**(A)** Determination of alternative providers available within the geographic and service market area;~~

~~**(B)** The extent to which alternative services offered are comparable or substitutable in technology, service provided and performance; and~~

~~**(C)** The extent to which alternative providers can respond to the District's interest in consistency and continuity of services throughout its service area, volume discounts, equitable service for all users, centralized management and limiting District liability.~~

~~**(D)** The District will use competitive methods wherever possible to achieve best value. If competition exists as defined above and the anticipated purchase is $5,000 or more but less than $150,000 competitive quotes will be obtained and retained in the procurement file pursuant to the rules governing Intermediate Procurements. If the anticipated purchase exceeds $150,000, the District will solicit written proposals in accordance with District rules governing requests for proposals.~~

~~**8. Copyrighted and Library Materials.** The District may purchase copyrighted materials where there is only one known supplier available for such goods. This includes, but is not limited to, new books, periodicals, curriculum materials, reference materials, audio and visual media, and non-mass marketed software from a particular publisher or its designated distributor. Instructional materials are adopted through a statewide process under the authority of the Oregon Department of Education. The District purchases its instructional materials through Northwest Textbook Depository~~.

~~9~~.7 **Requirements Contracts. (Blanket Purchase Orders, Price Agreements).** The Chief Procurement Officer, acting on behalf of the District, may establish requirements contracts for the purposes of minimizing paper work, achieving continuity of products, securing a source of supply, reducing inventory, combining District requirements for volume discounts, standardization among District departments and reducing lead time for ordering. Requirements contracts may be utilized in accordance with the following:

(A) The contract must have originally been let by competitive procurement procedures;

(B) District departments may purchase the goods or services from the awarded contractor without first undertaking additional competitive procurement procedures; and

(C) The term of any District requirements contract, including renewals, will not exceed ~~five years unless otherwise exempted pursuant to ORS 279B.085.~~ the term stated in the Solicitation.

(D) Under the authority of ORS 279A.025 and 279B.085, the district may use the requirements contracts entered into by another Oregon public agency when:

(1) The original contract met the requirements of public contracting code; and

(2) The original contract allows other public agency usage of the contract; and

(3) The original public contracting agency concurs and this is documented by a written interagency agreement between the district and the agency

8. Brand Names or Products, "or Equal," Single Seller and Sole Source. The District may enter into a public contract for the procurement of Brand Name "or Equal" Products subject to the requirements of this rule.

(A) Specifications. Solicitation specifications for public contracts must not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in Subsections (i) and (ii) of this Rule.

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(i) "Or Equal" Specification. The District may specify a particular brand name, make or product suffixed by "or equal", "or approved equal", "or equivalent", "or approved equivalent", or similar language if there is no other practical method of specification.

(ii) Specifying a Particular Make or Product. The District may specify a brand name, make, or product without an "or equal" or equivalent suffix if there is no other practical method of specification, after documenting the procurement file with the following information:

(I) A brief description of the solicitation(s) to be covered including volume of contemplated future purchases;

(II) The brand name, mark, or product to be specified; and

(III) The reasons for seeking this procurement method, which must include at least one of the following findings in the procurement file:

(aa) It is unlikely that Specification of the brand name, mark or product will encourage favoritism in the award of the public contracts or substantially diminish competition; or

(bb) Specification of the brand name, mark or product would result in substantial cost savings to the District; or

(cc) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

(B) Public Notice. The District will make reasonable effort to notify all known suppliers of the specified product and invite such suppliers to submit competitive bids or proposals; or document the procurement file with findings of current market research to support the determination that the product is available from only one seller. This Requirement is satisfied by electronically posting a notice as provided in Rule 47-0330 for a reasonable period of time or by documenting direct contact with such suppliers in the Procurement file.

(C) Purchasing From Sole Source, Single Seller. The District may purchase a particular product or service available from only one source if the District meets the Requirements a Sole-Source Procurement pursuant to ORS 279B.275. Prior to purchase, the District must document its findings of current market research to support the determination that the product or service is available from only one seller or source and place this information in the procurement file. The District's findings must also include:

(i) A brief description of the contract or contracts to be covered including volume of contemplated future purchases;

(ii) Description of the product or service to be purchased; and

(iii) The reasons the District is seeking this procurement method, which must include at least the following:

(I) Efficient utilization of existing Goods or Services requires the acquisition of compatible Goods or Services; or

(II) The Goods or Services required for the exchange of software or data with other public or private agencies are available from only one source ; or

(III) The particular product is for use in a pilot or an experimental project.

(IV) Other Findings that support the conclusion that the Goods or Services are available from only one source.

(D) Single Manufacturer, Multiple Sellers. The District may specify a product or service available from only one manufacturer, but available through multiple sellers, if the Requirements of the following are met:

(i) If the total purchase is $5,000 10,000 or more but does not exceed $150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements;

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(ii) If the purchase exceeds $100,000, the procurement shall be approved by the Chief Procurement Officer.

(ii) (iii) If the purchase exceeds $150,000, the acquisition shall be made through competitive procurement unless a contract-specific special procurement is authorized by the LCRB.

(E) Single Manufacturer, Multiple Purchases. If the District intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed five (5) ten (10) years, the District must so state in the Solicitation file and the Solicitation Document, if any. Such documentation and public notice constitute sufficient notice as to subsequent purchases. If the total purchase amount is estimated to exceed $150,000, this must be stated in the advertisement for Bids or Proposals.

(F) Competitive Solicitations. If the District competitively solicits, it must comply with the Rules for that method of Solicitation pursuant to ORS 279B.055 through 279B.075.

(G) Public Notice. If the Sole Source Contract amount is greater than $150,000, the District shall give public notice of the Superintendent's determination that the Goods or Services or class of Goods or Services are available from only one source. The District shall publish such notice in a manner similar to public notice of Competitive Sealed Bids under ORS 279B.055(4). The public notice shall describe the Goods or Services to be acquired by a sole-source Procurement, identify the prospective Contractor, and include the date, time, and place that protests are due. The District shall give affected Persons at least seven Days from the date of the notice of the determination that the Goods or Services are available from only one source to protest the sole-source determination.

~~10.~~ 9. **Purchases under Federal Contracts.** When the price of goods and services has been established by a contract of the federal government pursuant to a federal contract award, the District may purchase the goods and services in accordance with the federal contract without subsequent competitive bidding. In exercising its authority under this exemption, the District shall document its authority to purchase under the federal contract and document the cost savings to be gained for the District from the anticipated purchases under the federal contract. The District shall not contract pursuant to this rule in the absence of a cost savings to the District by using this method.

~~11.~~10. **Hazardous Material Removal and Cleanup.** The District may directly acquire services to remove or clean up hazardous material or oil from any vendor when ordered to do so by the Oregon Department of Environmental Quality pursuant to its authority under ORS Chapter 466. In doing so, the following conditions apply:

(A) To the extent reasonable under the circumstances, the District will encourage competition by attempting to obtain informal price quotations or proposals from potential suppliers of goods and services.

(B) The District department responsible for managing or coordinating the clean-up shall submit to the Chief Procurement Officer:

(i) A written description of the circumstances that require the clean-up;

(ii) A copy of the DEQ order for the clean-up; and

(iii) A request for contract authorization;

(C) The District department responsible for managing or coordinating the clean-up shall record whether there was time for competition, and, if so, the measures taken to encourage competition, the amount of the price quotations obtained, if any, and the reason for selecting the contractor to whom award is made; and

(D) The timeline for cleanup does not permit use of intermediate procurement procedures.

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11. Purchases Under Contracts Solicited by Procurement Organizations of Which the District Is a Member. The District may purchase Goods and/or Services under a Contract or Procurement solicited by a Procurement Organization of which it is a member. Such Procurement must otherwise comply with the requirements for permissive, joint, or interstate Cooperative Procurements, as applicable, pursuant to ORS 279A.200-225.

~~**12. Tag-on Contracts.** The District may enter into a contract for the purchase of goods or services, other than public improvements or personal services, from an entity that is selling substantially identical goods or services by contract with another Oregon public agency (the "Originating Agency") if:~~

~~**(A)** The Originating Agency selected the contractor through a competitive process that complied with the District's public contracting rules;~~

~~**(B)** The District contract is executed not later than four years after the date of the contract with the Originating Agency; and~~

~~**(C)** The contract allows the District to purchase the goods and services at the unit prices or rates and under the same conditions as set forth in the Originating Agency's contract, subject only to price adjustments for minor modifications to customize the goods and services to the District's specifications and modifications to conform timing and place of performance to the District's requirements. For the purposes of this rule, a modification of the primary purpose or function of the goods or services shall not result in a unit price or rate adjustment of more than five percent of the unit pricing or rates set forth in the Originating Agency's contract.~~

~~**13.**~~ **12. Insurance~~, and~~ Employee Benefit ~~and Other~~.** The District may purchase ~~employee benefit insurance and other insurance without competitive bidding, regardless of dollar amount, subject to the terms of any collective bargaining agreement between the District and represented employee groups.~~ liability, property damage, workers' compensation, and other insurance and insurance services Contracts, and employee benefits, without Competitive Procurement and regardless of dollar amount, by selecting either a vendor directly or by appointing an agent of record. "Employee benefits" includes, but is not limited to, "employee benefit plans" as defined in ORS 243.105(1), flexible benefit plans as defined in ORS 243.221, insurance or other benefit based on life, supplemental medical, supplemental dental, optical, accidental death or disability insurance plans, long-term care insurance, health care coverage to retired officers, employees, spouses, and children, employee assistance plans, and expense reimbursement plans.

~~**14.**~~ **13. Disposal of Abandoned, Seized or Non-owned Property.** Contracts or arrangements for the sale or other disposal of abandoned, seized or other personal property not owned by the District at the time the District obtains possession are not subject to competitive procurement procedures. The Chief Procurement Officer may select any method of disposal including, but not limited to, donation to a charitable organization.

~~**15.**~~ **14. Disposal of Surplus Property.** Surplus property shall be disposed of in accordance with Rules 50-0100 through 50-0200.

~~**16.**~~ **15. Temporary Extensions or Renewals.** The District may enter into contracts for a single period of one year or less, for the temporary extension or renewal of an expiring and non-renewable, or recently expired, contract, other than a contract for public improvements, without competitive bidding.

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~~17.~~ 16. **Temporary Use of District Property.** The District may negotiate and enter into a license, permit or other contract for the temporary use of District-owned property without using a competitive selection process if:

(A) The contract results from an unsolicited proposal to the District based on the unique attributes of the property or the unique needs of the proposer;

(B) The proposed use of the property is consistent with the District's use of the property and the public interest; and

(C) The District reserves the right to terminate the contract without penalty, in the event that the District determines that the contract is no longer consistent with the District's present or planned use of the property or the public interest.

~~18.~~ 17. **Sponsorship Agreements.** Sponsorship agreements, under which the District receives a gift, donation or consideration in exchange for official recognition of the person making the donation or payment may be awarded by any method deemed appropriate by the District, including without limitation, by direct appointment, private negotiation, from a qualified pool, or using a competitive process.

~~19.~~ 18. **Concession Agreements.** The District may enter into contracts which grant a franchise or concession to a private entity or individual to promote or sell, for its own business purposes, specified types of goods or services from District property and under which the concessionaire or promoter makes payments to the District based, at least in part, on the concessionaire's revenues from sales or the value of such promotion to the sponsor's business, whether on or off the District property. A concession agreement does not include an agreement which represents a rental, lease, license, permit or other arrangement for the use of public property. Concession agreements may be awarded by any method deemed appropriate by the Chief Procurement Officer including without limitation, by direct appointment, private negotiation, from a qualified pool, or using a competitive process.

19. **Fuel.** The District may purchase fuel including propane, gasoline or diesel, lubricants, and asphalt as needed, without competitive bidding.

20. **Transportation**. The District may use 3rd party transportation services such as for bussing students to and from sports activities or other approved events without competitive bidding.

21. **Banking.** The District will allow use of one or more banking institutions to support the District's banking needs. Selection is based on local and/or reginal established branches that can support the multiple needs of the District. The District shall select those banking institutions to meet the needs of the District without a competitive process.

22. **Audit**. The District may directly appoint an Audit firm to support the needs of the District audit requirements. Where multiple firms have the capability to perform District audit services, the District shall seek 3 quotes and determine which firm best meets the needs of the District.

23. **Purchase of Products for Resale to Students, Staff and the Public**. The District may purchase personal property for resale to students, staff and the public without Competitive Procurement and regardless of dollar amount.

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24. Donated Materials or Services. The District may directly negotiate a Contract with a Person to perform Services or provide Goods or Services regardless of dollar amount, if:

(a) The Person has agreed to donate all or a significant portion of the materials or Services necessary to perform the Work; and

(b) The Person enters into a license or agreement with the District whereby the Person agrees to comply with the Public Contract requirements applicable to the particular Project and any requirements that the District deems necessary or beneficial to protect the District.

25. Contracts for Price-Regulated Items. The Superintendent may contract for the direct purchase of Goods or Services where the rate or price for the Goods or Services being purchased is established by federal, state, or local regulatory authority without competitive solicitation.

26. Service Monopoly. The Superintendent may enter into Contracts for Work by a utility or other entity that has been granted a monopoly for Services for a specific geographic area or provision of a type of Service and by agreement the utility or entity is either entitled to or is required to perform the required Work.

27. Investment Contracts. The Superintendent may contract for the investment of District funds or the borrowing of funds by the District when such investment or borrowing is contracted pursuant to statute, rule, or constitution. The Superintendent shall use competitive methods where possible to achieve the best value for the District.

28. Rating Agency Contracts. The District may purchase the Services of Moody's I Investors Service, Standard & Poor's, or similar rating agencies.

29. Hotel, Catering, and Space Rental Contracts.

(a) The Superintendent may rent a room or meeting facility in a hotel, event space, or other venue for District purposes without competitive procurement.

(b) The Superintendent may hire a caterer without competitive procurement where use of a particular caterer or catering service is a condition of rental of a facility.

30. Specialized Assistive Equipment for Students. The superintendent may directly procure specialized assistive equipment for students, including without limitation positioning equipment for orthopedically impaired students and assistive technology for blind/vision impaired, deaf/hard of hearing, and deaf/blind students, and augmentative and alternative communication equipment for students who require such assistance.

31. Service, Repair, or Maintenance Services for Products under Warranty. The superintendent may directly procure service, repair, or maintenance services from a manufacturer, dealer, or authorized service provider for a product or a system subject to a warranty when the terms of the warranty require use of a particular maintenance service provider or providers, or when the manufacturer or approved provider must diagnose a problem because the system or part is proprietary.

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II. Exemptions:

A. The District may award a public improvement contract under an exemption to competitive procurement pursuant to the requirements of ORS 279C.335. Such procurements allow the District to enter into one or more contracts over time without following the requirements of competitive sealed bidding, competitive sealed proposals, or small or intermediate procurements.

B. The LCRB declares the following public improvement contracts to be exempt from competitive bidding. Unless otherwise specified in a particular exemption rule, such contracts may be awarded in any manner that the Chief Procurement Officer deems appropriate for the District's needs, including by direct appointment or otherwise. Except as otherwise provided, the Chief Procurement Officer shall make a record of the method of award.

1. **Use of Existing Contractors.** When a public improvement is in need of minor alteration, repair or maintenance at or near the site of work being performed by another District contractor, the District may hire that contractor to perform the work, provided:
   (A) The contractor was hired through a selection process permitted by the District's public contracting rules;
   (B) The Chief Procurement Officer first obtains a price quotation for the additional work from the contractor that is competitive and reasonable; and
   (C) The original contract is amended to reflect the new work and is approved by the Chief Procurement Officer before work begins.

~~2. **Brand Names or Products, "or Equal," Single Seller and Sole Source.** The District may enter into a public contract for the procurement of Brand Name "or Equal" Products subject to the requirements of this rule.~~

~~**(A) Specifications.** Solicitation specifications for public contracts must not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in Subsections (i) and (ii) of this Rule.~~

~~**(i) "Or Equal" Specification.** The District may specify a particular brand name, make or product suffixed by "or equal", "or approved equal", "or equivalent", "or approved equivalent", or similar language if there is no other practical method of specification.~~

~~**(ii) Specifying a Particular Make or Product.** The District may specify a brand name, make, or product without an "or equal" or equivalent suffix if there is no other practical method of specification, after documenting the procurement file with the following information:~~

~~**(I)** A brief description of the solicitation(s) to be covered including volume of contemplated future purchases;~~

~~**(II)** The brand name, mark, or product to be specified; and~~

~~**(III)** The reasons for seeking this procurement method, which must include at least one of the following findings in the procurement file:~~

~~**(aa)** It is unlikely that Specification of the brand name, mark or product will encourage favoritism in the award of the public contracts or substantially diminish competition; or~~

~~**(bb)** Specification of the brand name, mark or product would result in substantial cost savings to the District; or~~

~~**(cc)** Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.~~

~~**(B) Public Notice.** The District will make reasonable effort to notify all known suppliers of the specified product and invite such suppliers to submit competitive bids or proposals; or document the procurement file with findings of current market research to support the~~

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~~determination that the product is available from only one seller. This Requirement is satisfied by electronically posting a notice as provided in Rule 47-0330 for a reasonable period of time or by documenting direct contact with such suppliers in the Procurement file.~~

~~**(C) Purchasing From Sole Source, Single Seller.** The District may purchase a particular product or service available from only one source if the District meets the Requirements of Subsection (A) and (B) of this rule and a Sole Source Procurement pursuant to ORS 279B.275. Prior to purchase, the District must document its findings of current market research to support the determination that the product or service is available from only one seller or source and place this information in the procurement file. The District's findings must also include:~~

~~**(i)** A brief description of the contract or contracts to be covered including volume of contemplated future purchases;~~

~~**(ii)** Description of the product or service to be purchased; and~~

~~**(iii)** The reasons the District is seeking this procurement method, which must include at least the following:~~

~~**(I)** Efficient utilization of existing Goods or Services requires the acquisition of compatible Goods or Services; or~~

~~**(II)** The required product is data processing equipment which will be used for research where there are requirements for exchange of software and data with other research establishments; or~~

~~**(III)** The particular product is for use in a pilot or an experimental project.~~

~~**(D) Single Manufacturer, Multiple Sellers.** The District may specify a product or service available from only one manufacturer, but available through multiple sellers, if the Requirements of Subsection (A) and (B) and the following are met:~~

~~**(i)** If the total purchase is $5,000 or more but does not exceed $150,000 competitive quotes must be obtained and retained in the Procurement File pursuant to the rules governing Intermediate Procurements;~~

~~**(ii)** If the purchase exceeds $150,000, the acquisition shall be made through competitive procurement unless a contract specific special procurement is authorized by the LCRB.~~

~~**(E) Single Manufacturer, Multiple Purchases.** If the District intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed five (5) years, the District must so state in the Solicitation file, the Solicitation Document, if any, and the public notice described in Subsection (B) of this Rule. Such documentation and public notice constitute sufficient notice as to subsequent purchases. If the total purchase amount is estimated to exceed $150,000, this must be stated in the advertisement for Bids or Proposals.~~

~~**(F)** Competitive Solicitations. If the District competitively solicits, it must comply with the Rules for that method of Solicitation pursuant to ORS 279B.055 through 279B.075.~~

~~**(3)** C.~~ **Waiver of Bid Security Requirements.**

Public Improvement Contracts Under $100,000

~~(a)~~ (1) **Authorization.** The Local Contract Review Board hereby grants approval of this rule pursuant to ORS 279C.375 and 279C.390. The Chief Procurement Officer, acting on behalf of the District, may, at his discretion, waive bid security requirements if the amount of the public improvement contract is less than $100,000. Although bid security may be waived for contracts under $100,000, the District may impose a bid or quote security requirement for projects under $100,000 when deemed to be in the best interest of the District.

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~~(b)~~ (2) **Findings of Fact/Conclusion of Compliance with the Law.** This rule allows the superintendent to waive bid security requirements for certain public improvement contracts pursuant to ORS 279C. Since this waiver is provided for in statute, findings are not required.

(4) D. Waiver of Performance Bond and Payment Security Requirements. Public Improvement Contracts Under $100,000

~~(a)~~ (1) **Authorization.** The Local Contract Review Board hereby grants approval of this rule pursuant to ORS 279C.375 and 279C.390. The Chief Procurement Officer, acting on behalf of the District, may, at his discretion, waive performance and/or payment security requirements if the amount of the public improvement contract is less than $100,000. Although bid security may be waived for contracts under $100,000, the District may impose a performance and/or payment security requirement for projects under $100,000 when deemed to be in the best interest of the District.

~~(b)~~ (2) **Findings of Fact/Conclusion of Compliance with the Law.** This rule allows the superintendent, acting on behalf of the District, to waive performance and/or payment security requirements for certain public improvement contracts pursuant to ORS 279C. Since this waiver is provided for in statute, finds are not required.

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~~DIVISION 50~~

SURPLUS PROPERTY

~~50-0100~~
~~Surplus Property Definitions~~
~~In addition to the definitions contained in ORS 279A.250 and Rule 46-0110, the following definitions apply to these Rules on Surplus Property:~~
~~(1) **"Bid"** means a competitive Offer to purchase advertised Surplus Property at a price specified by the bidder.~~
~~(2) **"Cash"** includes U.S. currency, cashier's checks, certified checks, traveler's checks, money orders made payable to the District, or approved credit cards.~~
~~(3) **"Direct Labor"** includes all Work required for preparation, production, processing and packing of surplus property, but does not include supervision, administration, inspection and shipping.~~
~~(4) **"Employee's Household"** means all persons residing with employee.~~
~~(5) **"Employee's Immediate Family"** means the children, step-children, parents, step-parents, grandparents and spouse of employee, separately or in any combination thereof.~~
~~(6) **"Invitation to Bid"** means a competitive Offer to bid on Surplus Property available for public sale and is also known as a bid advertisement.~~
~~(7) **"Not-for-profit organization"** is defined in ORS 279A.250(2) and means a nonprofit corporation as defined in ORS 307.130.~~
~~(8) **"Photographic Identification"** means a document that shows the bearer's current name, address, and photographic portrait.~~
~~(9) **"Political Subdivision"** includes divisions or units of Oregon local government having separate autonomy such as Oregon counties, cities, municipalities or other public corporate entities having local governing authority.~~
~~(10) **"Private Not-for-Profit Agencies"** means those Agencies meeting the criteria specified in the Oregon Administrative Rules.~~
~~(11) **"Property"** is defined in ORS 279A.250(3) and means personal property.~~
~~(12) **"State agency"** is defined in ORS 279A.250(4) and means every state officer, board, commission, department, institution, branch or agency of state government whose costs are paid wholly or in part from funds held in the State Treasury, and includes the Legislative Assembly and the courts, including the officers and committees of both, and the Secretary of State and the State Treasurer in the performance of the duties of their constitutional offices.~~

~~Stat. Auth.: ORS 283.060; ORS 279A.065(5)(a); ORS 279A.070~~
~~Stats. Implemented: ORS 279A.250~~

~~50-0110~~

~~Eligibility of State Agencies, Political Subdivisions and Non-Profit Organizations~~
~~Prior to offering Surplus Property for public sale, the District may make Surplus Property available to the following:~~
~~(1) Public School Districts;~~
~~(2) Private Schools;~~
~~(3) State Agencies;~~
~~(4) Political subdivisions of the State; and~~
~~(5) Any non-profit organization qualified to acquire property as determined by the District.~~

~~Stat. Auth.: ORS 283.060; ORS 279A.065(5)(a); ORS 279A.070~~

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Stats. Implemented: ORS 279A.260

50-0120
Surplus Property Acquisition
(1) Recipients of Surplus Property must have funds available at the time property is acquired, and pay all costs and charges incidental to the acquisition within 30 calendar days from the date of invoice. Invoices outstanding in excess of 90 days may result in suspension of purchasing privileges until such invoices have been paid in full.
(2) Surplus property may be made available to qualified organizations (those organizations referenced in Rule 50-0110) prior to public sale. Non-qualifying private entities and private citizens, separately or combined, must not be eligible to acquire surplus property except at public sales.
(3) Surplus Property acquired by qualified organizations must be used in the conduct of their official public programs and not for resale or distribution unless otherwise pre-approved by the District.
.
Stat. Auth.: ORS 279A.065 (5)(a); ORS 279A.070
Stats. Implemented: ORS 279A.260 and ORS 279A.280

50-0130
Public Sales for Disposal of Surplus Personal Property
(1) **Conduct**. The District must conduct public sales for the disposal of Surplus Property not sold or transferred pursuant to Rules 50-0110 and 0120. Methods of disposal may include, but are not limited to: internet auctions, oral auctions, sealed bid sales and fixed price retail sales, separately or in any combination thereof.
(2) **Eligibility**. Members of the general public may participate as buyers at public sales. No employee whether full-time, part-time, temporary or an unpaid volunteer, of the District, member of the employee's household, the employee's immediate family, or any person acting on the employee's behalf may participate in public sales if the employee has had any role in declaring the item surplus, processing the item or related paperwork, or offering it for sale.
(3) **Conduct of Public Sales, Auctions, and Internet Auctions.**
(a) The District may offer Surplus Property for public sale through an internet auction provider, oral auction, sealed bid sale, or fixed price retail sale. The public may inspect Property offered for sale at the time and place specified in the public Invitation to Bid;
(b) The District reserves the right to reject any and all bids regarded as not in the best interests of the public;
(c) All auction items must be sold to the highest bidder. All Property must be offered "As-Is, Where-Is" with no warranty or other guarantee as to its condition or fitness for any use or purpose. Terms and conditions of the sale will be made a part of the advertisement/posting. A purchaser or disappointed bidder will have no recourse against the District, or any of its respective officers, employees or agents. All sales will be final.
(4) **Payment.**
(a) Full payment must be made within ten (10) calendar days from the date of auctions close unless otherwise specified in the public notice of the sale.
(5) **Claiming Items Purchased.**
(a) Items not paid in full by the time specified in the sales terms and conditions will be canceled;
(b) **Unclaimed Property.** Property paid for but not claimed within the time specified in the sales terms and conditions shall be considered abandoned and ownership shall be retained by the District;
(c) **Title.** Title to Property sold will be transferred to the purchaser when full and final payment is made, unless otherwise specified by the District. For vehicles, receipt of payment of the sale price and delivery of key to the purchaser constitutes delivery and possession. Titles to vehicles must be transferred upon receipt of full payment. The District rejects any liability once a purchaser takes possession of a vehicle.

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(6) **Failure to Comply.** The District may establish criteria to debar participants from internet auctions and other sales pursuant to this Rule. Such criteria shall be based on:
(a) Conviction of fraud;
(b) Unsatisfactory Internet auction service ratings;
(c) Failure to claim purchases; or
(d) Other documented activities determined by the District to warrant debarment.
Based upon these criteria, the District may debar participants from Internet auctions and participation in other sales.
(7) **Conduct of Auctions and Sealed Bid Sales.**
(a) The District must advertise the date, time and location of public auction or sealed bid sales. A public Invitation to Bid shall be available at the auction site or sales location one week before an auction or sealed bid sale. The public may inspect property offered for sale at the time and place specified in the public Invitation to Bid;
(b) The District reserves the right to reject any and all bids regarded as not in the best interests of the public;
(c) All items must be sold to the highest Bidder. All Property will be offered "As Is, Where Is" with no warranty or other guarantee as to its condition or fitness for use. A purchaser or disappointed Bidder will have no recourse against the District or any of its respective officers, employees or agents. All sales will be final.
(d) The District may require a bid security check (payable to the "District") equal to at least ten (10) percent of the bid to accompany all sealed bids. The Invitation to Bid shall define any bid security requirements. The bid security of unsuccessful bidders will be returned within 30 days following a Bid Opening. The successful Bidder's bid security will be applied as partial payment on property purchased.
(8) **Payment.**
(a) Full payment must be made on the day of the sale for all purchases unless the invitation to Bid states otherwise. In those instances where full payment is not required, a ten (10) percent down payment is required on the day of the sale. The time limit for making full payment, and the place where payment must be made will be specified in public Invitation to Bid;
(b) Payment by personal check may be accepted, at the absolute discretion of the District, when presented with two (2) pieces of acceptable identification, one of which must be a photo identification ("photo I.D."). Other acceptable identification may include major credit cards, a valid driver's license, or valid voter's registration card. The District reserves the right, in its absolute discretion, to refuse any tender of payment by personal check and, further, the right to require that payment be made by cash, cashier's check or money order.
(9) **Claiming Items Purchased.**
(a) Items not paid in full by the time specified in the sales terms and conditions will be canceled and bid security forfeited, with ownership being retained by the District;
(b) Property paid for but not claimed within the time specified in the sales terms and conditions shall be considered abandoned and ownership shall be retained by the District unless prior written approval is obtained from the District;
(c) Title to Property sold must be transferred to the purchaser when full and final payment is made, unless otherwise specified by the District. For vehicles, receipt of payment of the sale price and delivery of key to the purchaser constitutes delivery and possession. Titles to vehicles may be transferred upon receipt of full payment. If payment is made by personal check, the title may be released to the vehicle purchaser in 21 calendar days, or when the check clears the bank. The District rejects any liability once a purchaser takes possession of a vehicle;
(10) **Failure to Comply.** In addition to Section (6) of this Rule, the Department may debar participants from surplus sales based upon the following criteria:
(a) Failure to observe the procedures set forth in the sales terms and conditions; or
(b) Payment for purchase or bid security with a personal check, which is dishonored by a payer's financial institution.

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Stat. Auth.: ORS 279A.065(5)(a); ORS 279A.070
Stats. Implemented: ORS 279A.280

50-0140
Policies for Disposal of Surplus Property

1) **Authority to Conduct Sales.** The District's Chief Procurement Officer is delegated the authority to conduct sales of personal property on behalf the District.
2) **Authority to Sell Real Property.** The District's Assistant Superintendent for Operations is delegated the authority to conduct sale of real property on behalf of the District.
3) **Authority to Possess District Property.** District property may not become the property of district employees except through public sale. Employees of the District are not permitted to obtain undue financial gain by virtue of their position in the District, and therefore, must not remove discarded items from the District's work sites for personal use.
4) **Authority to Discard Property.** Administrators/Supervisors in the District are permitted to discard District owned personal property if they have made the determination that the property has "no value". Property may be thrown away/discarded as having "no value" if the property:
    a) is past its useful life, or;
    b) has been damaged beyond repair, or;
    c) has been determined to be uneconomically repairable, or;
    d) is an unsafe condition posing a hazard to potential users, or;
    e) is not acceptable for use by District in any known application, or;
    f) remains unsold after attempts to sell the property at a public sale.
5) **Authorization to Trade In Equipment.** The District may allow property to be traded in on a replacement purchase if it is in the best interest of the District to do so. Details of the trade in provisions and the value of the trade-in equipment are to be made part of the procurement file. Documentation will be added to the procurement file to reflect the reasons for using this method of property disposal.
6) **Authority to Donate Equipment.** The Superintendent, or designee, may donate surplus property to local government units, or not for profit agencies, if the value of the items is less than $300.00.
7) **Authority to Approve Donations.** The Superintendent, or designee, may approve a school's request to donate surplus property to a charity on behalf of the school or the district, if the principal:
    a) makes the request in writing, and;
    b) describes the item (s) to be donated, the distribution plan, the estimated value, and:
    c) identifies the agency to receive the donation, and
    d) the reason for this donation.
8) **Recycling Surplus Property.** Recycling surplus property is a preferred method over discarding and should be utilized whenever feasible as an alternative to having property be disposed of at the landfill.
9) **Disposal of Textbooks.** The sale of textbooks is be conducted by the District's Chief Procurement Officer. The advertising/public notice of the sale of these books may be made solely on the District's Web page. The sale of surplus textbooks and surplus library books may be made contingent on the successful bidder removing all books in the sale lot. Additionally, the District may require as a condition of sale that the successful Purchaser recycle those books with no re-sale value.
10) **Recycling Computer Equipment.** The District may recycle or otherwise dispose of computers and related hardware that are surplus, or obsolete, when the value and condition of the equipment does not warrant the cost of the sale.

Stat. Auth.: ORS 279A.065(5)(a); ORS 279A.070

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~~Stats. Implemented: ORS 279A.280~~

~~SELLING GOODS OR SERVICES~~

~~**50-0200**~~
~~**Policy; Applicability; Methods**~~
~~(1) **Policy.** A sound and responsive Public Contracting system, pursuant to ORS 279A.015, may include both purchasing and selling activities. By definition, a Public Contract includes sales by Agencies pursuant to ORS 279Z.010(z). The policies of ORS 279A.015 apply to public selling activities.~~
~~(2) **Applicability.** This Rule applies to the sales of Goods or Services. The sale of Goods or Services includes but is not limited to: concessions and personal property.~~
~~(3) **Methods**. The District must use a method, as feasible for selling, pursuant to ORS 279B.055 through ORS 279B.085. For the sale of Goods, the value of the sale transactions for the purpose of selecting the appropriate sourcing method must be based on the gross amount of receipts anticipated.~~

~~Stat. Auth.: ORS 279A.065(5)(a); ORS 279A.070~~
~~Stats. Implemented: ORS 279A.010(x); ORS 279A.015; ORS 279A.050(1) and (2); ORS 279A.065(5)(a)~~

Sale of Used Personal Property.

1. The Superintendent may sell used personal property without obtaining Competitive Bids or Quotes if a liquidation sale would bring in greater revenue to the District than would be gained through Bids. As used in this section, "surplus personal property" is property or equipment that has been determined to no longer be useful to the District. It may be property or equipment that the District has used for some time and that is fully used up or obsolete. It may be property or equipment that is the natural excess or leftover from a Project, such as cable, wire, carpet, etc., that has been cut or partially used in some manner so that it cannot be returned to the supplier for a refund.
2. For sales of surplus property valued at more than $25,000 per item or lot, the Superintendent must attempt to obtain at least three Competitive Quotes. The Superintendent will keep a Written record of the source and number of Quotes received. If three Quotes are not available, a Written record must be made of the attempt to obtain three Quotes.
3. The Superintendent may sell used personal property regardless of price via an electronic auction or sales service including, without limitation, eBay, Craigslist, or other similar Internet-based auctions or marketplaces. If the service does not otherwise provide for a competitive sales process, the Superintendent will establish a minimum Bid, a time period for acceptance of Bids, and will not sell the property unless the Superintendent receives a minimum of three Bids. The sale will be Awarded to the highest Responsible Bidder submitting a Responsive Bid, except that the Superintendent may accept a lower Bid if transportation or other costs associated with collection or delivery of the property would offset the higher Bid amount.
4. The Superintendent may sell, sell at a discount, or donate used personal property to another school district, to another Public Body, or to a nonprofit corporation that provides educational, social, or other important services to the District, District students, or families of District students.
5. If the Superintendent determines that the used personal property has no market value, or that the market value is so low that the staff time or cost involved in selling the property is likely to exceed the value of the used personal property, the Superintendent may dispose of

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the property as the Superintendent determines is in the best interest of the District

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

Name: Purchasing Authority and Limits
Section: Fiscal
Code: DJC-AR

Purchasing process:

a. The intent of the purchasing process is to purchase competitively without prejudice and to seek maximum value.

b. Purchasers should use a District purchasing card whenever the card is accepted by the vendor and no credit card fees are assessed when paying with a purchasing card.

c. When a District purchasing card is not accepted by a vendor, the purchaser will generate a purchase order (PO) from the District accounting system. A PO must be signed prior to sending to a vendor and may only be signed by authorized staff within the assigned signing authority limits.

d. All purchases, on behalf of the District, should follow the rules as outlined in DJ-AR: Public Contracting Rules and Procedures and as outlined in the District's Accounting Handbook. ~~The use of District credit cards to make purchases over the internet is limited only to purchases made using a card that is part of the District's purchasing card program.~~

Purchasing authority and limits:

a. The determination of purchasing authority and purchasing limits for each position in the District will be made by the Superintendent or Superintendent's designee. Any exceptions to purchasing card limits must be approved by the Finance Director of designee.

b. Granted authority and limit will apply to all District purchases with the exception of travel and employee reimbursements.

c. All travel expenditures and employee expense reimbursements must be approved by the employee's site administrator, supervisor, or grant administrator, whichever applies.

d. The following groups have the authority to purchase goods or services up to the listed limit:

Group	**Limit**
District Staff, as needed	$500
Culinary, Coaches	$1,500
~~School~~ Office Managers, Accounting Techs, Catering, Maintenance, Student Services ~~and Bookkeepers~~	$3,000 ~~$1,500~~
Foreman, Fleet Services & Custodial Supervisors	$5,000
Department Office / Operations Managers & Buyers	$25,000
School Principals	$25,000
Executive Directors, Assistant Directors & Department Supervisors ~~Level Supervisors~~	$100,000
~~Grant Manager~~	~~$100,000~~
~~Department Managers and Supervisors~~	~~$100,000~~
Superintendents, ~~and~~ Chief Operations and Financial Officer & Finance Director	No limit, except per executive limitations

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Board of Directors	No limit

e. All agreements and/or contracts for rent or lease of facilities to be used in school operations, paid or unpaid, will be approved by the Chief Operations and Financial Officer or designee.

f. The authority to sign contracts will reside with administrators and supervisors, up to their respective limits as listed above.

g. All Federal grant purchases shall be in accordance with 2CFR200.318-2CFR200.327 and ORS 279B, and must follow federal purchasing guidelines and Oregon Procurement Statute. Any Federal grant purchases under $10,000 can be awarded using the micro purchase procurement method in accordance with 2CFR200.320(a)(1). Purchases must be spread equitably to the maximum extent possible and must be documented. ~~Any Federal grant purchases between $3,000 and $10,000 need the grant accountant approval.~~

h. All Federal grant purchases greater than $10,000 must be approved by the Grant Accountant prior to submitting to the Procurement and Contract Manager for approval, utilizing the District's Intermediate Procurement form. ~~All Federal grant purchases greater than $3,000 will follow federal purchasing guidelines.~~ An adequate number of quotes will be received and attached to purchase documentation. "Adequate" number of quotes will generally be three quotes but may be adjusted as industry standards exist.

i. All purchases, including contracts with a total cost exceeding $10,000 require review by the Procurement and Contract Manager ~~District Buyer~~ prior to finalizing.

j. All purchases will be made in accordance with the Attorney General Model Rules and rules and guidelines outlined in DJ-AR: ~~our~~ Public Contracting Rules and Guidelines, DJ-AR. Following is a summary of the current rules:

- The purchaser will obtain three quotes for purchases exceeding $10,000 and use the District's Intermediate Procurement form to list the three quotes and attach written documentation when available. ~~attach to the purchasing documents.~~
- ~~The purchaser will use a written solicitation to obtain quotes for purchases exceeding~~
- ~~$75,000 and attach to purchasing documents.~~
- ~~All purchases exceeding $150,000 will be made with the oversight of the District Buyer.~~
- All purchases exceeding $100,000 will be made with oversight of the Procurement and Contract Manager and will be reviewed by the Finance Director.
- Any exceptions to these rules must first be reviewed by the Procurement and Contract Manager ~~District Buyer~~ and approved by the Chief Operations and Financial Officer or designee.

k. This administrative regulation is intended to work in conjunction with parameters contained in other administrative regulations.

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Reviewed: 11/26/07, 5/12/08, 9/23/13, 1/21/14, 6/15/16

1/10/23

Approved: 11/26/07, 5/12/08, 9/30/13, 1/21/14, 6/17/16

BLOODBORNE PATHOGENS

Employee Handbook

recommend delete

Human Resources
Bend – La Pine Schools
520 NW Wall Street
Bend, OR 97701

Est. 1883
BEND LAPINE
Schools
EDUCATING THRIVING CITIZENS

updated: 11.2012

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SECTION ONE – GENERAL INFORMATION

1. Introduction

   The OSHA standards covering bloodborne pathogens (BBP) requires employers to offer a three-injection vaccination series for Hepatitis B virus (HBV) free to all employees who are exposed to blood or other potentially infectious materials (OPIM) as part of their job duties.

2. Definition of "Occupational Exposure"

   OSHA defines "occupational exposure" for employees as work situations where it is "reasonably anticipated that skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials (OPM) may result from the performance of those duties."

3. Exposure Determination in the School Setting

   OSHA allows the District to determine which job duties place individual employees at risk of "occupational exposure." After reviewing individual job duties, the District has determined the following job titles to be "at-risk":

   School Nurses
   Custodians
   Bus Drivers
   School Secretaries
   Educational Assistants assigned to student supervision
   Special Education Teachers and Educational Assistants for the developmentally disabled
   Principals and Assistant Principals
   All First Aid Card Holders

4. Consent for Vaccination Series

   The Hepititis B vaccination is a noninfectious, yeast-based vaccine given in three injections in the arm. It is prepared from recombinant yeast cultures, rather than human blood or plasma. Thus, there is no risk of contamination from other bloodborne pathogens nor is there any chance of developing HBV from the vaccine.

   The second injection should be given one month after the first, and the third injection six months after the initial dose. More than 90% of those vaccinated will develop inmunity to the hepatitis B virus. To ensure immunity, it is important for individuals to receive all three injections. At this point it is unclear how long the immunity lasts, so booster shots may be required at some point in the future.

   The vaccine causes no harm to those who are already immune or to those who may be HBV carriers. Although employees may opt to have their blood tested for antibodies to determine need for the vaccine, employers may not make such screening a condition of receiving vaccination nor are employers required to provide prescreening.

   Vaccinations will be provided by the District's designated medical clinic. The Hepatitis B vaccination shall be offered to all employees with an "occupational exposure" at no cost to the employee. For new employees, the vaccination shall be made available after the employee has received the required training and within (10) working days of initial assignment.

5. Waiver of Vaccination Series

   Workers who decide to decline vaccination must complete a waiver form. The District will keep these forms on file to know the vaccination status of every employee who is exposed to blood. The employee may opt to take the vaccination at any time.

6. Training and Education of Employees:

   All employees with an "occupational exposure" shall receive the comprehensive training regarding bloodborne pathogens and an explanation of work practice controls specific to their assignment. The District is also required to conduct annual training to address new procedures as well as review current practices.

7. Work Practice Controls

   The comprehensive training and attached materials offer specific guidelines for each of these "work practice controls":

   - Universal precautions
   - Hand washing techniques and facilities
   - Guidelines for handling body fluids in schools
   - Proper us and disposal of sharps
   - Personal hygiene and eating in the workplace
   - Specimen handling and specimen containers'
   - Equipment cleaning
   - Regulated waste
   - Hazard communication

8. Personal Protective Equipment

   The District must provide, at no cost to the employee, personal protective equipment for those at-risk of occupational exposure. This equipment includes:

   - Disposable gloves
   - Rubber gloves
   - Disposable towels
   - Sharps containers
   - Red plastic bags
   - Disinfectant
   - Resuscitation protection

9. Post-Exposure Procedures

   Unprotected exposure to bloodborne pathogens (BBP) and other potentially infectious materials (OPIM) must be reported on the Incident Report. Employees who have not consented to the HBV vaccination series may be asked to consent/waive these inoculations within 24 hours of the exposure incident. After a post-exposure evaluation, these employees may be authorized to report immediately to the District's designated medical clinic.

   "Unprotected exposure" is defined as blood or other potentially infectious materials directly contacting skin, eyes, nose, or mouth.

10. Recordkeeping

All individual employee records/forms dealing with bloodborne pathogens and the Exposure Control Plan are required to be kept for thirty (30) years beyond the date of employment termination. As Medical records, these materials are kept separately from the employees' official personnel files.

The Bend LaPine Schools gratefully acknowledges the work of the Multnomah County Education Service District in developing these materials.

SECTION TWO

FORMS

HEPATITIS B VACCINATION CONSENT AND
BLOODBORNE PATHOGEN TRAINING DOCUMENTATION

Employee's Name _____ ID# _____

Job Classification _____ Department/Site _____

School District : Bend LaPine Schools
Human Resources Office
520 NW Wall Street
Bend, OR 97701
(541)355-1100

CONSENT

I attended the bloodborne pathogens training session conducted by:

_____ on _____ (date) and:

1. I understand that due to my reasonable anticipated occupational exposure to blood and OPIM I may be at risk of acquiring Hepatitis B Virus (HBV) Infection.

2. I understand that a series of three injections of Hepatitis B vaccine is needed to become protected; however, sometimes additional doses are needed if the first series does not result in immunity.

3. I understand that there will be no cost incurred to me as a result of receiving the Hepatitis B vaccinations.

4. I understand that I will need a post-exposure evaluation if I have encountered an occupational exposure incident (specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or OPIM) even if I have received the Hepatitis B vaccination series. Also, I understand that I must report this incident to the Nurse Consultant.

5. **(FOR WOMEN ONLY)** I understand that if I am pregnant, I am advised to consult with my private medical practitioner regarding the administration of Hepatitis B vaccine.

I have read and I understand the above information and wish to receive the Hepatitis B vaccination series (three doses). Also, I have no known sensitivity to yeast or any preservatives (i.e., thimerosal).

Employee Signature _____ Date _____

HEPATITIS B VACCINATION WAIVER AND
BLOODBORNE PATHOGEN TRAINING DOCUMENTATION

I attended the bloodborne pathogens training session conducted by _____

On _____ (date) and:

1. I understand that due to my occupational exposure to blood and OPIM, I may be at risk of acquiring Hepatitis B Virus (HBV) infection.

2. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at no charge to myself. However, I have decided to decline Hepatitis B vaccine at this time.

3. I understand that by declining this vaccine, I may have an occupational exposure risk of acquiring Hepatitis B infection which can be a serious disease.

4. I understand that if in the future I continue to have occupational exposure to blood or OPIM, I have the option of being vaccinated with Hepatitis B vaccine at no charge to myself (unless medical contraindication).

5. I understand that I will need post-exposure evaluation if I have encountered an occupational exposure incident (specific eye, mouth, other mucous membranes, non-intact skin, or parenteral contact with blood or OPIM) and I must report this incident to the Nurse Consultant.

I have read and I understand the above information and <u>do not wish</u> to receive the Hepatitis vaccination series (three doses) at this time.

Employee Name (Please Print) _____ ID# _____

Employee Signature _____ Date _____

Job Classification _____ Department / Site _____

HEPATITS B VACCINATION CONSENT AFTER INITIAL WAIVER

I have now decided to receive the Hepatitis B vaccination series (three doses) due to my occupational exposure risk to blood and OPIM. I have completed this consent form as a condition of understanding.

Employee Signature _____ Date _____

UNANTICIPATED/ACCIDENTAL BODY FLUID EXPOSURE LOG

School Name _____ Exp. Control Officer _____

Address _____

Name of exposed _____ Student / Staff (Circle One)

Source Individual (If known) _____

Reported by _____ Title _____ Date _____ Time _____

Description of exposure (Include route and circumstances) _____

_____

_____

_____

_____

_____

Was consultation with health care provider sought? Yes _____ No _____

If so, name of person _____ Title _____

Recommendation by above person _____

_____

_____

_____

_____

_____

BLOODBORNE PATHOGENS TRAINING SESSION
ATTENDANCE ROSTER

By my signature below, I acknowledge that I have received information and training regarding:

- Transmission of bloodborne pathogens
- Methods for recognizing activities with exposure to bloodborne pathogens
- Explanation of methods to prevent or reduce exposure including engineering controls, work practice controls and protective equipment
- The types, use, location, handling, decontamination and disposal of protective equipment
- Hepatitis B vaccination
- Appropriate procedures for exposure incidents
- Labeling of biohazards
- Methods for the disposal of medical waste

I have received an explanation of the OSHA standard 1910.1030 Bloodborne Pathogens Rule and my employer's Exposure Control Plan and have been informed as to how I may obtain a written copy of these.

The training session was conducted by: _____ on _____

Qualifications of individual conducting training session:

_____

NAME (Please Print)	JOB TITLE/DEPARTMENT	SIGNATURE

These records shall be maintained for at least 3 years from training date and shall be made available upon request for examination and copying to employees, employee representatives, and the Director or Assistant Secretary in accordance with 29 CFR 1910.20.

SECTION THREE – PRACTICAL GUIDELINES FOR REDUCINGTHE RISK OF COMMUNICABLE DISEASE IN THE SCHOOL SETTING

II. GENERAL RECOMMENDATIONS TO PREVENT THE SPREAD OF COMMUNICABLE DISEASES

These are four routes of transmission for communicable diseases:

1. AIRBORNE OR DROPLET SPREAD: This occurs by coughing or sneezing. Transmission of the organism is most likely to occur in poorly ventilated rooms. Most diseases in this category are more efficiently spread via direct contact (see next category).

   Prevention: Always cover your mouth and nose when coughing or sneezing. Use tissue and discard after use. Wash hands according to handwashing guidelines.

   Examples of illness spread via the airborne route: The common cold, influenza (flu), tuberculosis (TB), measles.

2. CONTACT SPREAD (direct or indirect): Direct contact spread occurs with skin to skin contact or skin to mucous membrane contact. Indirect contact occurs when the organism is able to live on an object that is then handled by another person (i.e., mucous on a tissue, saliva on an object).

   Prevention: Cover any sore or lesion and keep it clean. Avoid touching someone else's sores. Do not share clothing. Discard any soiled articles (tissue) and wash shared items soiled with saliva between use. Always wash hands after handling soiled articles.

   Examples: Direct contact – Athlete's Foot, scabies, lice, mononucleosis. Indirect contact - Influenza (flu), common cold, measles.

3. FECAL-ORAL ROUTE: This type of transmission occurs by not washing hands after toileting, diapering a child or helping a child at the toilet. The virus or bacteria is found in the bowel movement or stool. It may be present before symptoms appear. This makes it essential to always use good hand-washing techniques.

   Prevention: Thorough hand washing after toileting and hand washing before handling any foods.

   Examples: Various diarrheal illness, Hepatitis A, pin worms.

4. BLOOD TO BLOOD OR SEMEN TO BLOOD: This occurs by needle sharing, toothbrush, or razor sharing and with sexual contact (intercourse).

   Prevention: Do not share toothbrushes or razors. Clean up blood spills with a fresh solution of 1:10 household bleach to water. Dispose of soiled articles carefully, as outlined in section four. Wear gloves when handling heavily soiled articles, clothes or linens. Wash hands thoroughly after contact. Abstain from sex or use a condom unless involved in a long-term mutually monogamous relationship.

   Examples: Hepatitis B, AIDS.

Prepared by and used with permission of : Jan Poujade, RN, MS, Manager/Disease Control Multnomah County Health Department, Portland, Oregon.

IV. ASSISTING THE ILL STUDENT

A. GENERAL GUIDELINES (Oregon Department of Education, 1989)

Separate ill students from other students. Conditions, other than emergencies, that may require exclusion until either diagnosed by health professional or recovered include:

- Fever greater that 100.5 F, with or without other symptoms
- Vomiting
- Stiff neck or headache with fever
- New onset of rash
- Jaundice (yellow color to skin or eyes)
- Skin lesions that are weeping or pus-filled
- Diarrhea – 3 watery (loose) stools/day with fever or condition persisting for longer than 3 days

B. EMESIS (VOMITTING)

The custodial staff is available to clean up0 after a student who has vomited (see custodial guidelines page 24). However, if possible, provide student with a plastic basin to utilize as needed. If student needs assistance, wear disposable gloves when rendering care. Contents of plastic basin may be discarded in toilet, basin washed with soap and water, then soaked in bleach solution or germicide for 10 minutes. After providing care, remove gloves and wash hands properly.

C. NOSE/MOUTH DISCHARGE

Student should, whenever possible, be encouraged to care for his/her own nose/mouth discharges. A disposable tissue should be used one time, discarded, and the student should then wash hands with soap and water (See Appendix A, page 73). If assistance is required, caregiver should wear disposable gloves when rendering care. Remove gloves (turning inside out) after providing assistance, place in red plastic bag or other biohazard receptacle (refer to Appendix B, page 74) then wash hands with soap and water.

D. STUDENTS WHO LOSE BLADDER/BOWEL CONTROL

Stool/urine soaked clothing should be removed and replaced with clean, dry clothing, using precautions to prevent contamination of the helper. Use disposable gloves and thorough hand-washing technique. Soiled clothing should be placed in a red plastic bag, sealed, and sent home with the child for laundering. It is best to send home a copy of laundering instructions (Appendix D) with the student.

V. ATHLETIC SITUATIONS

It is recommended that students with open lesions (cuts, sores/acne) do not participate in close physical contact sports unless:

1. The lesions are dry

   OR

2. The lesion can be appropriately dressed (e.g. with bandage or gauze in a secure manner)

A. HANDLING OF BODY FLUID SPILLS DRING WRESTLING MATCHES

Items to have on hand:

1. Disposable plastic gloves
2. Red plastic bags
3. Paper towels
4. Soap and water
5. Alcohol
6. Bleach or other disinfectant

PROCEDURES

1. FIRST AID – If at all possible, encourage student to clean and dress his/her own wounds. If he/she is unable:
   a. Wear disposable gloves when rendering first aid or cleaning injuries
   b. Disposable towels/clean gauze should be used for each injury and then discarded as noted in "c".
   c. Place all used first aid supplies in a red plastic bag which can be sealed. (Rim of plastic bag can be turned down to prevent contamination of outside)
   d. Remove gloves (turning inside out) and place in a red plastic bag (refer to Appendix B, page 74 for glove removal guidelines).
   e. Bandages may be applied after removal of gloves if caregiver will not come into contact with blood or wound drainage.
   f. Being careful to touch only the clean outside surface of the bag, seal the bag.
   g. If no blood spilled on other student, clothing or equipment, wash hands per Hand Washing Guidelines (see appendix A).

2. GENERAL GUIDELINES
   a. Do not use a common towel for wiping sweat or secretions during matches.
   b. Do not use a common water bucket for cleaning wounds during games.

3. BLOOD SPILL ON ANOTHER WRESTLER

a. If wrestler sustains any open skin lesions which have come into contact with blood or saliva of another wrestler, send to locker room to thoroughly wash, scrubbing the skin with soap and water. Also, use skin disinfectant. Parent must be notified of exposure and referred to medical provider for post-exposure follow-up. (refer to Unanticipated/Accidental Exposure Log" form).
b. If wrestler's skin at area of blood contact is intact, have that wrestler wash off his own skin with disposable towel containing soap and water. If blood spill is extensive, it is recommended that student scrub skin with soap under running water. Discard towel and contaminated materials in a biohazard receptacle, then wash hands.
c. If wrestler gets blood in eye or mouth, flood exposed part for 1 to 2 minutes under running water. Follow procedure for 3 (a).
d. If vomitus in involved, observe the same procedures (a – c).

4. BLOOD SPILL ON CLOTHING OF EITHER WRESTLER

a. Wrestler to remove soiled garment. Wash skin under area of soiling as in 2 (b) and put on clean garment.
b. Place soiled garment in a red plastic bag, seal bag, set aside for later attention.
c. Clothing soaked with body fluids should be washed according to procedure outlined in Appendix D. If clothing is to be washed at student's home, a copy of these guidelines should be sent to the home.

6. BLOOD SPILL ON WRESTLING MAT

a. Wearing gloves, wipe up ALL of the blood spill with absorbent towels.
b. Wash area with soap and water. Use friction!
c. Apply disinfectant, e.g. solution of 1 part bleach to 9 cups cool water which has been freshly mixed within past 24 hours. Moisten and wipe surface with bleach solution and allow to air dry for 10 minutes before continuing match.
NOTE: Containers containing bleach should never be of a type in which food is usually stored, and should be clearly marked to prevent accidental ingestion.
d. Dispose of gloves and all other disposable cleaning materials in plastic bag, secure and give to custodian for disposal or place in a biohazard receptacle.
e. Place any non-disposable cleaning materials in a separate bag, secure and treat as in 3 (c).
f. Wash hands thoroughly.

B. BLOOD SPILLS ON OTHER ATHLETIC EQUIPMENT (E.G. FOOTBALLS, ETC)

Soak towel in bleach solution for 10 minutes. Follow with regular washing procedure. Clean surface with soap and water. Wearing gloves, use friction (SCRUB!) and follow with bleach solution of 10 minutes exposure. Items can be washed/rinsed again.

C. FLUIDS DISPNESED

Fluids provided at breaks should be dispensed in individual single-use cups to prevent transfer of saliva from one person to another.

D. SWIM TEAM PRECAUTIONS

Razors should never be shared by swimmers who shave their bodies before swimming. The sharing of razors is a practice which has the potential of transferring blood from one person to another, leaving them at risk for the transfer of Hepatitis B or AIDS viruses. Used razors should be discarded in a sharps disposal container.

VI. GUIDELINES RELEVANT TO SPECIFIC SITUATIONS

A. COMMON USE

The Multnomah County Health Division, the American Public Health Association, and the American Academy of Pediatrics recommend that "potty chairs" NOT be used in the school setting. (Multnomah County Department of Human Services, Health Division, 1990) This recommendation is directly related to their use and incidence of serious illness such as viral meningitis and hepatitis A which may affect children and adults. The extra required handling of soiled potty chairs greatly increases the risk of transmission of diseases. Appropriate facilities to safely wash and sanitize the potty chair receptacles require a utility room with a flushing, rimmed hopper for washing and rinsing them; a deep sink for sanitizing them; and a separate hand washing sink with soap and dispensed paper towels.

If "potty chairs" must be used, the receptacles must be washed, rinsed and sanitized following each use. Sinks used for handwashing or any food activity should NOT be used for this purpose. The receptacle may be washed in a utility sink, rinsed, completely submerged in a sanitizing solution for one minute and then air dried on a drying rack or the utility sink draining counter. There should be an adequate supply of receptacles available so that soiled ones will not be reused prior to being sanitized. Utility disposable gloves should be used during this activity.

Public health officials recommend that staff who diaper or help children with toileting or sanitizing soiled potty chair receptacles should prepare or serve food during the same day. IF IT IS NECESSARY FOR A STAFF MEMBER TO PERFORM BOTH DIAPERING/TOILETING AND FOOD ACTIVITIES, IT IS ESSENTIAL THAT HAND WASHING PROCEDURES BE ZEALOUSLY PRACTICED.

B. DISCARDED CONTAMINATED SHARPS, REMOVAL/DISPOSAL

Needles, syringes and other sharp objects have often been found on school playground, parking lots and around school buildings. Appropriate disposal of sharps found in these areas will prevent possible parenteral (piercing skin or mucous membranes) injuries. School personnel should observe the following procedures if sharp objects are found around the school building.

1. Adults should direct children to leave needles or other sharp objects where they are found and report immediately to an adult.
2. Adult should:
    a. Leave the needles, syringes, or other sharp objects where they are found.
    b. Obtain a puncture proof sharps container and bring the container to the site of the sharp object.
    c. Use protective gloves, kitchen tongs, or pliers to carefully pick up the object and place it in the puncture proof container.
    d. Tape the top of the container to prevent spilling. Handle container with care to avoid injury to self or others.

e. Dispose of puncture-proof container into biohazard-labeled receptacle or in same manner as other sharps containers as identified in the school's EXPOSURE CONTROL PLAN.
f. Discard gloves in biohazard receptacle and wash tongs, or pliers in a solution of one part household bleach to nine parts water.
g. Wash hands wit soap and water.

C. OTHER DISCARDED CONTAMINATED MATERIALS

It is possible that other items contaminated with OPIM may be found on or around the school grounds. Unfortunately, there have been incidents where staff or students have found used condoms on or around the school grounds. If any of these contaminated items should be located, students should be advised not to touch these items without gloved hands or other personal protective equipment. Any contaminated or possible contaminated items must be considered regulated waste and disposed of in a biohazard receptacle. (refer to page 19).

D. DRAMA

Make-up equipment such as sponges, eye or lip make-up applicators should not be shared. If student has acne or open lesions on face, eyes or mouth, this recommendation is especially important. Individual portions of make-up will be most effective at preventing the transmission of bacteria and viruses.

E. EAR PIERCING

1. Discourage the practice of ear piercing by students. If a student is planning to have this procedure performed, advise that it be done professionally.
2. Discourage the practice of trading earrings.
3. If a student is having gross discharge from a pierced ear opening, he/she should clean the ear with soap and water, rinse with alcohol, dry and apply bandaid. Encourage student to keep hands away from ear after cleaning. Materials used for cleaning must be placed in a biohazard receptacle or red plastic bag. Student should wash hands after procedure. Encourage student to seek medical attention as antibiotics may be indicated.
4. If minor discharge from ear lobe, encourage student to clean ear as above and to periodically apply antiseptic solution. Remind student to keep hands away from ear.

F. FLOURIDE MOUTH RINSE PROGRAM (Adopted from the Multnomah County Health Division Flouride Mouthrinse Safety Procedures)

In the mouthrinse program, each participating student is given a paper cup with a small amount of flouride solution in it. The student takes the solution from the cup into the mouth, swishes it around their mouth for 60 seconds, and then returns the solution to the cup. At this point the solution is contaminated with the student's saliva.

There is a very small risk of transmission of serious communicable diseases through contact with saliva. Nevertheless, we make the following recommendations to further decrease this already small risk:

- The student should pour the contents of his or her cup into a sink. The cup should then be placed into a biohazard receptacle or a wastebasket that is lined with a red plastic bag.

  OR

- The student should place a paper napkin into his or her cup to absorb any fluid. The cup should then be placed into a biohazard receptacle or a wastebasket that is lined with a red plastic bag.

In either case, the plastic bag lining the wastebasket should be tied shut when it is full. It can be disposed of in the garbage as usual. Wastebasket liners should not be opened or reused.

G. FOOD HANDLING

One type of disease transmission may occur via the fecal-oral route. This happens when a person does not thoroughly wash hands after toileting, diapering a child, or helping a child at the toilet. The virus or bacteria is found in the solid body waste and may be present before and after symptoms of illness appear. To prevent spread of infection from this source:

1. Hands are to be thoroughly washed after toileting and before handling any foods (see appendix A for adequate hand washing guidelines).
2. All food items must be commercially prepared and individually wrapped by the commercial supplier.
3. Students should be directed to touch only their own food and not to share food with others.
4. Beverages should be purchased ready to serve. Beverages must not be reconstituted in classrooms, bathrooms, janitors closets or similar areas with a water source. If it is decided to serve a beverage which requires reconstituting it must be reconstituted in the cafeteria kitchen and a clean, sanitized covered pitcher must be used.
5. Food prepared and served under the direct supervision of the school lunch room supervisor is permitted.
6. Parents or teachers cooking for students on overnight activities or school picnics need to obtain a "food handlers" card. All food must be purchased specificaly for the event and prepared on site, or prepared and sent by school food services. NO FOOD PRODUCTS FROM HOME ARE ALLOWED.

Food-borne illnesses may also occur as a result of eating food that has been improperly handled, stored or prepared. To prevent spread of illness in this matter:

1. Thoroughly wash hands after toileting and before handling any food.
2. Keep cold food cold (35 – 45 degrees) and hot foods hot (140 degrees and above)
3. Store foods properly.
4. Wash and sanitize dishes utensils and surfaces properly. (Obtain Food Handlers card and manual for specific guidelines).

H. LAUNDRY DONE IN SCHOOL (Home Ec. Room) – See Appendix D

I. MUSIC

Each student should have his/her own mouthpiece or instruments. If this is not practical. Thorough cleaning must be observed by scrubbing with soap, water, small bottle brush or cloth with careful attention to inside area. Follow this by soaking item in bleach solution (1:10) for 10 minutes. Wash, rinse, and dry with disposable towels before re-using.

J. NURSES OFFICE AND / OR HEALTH ROOM

Mattresses in Nurses Office:

Fabric covered mattresses and pillows should be covered with plastic which can be thoroughly cleaned with soap and water and bleach solution in case of body fluid spills. It is recommended that a vinyl covered couch specifically designed for health rooms be used. Rolls of exam paper can then be used to replace sheets. Paper soiled with body fluids should be disposed of as outlined.

Health Room Linen:

Bedding and towels from health rooms are to be replaced with fresh linens immediately if soiled with any body fluid. No student should come into contact with the body fluid of students who may have preceded him / her to the health room. (See Appendix D)

K. OTHER PRECAUTIONS

It should be noted that some students may practice "blood brother" type rites where they wish to share small amounts of blood from finger pricks with each other. This practice should be discussed and discouraged.

L. SCIENCES

It is strongly recommended that commercially prepared slides be used in science labs. If blood stick procedures are used in science classes for special projects (e.g. microscopic exam of student's own blood cells) only single use, sterile lancets should be used. Special precautions should be given to thorough hand-washing before and after procedure, proper cleaning of blood spills (refer to Appendix E) safe disposal of lancets and specimen slides in a puncture proof container with a biohazard label, covering wound with bandage.

M. SCHOOL BUS SETTING

If body fluid spills occur on a school bus during transportation, it is recommended that general first aid assistance guidelines be observed. Due to the lack of equipment and supplies necessary to observe hand-washing guidelines, measures are recommended for immediate cleaning. Following through with adequate hand-washing (See Appendix A) as soon as possible is important. Use gloves whenever possible.

For cleaning hands soiled with body fluids (in absence of soap and running water): Wipe skin contaminated with body fluid with disposable towels; scrub skin with disposable soap towelettes. If desired, spray skin with dilute bleach (1:10) solution and wipe again with clean soap towelette and allow to air dry. Dispose of all cleaning items in a red plastic bag which can be sealed.

Soiled equipment (e.g. wheelchairs, etc.) or bus seats should be cleaned in a manner similar to that outlined in custodial guidelines for cleaning school desks.

It is recommended that a bottle of disinfectant approved for use by the school district be kept on the school bus for body fluid spills.

N. TOOTH BRUSHING (Multnomah County Health Division, Disease Control and School / Community Dental Health Programs, 1989)

Each child should have his / her own toothbrush, clearly identified. Absolutely no sharing or borrowing should be permitted. Brushing may be done with a dry toothbrush. If toothpaste is desired, each child should have his own tube and only a pea-sized amount is needed each time.

Gloves must be worn when assisting students who have bleeding gums / teeth, students who have biting tendancies or if there are cuts / lesions on the hands. Always wash hands after removing gloves. If more than one child requires assistance, wash hands and use a new pair of gloves between each child.

Following the tooth brushing procedure, each toothbrush should be allowed to air dry and be stored separately. To protect from contamination, no toothbrush should be allowed to touch another one.

If paper cups are used for rinsing mouth, they should be disposed of in a leakproof container which is labeled appropriately as containing biohazard material.

If a toothbrush becomes contaminated by contact with another brush, both brushes should be discarded.

Worn or frayed toothbrushes should be discarded and replaced. Toothbrushes should also be discarded at the end of the school year. You may want to consider replacing the toothbrush of a child who has been ill with an upper respiratory infection such as "strep throat".

O. TOYS AND EDUCATIONAL TOOLS

Use only WASHABLE TOYS AND EDUCATIONAL TOOLS with diapered and / or drooling children. Provide equipment for each child group so that items are NOT shared between groups.

Hard-surfaced toys should be washed daily or whenever contaminated with body fluids; stuffed toys should be considered to be individual items that are not shared between washings. Whenever possible, a toy that is mouthed should be washed before other children handle it.

It is recommended that you keep an empty container out of children's reach for storing soiled toys. When time is available, toys can be washed, disinfected, dried, and safely re-used.

To clean, most toys can be sanitized in a dishwasher, if available. If not available, wear designated PPE gloves and wash toys with soap and water, rinse and then disinfect with bleach solution (see Appendix C) and air dry. For stuffed animals, follow washing instructions in Appendix D.

VI. STUDENTS WITH SPECIAL HEALTH NEEDS

A. BOWEL / BLADDER TRAINING

1. Monitor or assist student as needed. Encourage self-care skills.
2. Put on disposable gloves. (see Appendix B, page 74 for gloving instructions)
3. Remove soiled clothing if necessary and place in red plastic bag. Send home with a copy of laundering instructions from Appendix D, page 76.
4. If student needs help in using toilet paper, assist as needed. Make sure to gently wipe female students from front to back. Clean area as needed with disposable towels, soap and water; rinse and dry thoroughly.
5. Discard gloves into disposable plastic bag, then discard in biohazard receptacle.
6. Assist patient with dressing.
7. Encourage and supervise student in handwashing. Assist as needed.
8. Wash hands thoroughly with soap and water.

B. CHANGING A MENSTUAL PAD

Supplies Needed:

1. Disposable gloves.
2. Disposable towels.
3. Soap and water.
4. Plastic bag for disposal.
5. Clean pad (and belt if needed)
6. Clean clothes.

Procedure:

Wear disposable gloves when assisting a student with limited physical or mental abilities in changing menstrual pads.

1. Prepare disposable towel with soap and water.
2. Wearing gloves, remove soiled pad and clothing and place in separate red plastic bags. Send clothing home to parent with copy of laundry instructions. (See Appendix D)
3. Clean any blood from student's skin with soap, water and disposable towel. Place in disposable bag with soiled pad and discard in biohazard receptacle.
4. Wash gloved hands.
5. Put clean pad and clothes on student.
6. Encourage student to wash her own hands if hands become soiled or if she participates in the procedure.
7. Still wearing gloves, clean up minor blood spills on toilet seat or floor per instructions. (See Appendix E) For major blood spills, contact school custodian.
8. Remove gloves and dispose in a biohazard receptacle.
9. Wash hands with soap and water. (See Appendix A)

C. DIAPERING

1. Have diapering area prepared with fresh roll paper or disposable towel.
2. Gather supplies needed:

    a. Fresh diapers and/or clothes.
    b. Freshly dampened paper towels or pre-moistened towelettes.
    c. Any protective creams or salves being used on that individual's diapered are per parent authorization.
    d. Disposable gloves.
    e. Cleaning supplies for diapering table or platform.
    f. Red plastic bag or plastic bag-lined receptacle. (for clothing and for disposables)

3. Have student lie on changing area. If student needs to be carried, hold him/her away from your body to prevent soiling of you own clothing. If student is too heavy to carry in this manner, wear a gown over your own clothing. Dispose of gown after procedure is complete, per instructions on regulated waste and contaminated laundry as stated on page 19.
4. Apply gloves.
5. Remove student's clothing below and waist. If soiled, place in plastic bag to be sent home with student along with laundry instructions. (See Appendix D)
6. Remove soiled diaper and place in red/labeled plastic bag intended for biohazard disposal.

7. Clean the student's diaper area with the prepared paper towels or towelettes and place in same plastic bag as #6.
8. Remove the soiled paper or towel from under the student and dispose in the red/labeled plastic bag. Surface used for diapering should be able to be cleaned/sanitized.
9. Remove gloves, place in red plastic bag, seal bag and dispose of materials as regulated waste.
10. Apply fresh diaper and replace clothing. (If clothing had been soiled, dress student in clean clothing)
11. Have student wash hands – may need to assist.
12. Wash your hands.
13. Return student to classroom.
14. Apply fresh PPE gloves.
15. Clean and disinfect diapering are and equipment or supplies touched, using soapy water and scrubbing the surfaces; follow with bleach solution. (See Appendix C and E)
16. Wash your hands.

E. PREGNANT STUDENTS

If a pregnant student experiences a loss of amniotic fluid or blood, applicable body fluid precautions, as outlined in General First Aid Assistance, should be observed by person rendering aid. Good handwashing and environmental cleaning procedures should also apply to this situation.

APPENDIX A

HAND WASHING

The most effective way to reduce the spread of disease is adequate hand washing

Method:

- USE soap* (liquid is best) and warm running water.
- RUB hands together vigorously for at least 30 seconds.
- REMEMBER all surfaces including thumbs, wrists, back of hands, between fingers, around and under nails.
- RINSE hands well, letting water drain from wrists to fingers – don't turn off faucet.
- DRY hands with paper towel, then use same towel to turn off faucet.
- DISCARD towel.

* Use of bar soap is discouraged as bacteria can grow on bar soap and soap dishes. If it is absolutely necessary to use bar soap, it must be kept in a soap dish which keeps it dry and clean.

APPENDIX B

USE OF GLOVES

The body fluids of all persons must be considered potentially infectious. To avoid direct skin contact with body fluids, use disposable gloves whenever possible when assisting a student if body fluids are present. If the gloves are torn, leaking, or in any way defective, discard gloves, wash hands and use a new pair.

To remove soiled gloves without touching contaminated surface with bare hands:

1. With right hand, pinch palm of glove on left hand and pull left glove down and off fingers. Form left glove into a ball and hold in fist of right hand while removing right glove as follows.

2. Insert 2 fingers of left ungloved hand under inside rim of right glove on palm side.

3. Push glove inside out and down onto fingers and over left glove.

4. Grasp gloves which are now together and inside out, with left hand and remove from right hand.

5. Discard gloves and any used first aid materials in a red plastic bag or other biohazard receptacle.

7. WASH HANDS. (See Appendix A) Remember, wearing gloves is not a substitute for good handwashing.

APPENDIX C

BLEACH SOLUTION

Centers for Disease Control recommends bleach solution for environmental sanitation. It is one of the disinfectant methods currently recommended by them as being effective against **BOTH** the HIV (AIDS) and Hepatitis B Virus.

1. When using bleach and water in a 1:10 solution, the mixture needed is **1 part bleach and 9 parts water.** This concentration can be achieved by missing 1-1/2 cups bleach with 1 gallon of water or 6 tablespoons bleach per quart of water. (Oregon State Health Division, 1988)

2. Bleach should be mixed with cool water. Warm or how water inactivates the basic ingredient, hypochlorite.

3. A mixed bleach/water solution must be made up fresh (no more than 24 hours old) in order to be effective.

4. Wear disposable gloves and clean surface of spill as much as possible, then wash surface with soap and water.

5. The surface to be sanitized must be visibly clean and free of all soap residue. Do not mix bleach with soap or detergent as any organic material will inactivate the active ingredient.

6. Allow at least 10 minutes contact time with the bleach solution.

7. It is recommended that a tightly sealed bottle containing 1 part bleach and having a marked water fill line be kept handy and out of direct light. When the solution is needed. It can be filled with cool water and is ready to use.

8. **THE BOTTLE SHOULD BE CLEARLY LABELED AND STORED IN A SECURE AREA. CONTAINERS SHOULD NEVER BE OF A TYPE IN WHICH FOOD IS USUALLY STORED.**

APPENDIX D

LAUNDRY INSTRUCTIONS FOR CLOTHING OR LAUNDRY SOILED WITH BODY FLUIDS

Although the risk of disease transmission via clothing that has been soiled with body fluid is minimun, the following guidelines for handling and washing the soiled clothing will reduce that risk even further.

1. Remove soiled laundry from plastic bag without touching, or with designated PPE gloved hands.

2. Wash separately from other items.

3. Pre-soak in cold water to remove blood stain or gross amounts of other body fluids.

4. If article is machine washable and dryable:

    a. Wash with laundry soap in hottest water possible (160 degrees is recommended, but if lower temperature is used, bleach in a second rinse or ironing the article would be an alternative).

    b. Rinse in hot water to remove all soap and remaining soil.

    c. If 160 degree water temperature was not used, a second rinse with bleach and water (1 cup bleach to a full washer load of <u>cold</u> water) followed by ironing of the garment is recommended).

    d. Dry on the hottest setting possible (160 degrees is recommended, but most dryers heat are only 135 to 155 degrees). Hanging article to dry in direct sunlight is an alternative to drying at 160 degrees.

    e. Iron the garment if optimum temperature or alternatives were not used.

5. Dry cleaning is also a safe option. Rinse area of spill as well as possible and send the article to the dry cleaners in a red bag or container identified with a biohazard label.

6. For items requiring hand washing, allow to dry in direct sunlight and, if possible, iron the item.

NOTE: Clothing or bedding that has been soiled with body fluid should not be washed in a food preperation area of the schoo (e.g. Home Economics classrooms, where washer and dryer is in the kitchen).

APPENDIX E

BASIC BODY FLUID EMERGENCY KIT

Body fluid emergency kits should be readily accessible to any employee who may be faced with a situation that would involve handling or cleaning up of minor body fluid spills. These kits may be provided to each staff member, or they be placed in each classroom, office, gym, locker room, and other areas where a need may occur.

Recommended Contents:

1. Disposable gloves – two pair.

2. Absorbent Towels – 6.

3. Zip-lock type plastic bag or plastic garbage bag with twist seal.

4. Small container or packet of liquid soap, or large towelette impregnated with soap (i.e., green).

5. Pump spray bottle containing undiluted household bleach.

    a. In an 8 oz bottle, place ¾ oz bleach. Draw a water-fill line at the 7.5 oz level and mark "fill to here with cool water."

    - OR -

    b. In a larger bottle (10 oz or more), place 1 oz bleach. Draw a water-fill line at the 10 oz level and mark "fill to here with cool water."

    - OR -

    c. For small spills, Vira-Kill towelettes are suitable.Dry on the hottest setting possible (160 degrees is recommended, but most dryers heat are only 135 to 155 degrees). Hanging article to dry in direct sunlight is an alternative to drying at 160 degrees.

    d. Iron the garment if optimum temperature or alternatives were not used.

6. Instructions for use as follows:

    a. Wear disposable gloves.
    b. Provide first aid treatment.
    c. Fill bottle containing bleach with cool water to fill line.
    d. Soak up body fluid spill with disposable absorbent towels.
    e. Scrub area of spill with soap and water and disposable absorbent towel or soap-impregnated towelette applying friction. Rinse.
    f. Saturate area with mixed bleach solution and allowto stand for 10 minutes before soaking up solution with disposable absorbent towels. In case of a small spill, Vira-Kill towelette may be used in place of bleach.
    g. Place all soiled materials in plastic bag.
    h. Remove gloves, turning inside out during removal, and place in plastic bag.

i. Seal bag and place in a biohazard receptacle.
j. Wash hands with soap and water.
k. Obtain replacement body fluid emergency kit.

IN ADDITION: A fluid repellant gown and eye protection should be available in those situations which require their use (i.e., Nurse's office/Health room, one set in main school office, and other areas of potential major trauma, such as shop).

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

Name: Field Trips and Special Activities
Section: Instruction
Code: IICA-AR

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

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

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

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

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

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

The district recognizes that there are certain activities that planning and undertaking are unique to a particular academic program, instructional goal, or other extra-curricular need. As such, this regulation shall not apply to foreign travel study programs and those activities that are not sponsored by the school or district.

Field Trip Review and Approval Process

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

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

Transportation

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

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

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

Students may not participate in a field trip as drivers.

Supervision

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

- Volunteers: volunteers are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers / Criminal History Records Check ~~in Schools~~ prior to the trip date.
- Chaperones: are considered volunteers and are required to have successfully completed the volunteer background check process as described in KCA-AR: Volunteers / Criminal History Records Check ~~in Schools~~ prior to the trip date.
- Adult to student ratio: the ratio of adult supervision to students participating will ordinarily not be less than 1:10 for elementary, 1:15 for middle and high school trips. The district may adjust adult supervision ratios when, in its professional judgement, such adjustment is necessary, taking into consideration special needs of students and the activities planned to occur on the trip.
- Gender balance of staff / chaperones is highly encouraged on all excursions. For an overnight trip or camp, Bend-La Pine Schools shall assure that staff, chaperones and students are assigned to rooms or cabins that correspond to their gender identity. Staff shall determine placement of students, staff and chaperones based on the need for appropriate supervision and shall take into consideration the safety, security and wellbeing of all gender-conforming and nonconforming persons.
- Supervisors(s) must have knowledge that students will not be permitted to leave the field trip group during the trip unless they are released to their parent / guardian.
- ~~On overnight trips in which students of both genders participate, adult staff, chaperones and other volunteers shall be both male and female. Gender balance of supervisor/chaperones is highly encouraged on all excursions. Supervisor(s) must have knowledge that students will not be~~

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~~permitted to leave the field trip group during the trip unless they are released to their parent / guardian.~~

Safety Procedures

Student and staff safety is paramount. The district staff member leading the trip shall discuss safety procedures specific to the trip with students and accompanying adults prior to the trip. Such discussion may be in writing, acknowledged by a parent/guardian, or accompanying adult prior to the trip in conjunction with the Field Trip / Activity Permission and Release of Liability form. Students will not be permitted to leave the field trip group during the trip unless they are released their parent / guardian.

Parent / Guardian Permission

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

Student Behavioral Expectations

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

Funding of Field Trips / Special Activities

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

Foreign Travel

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

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

Reviewed: 1/07, 1/31/18, 9/28/18, 9/25/19, 12/14/2021, 1/10/2023

Approved: 1/07, 10/4/18, 12/20/19, 1/11/2022

draft 1/10/2023

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

Name: Grade Reduction or Credit Denial / Student Attendance
Section: Instruction
Code: IKAD-AR

Grade reduction or credit denial determinations may include student attendance. Student attendance may not be a sole criterion. If attendance is a factor, prior to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify how the attendance and class participation is related to the instructional goals of the subject or course;

2. Parents and students will be informed;

3. Due process procedures are available to the student when the grade is reduced or credit denied for attendance rather than academic reasons;

4. Reasons for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:

    a. Religious reasons;
    b. A student's disability; or
    c. An excused absence, as determined by the district's policy.

Legal Reference(s):

ORS 339.260
ORS 339.280

Reviewed: 10/10/05, 4/9/12
Approved: 11/7/05, 4/23/12

recommend delete

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

Name: Compulsory Attendance
Section: Students
Code: JEA-~~AR~~ AP

Except when exempt by Oregon law, all children between the ages of 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child ~~student~~ who has not completed the 12th grade are required to have the child attend and maintain the child in regular attendance during the entire school term. ~~is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.~~

All children five years of age who have been enrolled in public school are required to attend regularly while enrolled in public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

School staff ~~Attendance supervisors~~ shall monitor and report any violation of the compulsory attendance law. ~~to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation. The district will develop procedures for issuing a citation.~~

A parent/guardian who is not supervising their child ~~student~~ by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children ~~students~~ shall not be required to attend public, full-time schools:

1. Children ~~Students~~ being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children ~~Students~~ proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children ~~Students~~ who have received a high school diploma or a modified diploma.
4. ~~Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.~~
5. Children ~~Students~~ being educated in the home by a parent, ~~or~~ guardian, or private teacher:
    a. When a student is taught or is withdrawn from a public school to be taught by a parent/guardian or private teacher, the parent/guardian or teacher must notify the High Desert Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent/guardian shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
    b. Each student being taught by a parent/guardian or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
        i. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
        ii. If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3.

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c. Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.

d. Examinations testing each child ~~student~~ shall be from the list of approved examinations from the State Board of Education;

e. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;

f. The person administering the examination shall score the examination and report the results to the parent/guardian. Upon request of the ESD superintendent, the parent/guardian shall submit the results of the examination to the ESD;

g. All costs for the test instrument, administration and scoring are the responsibility of the parent/guardian;

h. In the event the ESD superintendent finds that the child ~~student~~ is not showing satisfactory educational progress, the ESD superintendent shall ~~provide the parent/guardian with a written statement of the reasons for the finding, based on the test results and shall~~ follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent/guardian ~~or guardian~~ notified the child's resident district in writing that the parent/guardian ~~or guardian~~ is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent/guardian ~~or guardian~~.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Children ~~Students~~ excluded from attendance as provided by law.
9. Children ~~Students~~ who are eligible military children are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order. "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.
10. An exemption may be granted to the parent/guardian ~~or guardian~~ of any child ~~student~~ 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

Regular Attendance

Regular attendance is defined as attendance which does not include more than eight (8) unexcused one-half day absences in any four (4) week period during which the school is in session. Failure to comply with Oregon's compulsory attendance law is a Class C violation and can result in a compulsory attendance citation and fine determined by a court.

This Administrative Regulation is designed to help all students, parents/guardians ~~and/or guardians~~ understand attendance requirements.

Definitions

1. **Excused Absence**
    - Illness, including mental and behavioral health of the student.
    - Illness of an immediate family member when the student's presence at home is necessary.
        - ~~If the student is absent due to illness for three (3) consecutive days or more, medical documentation may be required.~~

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- Emergency, such as death, accident, injury or medical issue to student or family member.
- Dentist, doctor, or court appointment.
- Student is a dependent of a member of the U.S. Armed Forces[1] who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year.
- Teacher / Administrator approved arrangements made in advance.

2. **Unexcused Absence**
    - Student overslept.
    - Student arrives tardy or late; past the first 10 minutes of class.
    - Student leaves school or a class without permission from the teacher or administrator in charge.
    - Student absent to care for siblings.
    - Student leaves campus prior to having absence excused.

Truancy Process

Step 1. Truancy warning letter with attendance summary, and phone call when appropriate.

Step 2. Mandatory attendance meeting (interventions to help support student attendance improvement).

Step 3. Truancy citation, court appearance and court mandated attendance agreement.

Step 4. Truancy fine for failing to meet the court's mandated attendance agreement.

Special Education Consideration

The parent or person in parental relation who receives notice of a student's non-attendance has the right to request:

- For a child who does not have an Individualized Education Plan (IEP), an evaluation to determine if the child should have an individualized education program; or
- For a child who has an IEP, a review of the IEP.

Notifying the Attendance Office of Absences

The parent/guardian is responsible to notify the Attendance Office within 48 hours following the student's return. Notice may be in writing or by telephone. Notification should include the student's first name, last name, student ID number, and reason for absence. Parents/guardians are encouraged to schedule appointments outside of school hours if possible.

Consequences of Irregular Attendance

- Students who do not have regular attendance may be denied access to dances and extracurricular activities.
- All students caught in the act of skipping a class or being off-campus without a pass will face ~~immediate~~ consequences.
- ~~The~~ Truancy processes will be initiated for students who do not maintain regular attendance.

Tardy Policy

Students arriving late~~, within the first 10 minutes of class,~~ will be marked tardy. ~~Students arriving later than 10 minutes to class without an excused slip from the Attendance Office will be marked absent.~~

Process for Pre-Arranged Absences

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Parents/guardians who are aware that their student will be absent ~~students who are aware of an absence~~ exceeding two (2) days are encouraged to call or send a note to the Attendance Office of their student's school to start the pre-arranged absence process.

Arriving Late or Leaving Early

Students must sign in at the Attendance Office and receive an admit slip if arriving at school or class later than 10 minutes.

Students must sign out at the Attendance Office or have a release slip prior to leaving the building.

A student must:

- Have a note from the parent/guardian, or
- A parent/guardian can call the Attendance Office before the student leaves, or
- A student can go to the Attendance Office to call home. Authorized personnel will speak with the parent/guardian to obtain permission for the student to leave.

If a student needs to leave school early, they must sign out following school attendance procedures. Leaving school without prior approval from the school administrator or designee may result in an unexcused absence.

10-Day Inactivation ~~Drop~~ Policy

Oregon law, ORS 581-023-006 (4)b and (11)c, requires a public school district withdraw any student who is marked as absent for 10 consecutive, full school days. Withdrawn students are required to re-enroll when they return to school.

Absences in Excess of 10 Days

If a student will be out for more than 10 consecutive days, parents/guardians shall make arrangements before the start of the absence. In elementary schools, parents/guardians need to contact the student's classroom teacher and/or building principal. For middle and high schools, parents/guardians need to contact the student's school counselor.

Virtual Attendance

Students who are out of a medical leave and have made prior arrangements with their school principal or counselor may have the option to attend classes virtually. Virtual attendance is checking in withing 24 hours with each teacher, each day that the student is absent. Check-in includes:

- Active participation in a virtual class;
- A meaningful series of two-way communication between student and teacher(s) via chat, communication application, or email; or
- Phone call between student and teacher(s)

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LEGAL REFERENCES:

ORS 153.018
ORS 163.577
ORS 339.010 – 339.095
ORS 339.139
ORS 339.990
ORS 807.065
ORS 807.066
OAR 581-021-0026
OAR 581-021-0029
OAR 581-021-0076
OAR 581-021-0077

~~ORS 153.018~~
~~ORS 163.577~~
~~ORS 336.615 - 336.665~~
~~ORS 339.010 - 339.090~~
~~OAR 581-021-0026~~
~~OAR 581-021-0029~~
~~OAR 581-021-0071~~
~~OAR 581-021-0077~~

~~ORS 339.095~~
~~ORS 339.257~~
~~ORS 339.990~~
~~ORS 419B.550 - 419B.558~~
~~ORS 807.065~~
~~ORS 807.066~~

Reviewed: 8/31/12, 9/1/16, 4/8/19, 9/15/19, 7/2020, 1/10/2023
Approved: 8/31/12, 9/23/16, 4/16/19, 10/2/19, 8/2020

draft 1-10-23

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

Name: Attendance Notification
Section: Students
Code: JEA-AP

Each school in the District shall notify a parent or other person in parental relationship to a child by the end of the school day on any day the child has an unplanned absence. The notification will be provided in person, directly by telephone, or by any other method identified in writing by the parent or person in parental relationship to the child.

If the parent or other person in parental relationship to the child cannot be contacted in person or directly, and another method has not been identified by the parent or person, a message shall be left for the parent or person, if possible.

Notice of the child's absence shall be provided to the attendance supervisor, who shall proceed as provided in ORS 339.055 (duties of attendance supervisors), if notification is not provided in person or directly by telephone and the parent or other person in parental relationship to the child has not confirmed receipt of the notification by the end of the next school day.

END OF POLICY

Legal References:

ORS 163.577 ORS 339.925 OAR 581-21-026
ORS 336.615 – 336.665 ORS 339.990 OAR 581-21-029
ORS 339.010 – 339.090 ORS 419C.680 OAR 581-21-071
ORS 339.260 OAR 581-21-077 OAR 581-21-022

recommend delete

Reviewed: 5/27/03, 9/22/09, 7/5/11, 8/23/16
Approved: 1/11/94, 10/13/09, 8/25/11, 9/1/16