



Bend-La Pine Schools School Board Regular Meeting Agenda

March 14, 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**
Speaker(s): Chair Barnes Dholakia
Description: Any changes to the Agenda after posting on Friday, March 10, 2023, are shown below.
4. **District Recognitions**
 - A. Champion for Students Award
Speaker(s): Superintendent Cook
5. **Public Comment** **4**
Speaker(s): Chair Barnes Dholakia
Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, March 13, 2023.
Attachments:
- 3.14.23 Public Comment **4**
6. **Board Chair Report**
Speaker(s): Chair Barnes Dholakia
7. **Superintendent's Report**
Speaker(s): Superintendent Cook
8. **Consent for Action**
 - A. Approval of Minutes **5**
Description: February 14, 2023, Regular Board Meeting; February 28, 2023, Special Meeting; and February 28, 2023, Board Work Session
Reference: ORS 192.650 and ORS 332.057
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- 2.28.23 Minutes - Special Meeting - DRAFT
- 2.28.23 Minutes - Work Session - DRAFT

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	GCC/GDC-AR: Recruitment/Selection of Staff - draft 2.14.23	30
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A. Administrative Policies and Regulations in Review	351
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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, March 15, 2023, through Tuesday, March 28, 2023, via Google Form.	
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13. <u>Board Comments</u>	
Description: An opportunity for board members to provide comments or reflections.	
14. <u>Adjourn</u>	
Description: Meeting will be adjourned with next Regular School Board Meeting scheduled for April 11, 2023.	



PUBLIC COMMENT

March 14, 2023

10.C. District Integrated Plan

1. Mark Koopman

- I plan to advocate for more comprehensive middle school Health course offerings, and provide clarification on Senate Bill 4 compliance. Specifically how middle schools in the District are addressing the 225 minutes per week of PE and the full year requirement.



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: February 14, 2023

Board Members

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

Shimiko Montgomery left the meeting at 7:20 p.m.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:30 p.m. ASL interpreters were Erin Trimble and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on February 10, 2023, are shown below.

Attachments: 2.14.23 - Orden del día - BORRADOR

Discussion: There were no changes to the agenda.

4. District Recognitions

A. Student Voice Council

Speaker(s): Superintendent Cook

Attachments: Presentation: Why do I want to be on the Student Voice Council?

Discussion: Superintendent Cook noted that the Student Voice Council met last week for the first time. This new group, that consists of students from all district high schools, will provide direct student voice to the Board. Quotes from students on why they want to be on the council were shared and then several of the students joined virtually to wave hello.

5. **Public Hearing**

Speaker(s): Chair Barnes Dholakia

Description: DJ-AR: Public Contracting Rules and Procedures, including Class Special Procurements and Exemptions from Competitive Bidding. 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, February 13, 2023.

Discussion: The regular meeting was recessed at 5:36 p.m. for a public hearing to hear testimony regarding the findings for DJ-AR: Public Contracting Rules and Procedures. There were no requests to provide public testimony. It was noted that the board was scheduled to take action on the policy later in the meeting. The regular meeting was reconvened at 5:37 p.m.

6. **Public Hearing**

Speaker(s): Chair Barnes Dholakia

Description: Design Build Method of Contracting for District-Wide Door Hardware. 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, February 13, 2023.

Discussion: The regular meeting was recessed at 5:38 p.m. to hear testimony regarding the design build method of contracting. There were no requests to provide public testimony. It was noted that the board was scheduled to take action on the design build method later in the meeting. The regular meeting was reconvened at 5:39 p.m.

7. **Public Comment**

Speaker(s): Chair Barnes Dholakia

Description: This is the time provided for individuals to address the Board. Public Comment is accepted via Google Form until 5:00 p.m. on Monday, February 13, 2023.

Attachments: 2.14.23 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.

Sarah Barclay, BLS teacher and current BEA President, addressed disrupted learning in classrooms. She noted that she was speaking on behalf of both certified and classed staff. She noted that prior to the meeting she shared a document via email with the Board that consisted of stories from staff. She asked the Board to take immediate action to support staff.

Kristina Ebner, third grade teacher in the district, spoke on behalf of her teacher partner regarding disruptive learning environments.

Jared Larson, counselor at La Pine Elementary, spoke about the importance and need for mental health and school counselors.

Liz Foster, art teacher at La Pine Elementary, spoke about the importance of access to the arts for all students and the need for a district art curriculum specialist.

8. **Board Chair Report**

Speaker(s): Chair Barnes Dholakia

Discussion: Director McPherson Douglass shared that she attended the Student Voice Council meeting last week. She noted that it was an incredible afternoon with students discussing the role of the school board and the role of students in this new position.

Director Olson noted that she attended her first board meeting as Ex-Officio Member for the Bend Education Foundation. She noted that two Co-Chairs were selected and that several events are coming soon.

Chair Barnes Dholakia shared that she recently attended a conference in Washington DC. The Equity Symposium focused on rural students and what is being funded at the national level to support them. The

highlights from the Advocacy Institute were fully funding special education services, mental health supports including a counselor pipeline, and the current teacher shortage.

9. Superintendent's Report

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook acknowledged the unprecedented need in schools across the nation and all of the teachers attending the board meeting to share their voice. He noted that the district is currently working with the BEA Executive Team to enact change, but that it takes time. The district will create a taskforce with both unions to narrow the focus of the work to student behavior, discipline, restorative practices and a sense of belonging for all. Cook encouraged all staff to complete the state educator survey that opens February 15th and closes March 3rd.

Cook discussed the need to work on long term solutions to create systems to address district needs for students, staff, and families. He encouraged the board to advocate at the state level for additional funding.

10. 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: Yea, Shirley Olson: Yea, Amy Tatom: Yea

Voting Summary: Yea: 7, Nay: 0

A. Approval of Minutes

Description: January 10, 2023, Regular Board Meeting, and January 24, 2023, Board Work Session.

Reference: ORS 192.650 and ORS 332.057

Attachments: 1.10.23 Minutes – DRAFT and 1.24.23 Minutes - DRAFT

B. Approval of Personnel Recommendations

Description: Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements. *Reference: ORS 332.505*

Attachments: Certified Board Report 2.14.23 and Classified Board Report 2.14.23

C. Approval of Board Policies

Attachments: Executive Summary: Board Policy for Adoption, JED-BP: Student Absences and Excuses - draft 2.14.23, and JED-BP 1.11-1.24 Policy Public Comment with BLS response

11. 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: Chair Barnes Dholakia noted that the district is adopting DJC-AR, IICA-AR, and JEA-AP; and deleting EBBAB-AR, IKAD-AR, and JEA-AP. Superintendent Cook shared that feedback received on policies is now posted on the Policies in Review page of the district website.

A. Approval of Administrative Policies and Regulations

Attachments:

Executive Summary: Administrative Policies and Regulations for Adoption, DJC-AR: Purchasing Authority and Limits - draft 1.2023, EBBAB-AR: Bloodborne Pathogens Employee Handbook - delete 1.10.23, EBBAB-AR 1.11-1.24 Policy Public Comment with BLS response, IICA-AR: Field Trips and Special Activities - draft 1.10.23, IICA-AR 1.11-1.24 Policy Public Comment with BLS response, IKAD-AR: Grade Reduction or Credit Denial/Student Attendance - delete 1.0.23, JEA-AP: Attendance Notification - delete 1.10.23, JEA-AP: Compulsory Attendance - draft 1.10.23, and JEA-AP 1.11-1.24 Policy Public Comment with BLS response

12. Action Items

- A. Resolution 1944: Classified Employee Appreciation Week**
Speaker(s): Chair Barnes Dholakia
Attachments: Resolution 1944: Classified Employee Appreciation Week
Discussion: Director Kina Chadwick read the resolution.
- B. High Desert Education Service District (HDES) Local Service Plan (LSP) Report**
Speaker(s): Paul Andrews, Superintendent HDES
Action(s): I move to approve the 2023-24 High Desert Education Service District Local Service Plan 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: Yea, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 7, Nay: 0
Attachments: High Desert Education Service District 2023-2024 Local Service Plan
Discussion: Paul Andrews, Superintendent for High Desert Education Service District (HDES), provided an overview of the 2023-24 Local Service Plan (LSP) and the four pillars of services available to local districts. He discussed the substitute services available and the different things that have been done to remedy the issues with the lack of available substitutes.
- C. Resolution 1943: Adopting DJ-AR Public Contracting Rules and Procedures, Including Class Special Procurements and Exemptions from Competitive Bidding**
Speaker(s): Sharon Smith, Legal Counsel
Action(s): I move to approve Resolution 1943 as presented. This motion, made by Shimiko Montgomery and seconded by Shirley Olson, Carried.
Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 7, Nay: 0
Attachments: Executive Summary: Adoption of DJ-AR: Public Contracting Rules and Procedures, Resolution 1943: Adopting DJ-AR Public Contracting Rules and Procedures, Including Class Special Procurements and Exemptions from Competitive Bidding, Class Special Procurements and Exemptions Findings, and DJ-AR: Public Contracting Rules and Procedures - draft 2.14.23
Discussion: Sharon Smith, Legal Counsel, provided highlights of the updated policy. She noted that there were no requests to provide public testimony during the public hearing held at the beginning of the meeting.
- D. Resolution 1945: Design Build Method of Contracting for District-Wide Door Hardware**
Speaker(s): Doug Pigman, Executive Director of Facilities
Action(s): I move to approve Resolution 1945 as presented. This motion, made by Shirley Olson and seconded by Marcus LeGrand, Carried.
Voting Detail: Melissa Barnes Dholakia: Yea, Kina Chadwick: Yea, Marcus LeGrand: Yea, Carrie McPherson Douglass: Yea, Shimiko Montgomery: Yea, Shirley Olson: Yea, Amy Tatom: Yea
Voting Summary: Yea: 7, Nay: 0
Attachments: Executive Summary: Resolution 1945 - Design Build Construction Method District-Wide Door Hardware, Resolution 1945: Design Build Construction Method District-Wide Door Hardware, and Findings of Fact for the Use of the Design-Build Method of Contracting (DESIGN-BUILD)
Discussion: Doug Pigman, Executive Director of Facilities, highlighted the work that will be done if Resolution 1945 is approved. He shared that the majority of the work will be done over the summer, during night shifts, or in coordination with individual buildings to reduce the impact on students and staff. He noted that there were no requests to provide public testimony during the public hearing held at the beginning of the meeting.
- E. Budget Committee Vacancy**
Speaker(s): Chair Barnes Dholakia
Attachments: Executive Summary: 2023-24 Budget Committee and Budget Committee Vacancy Applications

Discussion: Chair Barnes Dholakia shared that during the 2021 Session, the legislature passed Senate Bill 732, which requires school districts to establish educational equity advisory committees. One of the requirements of this bill is that the school district must include at least one member of the educational equity advisory committee of the school district on the budget committee. Barnes Dholakia noted that all applicants that applied for the budget committee vacancy were highly qualified, but felt that the intent of the law was for underrepresented members of the community to be represented on the budget committee. She shared that after careful consideration of the law, she is proposing that the board ask the BLS Equity Coalition to bring forward one to two nominations for the budget committee vacancy from its current membership. It was noted that this agenda item would be tabled for action at the March regular meeting.

13. Public Hearing

Speaker(s): Chair Barnes Dholakia

Description: Desert Sky Montessori Charter Contract Renewal. 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, February 13, 2023.

Discussion: The regular meeting was recessed at 6:49 p.m. for a public hearing to hear testimony regarding Desert Sky Montessori's contract renewal request.

Megan Richardson, a teacher at Desert Sky Montessori, spoke about her experience at the school and the teaching methods used at the school.

Jessica Loukonen, Desert Sky Montessori Board Chair and parent, joined virtually to share her positive experiences both personally and as a board member.

It was noted that final board action on the process is scheduled to take place at the March 14, 2023, board meeting. The regular meeting was reconvened at 6:53 p.m.

14. Reports

A. Desert Sky Montessori Charter Renewal Update

Speaker(s): Heather Phillips, Interim Head of School, Desert Sky Montessori; and Deli Thordarson, Business Manager, Desert Sky Montessori

Attachments: Executive Summary: Desert Sky Charter Renewal Update, Presentation: Charter Update, and Presentación: Actualización de la Carta

Discussion: Heather Phillips, Interim Head of School, and Deli Thordsarson, Business Manager, provided an overview of the vision, mission, and history of Desert Sky Montessori. It was shared that current enrollment is at maximum capacity with a waitlist and that the goal is to add a 6-8 adolescent program in 2024-25. Phillips shared that in regards to recruiting for diversification, the school historically targets specific areas of the community in advertising for enrollment.

Chair Barnes Dholakia requested that Deputy Superintendent report at the next board meeting on the list of services provided with the 20% district hold-back. Director McPherson Douglass expressed an interest in alignment of goals for the school regarding accountability of outcomes with the renewal of the contract.

Chair Barnes Dholakia recessed the meeting at 7:11 p.m. due to technical issues with the livestream.

B. Diving into Curriculum Adoptions

Speaker(s): Dean Richards, Director of Secondary Curriculum, Instruction and Systems, and Julie Walker, Elementary Director Curriculum, Instruction, and Systems

Attachments: Executive Summary: Curriculum Adoptions, Presentation: Curriculum Adoptions, Math Guiding Principles, Secondary Language Arts Core Values, and Presentación: Adopciones Curriculares

Discussion: Chair Barnes Dholakia reconvened the meeting at 7:20 p.m.

Dean Richards, Director of Secondary Curriculum, Instruction, and Systems discussed the current math adoption process, noting that Linda Adams, Math TOSA, has been leading a lot of the work. He shared the team came up with guiding principles for the work and shared the timeline for the process.

Michelle Clemens, Language Arts TOSA, shared the timeline and process for the language arts adoption, noting that they would be back before the board in the upcoming months for adoption of the curriculum.

Julie Walker, Director of Elementary Curriculum, Instruction, and Systems, discussed the elementary language arts adoption process and provided an update on the implementation of Foundational Skills. She shared that the district is close to the goal of 100% of K-5 teachers implementing it. Walker noted that there are 25 teachers on the adoption team and that they are working to ensure alignment with state science and social studies standards.

C. Board Ends/Results

Speaker(s): Dave VanLoo, Director of School Improvement, and Stephen DuVal, Director of College and Career Readiness

Description: Report on item 2 of Board Ends/Results

Attachments: Executive Summary: Progress Report Board End 2, Presentation: Board End 2 Results, and Presentación: Finaliza Directorio #2 Resultados Febrero 2023

Discussion: Dave VanLoo, Director of School Improvement, was joined by Stephen DuVal, Director of College and Career Readiness, to provide an update on Board End 2. The theme of the presentation was if students have a passion, purpose, and plan when they leave our system. VanLoo provided a summary of graduation and completer rates with graphs for specific student demographic groups. He also provided a summary of 4-year graduates with diploma "plus" with graphs for specific student demographic groups. The diploma plus measure definition was also discussed. DuVal noted that the district is working on access to CTE programs for historically underserved students to reduce the gap. Counselors and teachers are meeting with students to increase their awareness of options available to them.

VanLoo shared that community conversations took place in Fall 2022 with approximately 15 different student and family groups to determine what academic experiences were most important to them. Adulthood 101 rose to the top along with fun, engaging, meaningful and rigorous experiences. He shared the four questions from the YouthTruth Survey that make up the academic challenge questions and the results of those answers. He also shared the four questions and the data related to college and career readiness. DuVal spoke to what is being done in schools to address concerns students shared in regards to college and career readiness in the survey.

D. District Integrated Plan

Speaker(s): Deputy Superintendent Nordquist

Attachments: Executive Summary: Bend-La Pine Schools' Integrated Planning Process 2023, Presentation: Integrated Plan for Bend-La Pine Schools, and Presentación: Plan Integrado para las Escuelas de Bend-La Pine

Discussion: Deputy Superintendent Nordquist provided an overview of the new Integrated Plan, noting that the state has combined six different funding reports into one annual report. She also noted that the district's Integrated Plan aligns with the Board goals. She discussed the requirements and parameters of allowed uses for the Student Investment Account (SIA) and High School Success (HSS) funds. The ongoing data gathering systems for both strategic planning and the 2023 Integrated Plan were reviewed. Nordquist noted that a full report on community conversations would be coming to the board in the next couple months. The current strategic priorities and allocation of resources for SIA and HSS were discussed and the primary needs that were identified for the 2023 plan were highlighted.

15. 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, February 15, 2023, through Tuesday, February 28, 2023, via Google Form.

Attachments: Executive Summary: Board Policy for Review and GBA-BP: Equal Employment Opportunity - draft 2.14.23

Discussion: Chair Barnes Dholakia noted that GBA-BP: Equal Employment Opportunity is in review. It includes updates to revised statutory definitions as per House Bill 3041 and has also been renamed from an administrative policy to a board policy.

16. 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, February 15, 2023, through Tuesday, February 28, 2023, via Google Form.

Attachments: Executive Summary: Administrative Policies and Regulations for Review, CCB-AP: Administrative Hiring - rewrite draft 2.13.23, CCB-AR: Administrative Hiring - delete/rewrite 2.14.23, GB-AP: General Personnel Policies - draft 2.14.23, GCC/GDC-AP: Recruitment/Selection of Staff - draft 2.14.23, GCCA-AP: Announcement of Job Vacancies - delete 2.14.23, GCCB-AR: Application for Employment - delete 2.14.23, GCCC-AR: Screening Applicants - delete 2.14.23, GCCD-AR: Interviewing Candidates - delete 2.14.23, JEBA-AP: Early Entrance - draft 2.14.23, and JEBA-AR: Guidelines for Entrance and Early Entrance Into Kindergarten and 1st Grade - delete 2.14.23

Discussion: Superintendent Cook noted that several policies are being reviewed by the district and although there are several recommended for deletion, those are being incorporated into one comprehensive policy.

CCB-AP: Administrative Hiring is a total rewrite to align with the current district philosophy and practices when hiring administrative and supervisory staff. It has also been renamed from an administrative regulation to an administrative policy.

GB-AP: General Personnel Policies is a new administrative policy that defines the district's general personnel policies for posting, hiring and selection for employment.

GCC/GDC-AP: Recruitment/Selection of Staff has been updated to reflect current district practices and legal requirements. It has also been renamed from an administrative regulation to an administrative policy.

GCCA-AR: Announcement of Job Vacancies, GCCB-AR: Application for Employment, GCCC-AR: Screening Applicants, and GCCD-AR: Interviewing Candidates are all recommended for deletion as they are now addressed in GCC/GDC-AP.

JEBA-AP: Early Entrance includes an update to the standard age requirement in alignment with Senate Bill 321 and the early entrance considerations have also been updated.

JEBA-AR: Guidelines for Entrance and Early Entrance into Kindergarten and 1st Grade is recommended for deletion as the information is now included in JEBA-AR.

17. Board Comments

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

Discussion: Director Carrie McPherson Douglass addressed the public comment made earlier in the meeting by district staff. She called on the community to support BLS so they can provide for all students at high levels.

Director Kina Chadwick thanked Director McPherson Douglass for her statements and shared how wonderful the recent diversity events at the district have been to attend. Chadwick encourages everyone to attend an event if they can.

Director Amy Tatom chose to read the remainder of Sarah Barclay's public comment statement from earlier in the evening that went beyond the two minute time limit allowed for public comment.

Vice Chair Marcus LeGrand thanked everyone in schools for celebrating Black History Month.

Chair Melissa Barnes Dholakia shared what a powerful experience Asian Family night was and appreciated the students that presented and performed. She noted that she was at COIC in LaPine this morning and saw excellent work being done and appreciated Kathy McCollum, HDES, for her work with ALOs.

18. Adjourn

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

Discussion: Chair Barnes Dholakia adjourned the meeting at 8:56 p.m.

Recorded by: Janet Bojanowski, Board Clerk



Bend-La Pine Schools School Board Special Meeting Minutes

Meeting Location:

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

Meeting Date: February 28, 2023

Board Members

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

Carrie McPherson Douglass joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:31 p.m. ASL Interpreters were Erin Trimble and Kayla Celedon. It was noted that closed captioning was being provided as well as a live Spanish interpretation on the BLS School Board YouTube page.

2. Pledge of Allegiance

Speaker(s): Chair Barnes Dholakia

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

3. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on February 24, 2023, are shown below.

Attachments: 2.28.23 - Agenda de la Reunión Especial de la Mesa Directiva - BORRADOR

Discussion: There were no changes to the agenda.

4. District Recognitions

Speaker(s): Superintendent Cook

Discussion: Superintendent Cook noted that during the month of February, schools across the district participated in a door decorating contest to honor the heritage, achievements, and contributions of the black community in the US; an idea proposed by a BLS student. There were over 80 submissions and all submissions were judged by the Bend-La Pine Black Student and Family Union. The winners were announced with photos of each winning submission shown.

There was a three-way tie elementary school: Erica Hoiness's class from High Lakes Elementary, Brayan Gonzalez's class from Bear Creek Elementary, and the West Side Village school-wide mural. The middle school winner was Devon DeGarmo's class at Three Rivers and the high school winner was Honey Walk and Nancy Byers for the Media Center at Mountain View High School.

5. Consent for Action

Speaker(s): Chair Barnes Dholakia

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

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

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

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

A. Approval of Recommendations for Renewal or Non-Renewal

Description:

- Renewal of all listed 1st and 2nd year probationary teachers and administrators
- Renewal and granting contract status to all listed 3rd year probationary teachers and administrators
- Contract extension for all contract teachers listed
- Contract extension for all 2nd year contract administrators
- Non-renewal of listed 2nd and 3rd year probationary teachers unless resigned
- Non-extension of listed 2nd year contract administrator unless resigned
- Non-renewal of all temporary teachers, including rehired employees who have retired with PERS

6. Adjourn

Description: Meeting will be adjourned with Board Work Session scheduled immediately following.

Discussion: Chair Barnes Dholakia adjourned the meeting at 5:36 p.m.

Recorded by: Janet Bojanowski, Board Clerk



Bend-La Pine Schools School Board Work Session Meeting Minutes

Meeting Location:

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

Meeting Date: February 28, 2023

Board Members

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

Carrie McPherson Douglass joined the meeting virtually.

1. Call to Order

Speaker(s): Chair Barnes Dholakia

Discussion: The meeting was called to order by Chair Barnes Dholakia at 5:40 p.m.

2. Review of Agenda

Speaker(s): Chair Barnes Dholakia

Description: Any changes to the Agenda after posting on February 24, 2023, are shown below.

Attachments: 2.28.23 - Agenda de Reunión de la Sesión de Trabajo de la Mesa Directiva Escolar - BORRADOR

Discussion: There were no changes to the agenda.

3. Work Session

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

Attachments: Pre-Reading: Dual Language Education Answers to Questions from the Field

A. Newcomer and Multilingual Programs

Speaker(s): Kinsey Martin, Director of Diversity, Equity, and Inclusion

Attachments: Executive Summary: Bend-La Pine Schools Multilingual Services, Presentation: Multilingual Programs, and Presentación: Programas Multilingües

Discussion: Kinsey Martin, Director of Diversity Equity and Inclusion, provided an overview of the equity stance as a district and the work that the DEI department does. She highlighted the staff that work in the DEI office as well as the multilingual services team. It was noted that over 1300 families in the district speak a language other than English and that there are over 30 different languages spoken. Martin shared a video with the Board and asked them to notate anything positive in the student's life that they observed. The Board paired up to reflect on their observations before Martin highlighted the

positives her team took away from watching the video, noting that the student in the video represents many students in our district.

The K-12 Dual Language Immersion Program was reviewed, noting that two-way immersion models are the Cadillac model in education for students that speak another language at home. Dr. Steph Boni, the elementary stage coordinator and program teacher for 13 years, highlighted the elementary programs at Bear Creek and Jewell Elementary schools. Boni shared the cultural competency plan for the program, noting that cultural competency is the pillar of the program. Maria Vida, secondary stage coordinator and Spanish language arts teacher at High Desert Middle School, discussed how cultural competency is linked closely with curriculum standards as well as social emotional learning. Vidas shared the texts read at each grade level, highlighting key components of each. Martin noted that the first graduating class from the program will graduate from Bend High School this year, with future classes also graduating from Caldera High School. Three graduating seniors joined to share their experiences in the program and what it has meant to them.

Martin shared that the goal or vision for the program is to make it as accessible to as many as possible while maintaining the center or purpose of the program and the quality of the program. She noted that the district is keeping up with growth in the community for Spanish-speaking families. Expansion into other languages is always being monitored by the district based on the number of families in the community.

The Newcomer Program was launched approximately two years ago and is located at Mountain View High School. Martin shared that 25% of newcomers to the district speak Spanish. Chelsea Jennings, language specialist for the Newcomer Program, shared her personal experience of returning to the United States after many years and why the program is so important to her on a personal level. Jennings discussed many of the challenges that the students in the program face and shared how the students are assets to our school and community. She shared the objectives of the program and the holistic approach to supporting students while highlighting the field trip opportunities that the students get to participate in. It was noted that currently all of the students in the program are Spanish speakers from Latin American countries.

The Chinese Language and Culture Club was created during the pandemic over WebEx to preserve language and culture and get to know other families. Lin Hong, Asian Family Liaison, discussed her role in the district. Rebecca Morales, teacher in the district, shared the mission and goals of the club, highlighting activities the club has participated in. She shared quotes and videos from students and parents of their experiences in the club.

Martin discussed ELD curriculum adoption and enrichment, noting that the program is currently in the adoption process per the state guidelines. The focus of the process has been knowledge building programs and the team is working to develop curriculum designed specifically for BLS students with every unit beginning with an experience. Liza Huet, instructional coach for secondary ELD teachers, spoke about the relationships and partnerships that build the foundation for the curriculum and enrichment. She highlighted the enrichment opportunities from the first semester and what is currently planned for the second semester. David Bermudez, owner and founder of Bend Science Station (BSS), joined to discuss the partnership BSS has had with the district over the last 20 years. He shared that he is excited about future opportunities with the district to serve multi-language youth and historically underserved populations.

Martin shared that the work the department does is not work but rather a passion and life work.

4. Board Comments

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

Discussion: Director Shirley Olson thanked Kinsey Martin for the amazing work her department does.

Director Shimiko Montgomery echoed Shirley's sentiments and noted that she is excited to visit the programs and classes.

Director Kina Chadwick noted that they were blown away by the student engagement and the real life experiences shared.

Director Amy Tatom noted that the information shared will be helpful to her in her professional life.

Chair Barnes Dholakia shared her excitement about the selection of books for middle school literacy and for a recent opportunity to meet and collaborate with a state educational staffer.

5. Adjourn

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

Discussion: Chair Barnes Dholakia adjourned the meeting at 7:56 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: March 7, 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 March 14, 2023. All Hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Crabtree, Deidre	MS Elective Teacher – Job #5581	Pacific Crest Middle School	Temporary Part Time to Temporary Full Time	02/15/2023
Stenzel, Kendra	Secondary Social Studies Teacher – Job #5564	La Pine High School	Temporary Full Time	2/21/2023

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Denson-Hill Catherine	ESL TOSA	District	08/26/1997 – 02/28/2023
Justema, Elizabeth	Social Studies Teacher	Summit High School	08/25/2014 – 06/30/2023
Krauthoefer, Andrew	Counselor	Pacific Crest Middle School	08/29/2016 – 06/30/2023
Krauthoefer, Molly	Intermediate Teacher	Pacific Crest Middle School	10/24/2016 – 06/30/2023
Leaman-Snyder, Brittany	Health Teacher	La Pine High School	08/30/2021 – 06/30/2023
McKinney, Kelly	ERC Teacher	Rosland Elementary	08/31/2015 – 06/30/2023
Myers, Lawrence	Math Teacher	Mountain View High School	08/31/2020 – 06/30/2023
Nase, Carole	ESL Teacher	Lave Ridge Elementary	08/28/2012 – 06/30/2023
Therrian, Misha	Primary Teacher	Highland Elementary	08/30/2004 – 06/30/2023

CERTIFIED RETIRE/REHIRE

NAME	POSITION	LOCATION	REHIRE/END DATES
Denson-Hill, Catherine	ESOL TOSA	District	03/01/2023 – 06/30/2023



HUMAN RESOURCES

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ADMINISTRATIVE HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Flanagan, Patrick	Principal	Ponderosa Elem	Regular Full Time	7/1/2023
Hawkins, Lybe	Principal	Silver Rail Elem	Regular Full Time	7/1/2023
Reiland, Nichole	Principal	Pine Ridge Elem	Regular Full Time	7/1/2023

ADMINISTRATIVE RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Johnson, Alandra	Communications Supervisor	Communications Dept.	9/30/2014 – 3/22/2023
Lindsay, Jon	Principal	Buckingham Elem	8/27/1996 – 6/30/2023

ADMINISTRATIVE RETIRE/REHIRES

NAME	POSITION	LOCATION	REHIRED/END DATES



HUMAN RESOURCES

Education Center

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

March 07, 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 March 14, 2023.

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Botten, Anthony	Assistant Distribution Manager 470213810	Warehouse	Reg 8.0 hrs / day	03/03/23
Bull, Carmen	EA – Student Instruction 5562	Silver Rail	ST Temp 6.0 hrs / day	03/06/23
Castro, Kristin	School Secretary I 5556	Juniper	ST Temp 3.0 hrs / day	02/27/23
Elliott, Amy	EA – Student Success 5571	La Pine ES	Reg 7.0 hrs / day	02/21/23
Ferguson, Richard	EA – Alternative Ed 5555	Realms HS	Reg 7.0 hrs / day	02/21/23
Gordon, Brittany	Attendance Secretary II 5534	Caldera	Reg 8.0 hrs / day	02/21/23
King, Shannon	Office Manager II 4753	Juniper	Reg 8.0 hrs / day	03/06/23
Landon, Naomi	Nutrition Server I 470212618	Pilot Butte	Reg 3.5 hrs / day	03/01/23
Londborg-Burkert, Lacey	Attendance Secretary II 5549	Summit	Reg 7.0 hrs / day	02/21/23
Nicholls, Mikaela	EA – Student Success 5073	TLC	Reg 7.0 hrs / day	02/13/23
Pokorney, Taylor	EA – Inclusion 4994	Silver Rail	Reg 6.5 hrs / day	02/13/23
Sathre, Olivia	Nutrition Server I 470212618	Three Rivers	Reg 3.75 hrs / day	03/01/23
Stainbrook-Gumbs, Jessica	Custodial Crew I 470214730	Caldera	Reg 8.0 hrs / day	02/17/23
Theisen, Christopher	Custodial Crew I 5129	Buckingham	Reg 8.0 hrs / day	02/15/23
Umfrid, Jon	Custodial Crew I 5129	La Pine HS	Reg 8.0 hrs / day	02/09/23
Wilson, Amberlynn	EA – Instruction 5557	Three Rivers	Temp 6.49 hrs / day	02/09/23



HUMAN RESOURCES

Education Center

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Classified Resignations

Name	Position	Location	Resign Date
Bazzel, Ron	Custodial Crew I	Summit	08/08/22 – 03/03/23
Beck, Kelly	Office Manager I	Realms MS	08/14/17 – 02/23/23
Ferguson, Richard	IT Client Services	IT	02/01/21 – 02/21/23
Hohman, Charisa	EA - Student Success	TLC	09/01/20 – 02/18/23
Jones, Stephanie	Consulting Registered Nurse	Special Programs	01/31/22 – 03/18/23
Laya, Shelley	Speech Language Path Asst.	Rosland	08/29/22 – 02/28/23
McClellan, William	Head Custodian CIII	Mountain View	07/25/16 – 03/31/22
Metzler, Sarah	EA – Inclusion	La Pine Elementary	05/26/22 – 02/24/22
Paulsen, Sienna	Nutrition Server I	Three Rivers	11/17/21 – 03/01/23
Reeves, Wendy	Staff Accountant/Auditor	Business Office	05/20/02 – 06/30/23
Ross, Randy	Custodial Crew I	La Pine Elementary	08/03/09 – 02/17/23
Taylor, Kimberly	Nutrition Server I	North Star	06/01/17 – 02/08/23
Wheat, Elizabeth	Nutrition Server I	Highland	11/10/22 – 03/10/23

Classified Retirements

Name	Position	Location	Retire Date
Ketchum, Benita	Custodial Crew I	Rosland	08/26/98 – 03/01/23
LaFrance, Julie	EA – Inclusion	Rosland	08/27/19 – 12/16/22



REPORT: Board Policies for Adoption (3/14/2023)

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
GBA-BP: Equal Employment Opportunity	House Bill 3041 (2021) revised the statutory definition of sexual orientation and created a new definition for gender identity. Updates include revised statutory definitions. Renamed from AP to BP No public comment received

RECOMMENDED MOTION:

I move to approve GBA-BP: Equal Employment Opportunity as presented.

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition², age, veterans' status³, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

~~Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, national origin, religion, sex, sexual orientation¹, age, veterans' status, genetic information, marital status, disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.~~

Equal Opportunity is an integral part of the human relations efforts for Bend-La Pine Schools and continuous effort will be devoted to the improvement of human relationships to prevent discriminatory practices in the district.

~~Positive action will be taken to promote equal employment opportunities based on an individual's qualification for and/or performance of specific duties, in relation to organizational needs. Positive action will be taken to provide equal employment opportunity in all policies affecting:~~

- ~~1. Hiring, placement, recall, training, promotion, transfer or demotion;~~
- ~~2. Recruitment, advertising or soliciting for employment;~~
- ~~3. Treatment during employment;~~
- ~~4. Rates of pay, benefits or other forms of compensation;~~
- ~~5. Layoff, dismissal or non-renewal of contract (except as provided by Oregon Revised Statutes).~~

The Superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973.

The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The Superintendent or designee will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

¹ "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated within the individual's sex at birth.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.029	OAR 581-021-0045
ORS 192.630	ORS 659A.030	OAR 581-022-2405
ORS 243.672	ORS 659A.109	OAR 581-022-1720
ORS 243.317 – 243.323	ORS 659A.040	OAR 839-003-0000
ORS 326.051	ORS 659A.082	OAR 839-006-0435
ORS 332.505	ORS 659A.109	OAR 839-006-0440
ORS 342.934	ORS 659A.112	OAR 839-006-0445
ORS 408.225 to 408.238	ORS 659A.147	OAR 839-006-0450
ORS 408.230	ORS 659A.142	OAR 839-006-0455
ORS 408.235	ORS 659A.145	OAR 839-006-0460
ORS 652.210 – 652.220	ORS 659A.233	OAR 839-006-0465
ORS 659.850	ORS 659A.236	
ORS 659.870	ORS 659A.309	
ORS 659A.003	ORS 659A.321	
ORS 659A.006	ORS 659A.409	
ORS 659A.009	ORS 659A.820	
	ORS 659A.805	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d ([2018 2006](#)).

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. ([2018 2012](#)).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R Part 1626 ([2019 2006](#)).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 ([2018 2006](#)).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) ([2018 2006](#)).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 ([2018 2006](#)) [34 C.F.R. Part 104 \(2019\)](#).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, [1701](#), [1703-1705](#), [1720 \(2018\)](#); ~~(2006)~~; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 ([2020 2006](#)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ([2018](#)); 29 C.F.R. Part 1630 ([2019 2006](#)); 28 C.F.R. Part 35 ([2019 2006](#)).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. §§ 12101-12133 \(2018\)](#).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 ([2018](#)).

[Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 \(2018\)](#).

[Chevron USA Inc. v. Echazabal, 536 U.S. 736 \(2002\)](#).

[Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 \(2018\)](#).

[House Bill 2935 \(2021\)](#)

[House Bill 3041 \(2021\)](#)

~~[Title II of the Genetic Information Nondiscrimination Act of 2008](#)~~

Reviewed: 2/10/09, 4/12/11, 5/26/17, [2/14/23](#)

Approved: 2/24/09, 4/26/11, 9/2017



REPORT: Administrative Polices & Regulations for Adoption (3/14/2023)

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
CCB-AP: Administrative Hiring	Total rewrite to align with current district philosophy and practices when hiring administrative and supervisory staff. Renamed from an administrative regulation (AR) to an administrative policy (AP). No public comment received.
GB-AP: General Personnel Policies	New Administrative Policy GB-AP defines the district’s general personnel policies for posting, hiring and selection for employment. No public comment received
GCC / GDC-AP: Recruitment / Selection of Staff	Updates reflect current district practices and legal requirements. Revisions also include announcement of job vacancies, application for employment, screening applicants, and interviewing candidate procedures that were previously addressed in separate AR’s. Renamed from an administrative regulation (AR) to an administrative policy (AP). No public comment received
GCCA-AR: Announcement of Job Vacancies	Recommend deletion of GCCA-AR. Job vacancy announcement addressed in GCC/GCD-AP. No public comment received
GCCB-AR: Application for Employment	Recommend deletion of GCCB-AR. Application for employment addressed in GCC/GCD-AP. No public comment received
GCCC-AR: Screening Applicants	Recommend deletion of GCCC-AR. Applicant screening addressed in GB-AP and GCC/GCD-AP. No public comment received
GCCD-AR: Interviewing Candidates	Recommend deletion of GCCD-AR.

	<p>Interview procedures addressed in GCC/GCD-AP.</p> <p>No public comment received</p>
<p>JEBA-AP: Early Entrance</p>	<p>Standard age requirements have been updated to align with Senate Bill 321, which lowered the compulsory attendance age for Oregon students from age 7 to age 6. Early entrance considerations have also been updated (previously in JEBA-AR).</p> <p>No public comment received</p>
<p>JEBA-AR: Guidelines for Entrance and Early Entrance into Kindergarten & 1st Grade</p>	<p>Recommend deletion of JEBA-AR.</p> <p>All information about guidelines for entrance and early entrance are included in updates to JEBA-AP.</p> <p>No public comment received</p>

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Administrator & Supervisor Hiring

Section: Administration

Code: CCB-AP

Bend-La Pine Schools is committed to hiring the most highly qualified administrators and supervisors to serve students and employees of the district. To this end, the district will actively seek applicants who best meet the needs of the district. The responsibility for selection, placement, and assignment of administrators and supervisors shall be vested in the Superintendent, subject to the applicable policies and procedures.

When an administrative or supervisory vacancy occurs, transfers within the existing district administrative, supervisor, or other qualified staff will be considered. Notwithstanding the Superintendent's authority to transfer and assign work, the district will follow hiring procedures in compliance with state and federal law. Current district administrators and supervisors will be notified of vacancies and have an opportunity to apply for the position through the district's standard job posting and application procedures. The process for hiring administrative and supervisory staff will be open and competitive except for when deemed appropriate by the Superintendent.

The Superintendent or designee shall establish hiring procedures to employ qualified administrators and supervisors necessary to carry out the duties as defined by the district. Hiring procedures will be designed to provide an orderly and systematic process for determining job openings, job descriptions, and procedures for recruitment, screening, interviewing and employment. Applicants will be expected to demonstrate qualifications and competence in relation to the needs of the position for which they are applying and will only be recommended for employment following completion of the hiring process.

An administrative employee shall serve a probationary period that does not exceed three years. The administrative employee and district may mutually agree to a shorter probationary period.

END OF POLICY

Legal Reference(s)

ORS 332.107

ORS 342.934

Reviewed: 6/7/2004, 2/13/2023

Approved:

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: General Personnel Policies

Section: Personnel

Code: GB-AP

The quality of Bend-La Pine Schools' professional and support staff is of primary importance in achieving the educational and operational objectives of the district. In filling any position, the district will seek out, hire / appoint the best-qualified person available for the position in accordance with the district's equity and equal employment opportunity policies.

Notice of all job openings will be made available to current staff members according to contract provisions. Staff are encouraged to apply for open positions. Vacant positions may also be advertised through professional and institutional placement agencies, appropriate employment agencies and general and specialized media.

Applications or inquiries concerning job openings will be directed to the Human Resources Department through the standard district application process. The selection process will be coordinated and supervised by the Human Resources Department, with the involvement of other district employees, as appropriate.

Each candidate selected for a position with the district must possess or demonstrate eligibility for any certificate, license or permit required to fill the position. In addition, the individual must be insurable by the district's insurance carrier for any position requiring liability coverage or bonding.

In accordance with Oregon law, the district may require a candidate, as a condition of employment, to hold a current, recognized first-aid card. A current employee required to hold a card will obtain it within 90 days from the date the district gives notification.

The employment contracts of candidates to fill licensed and contracted positions will be approved by the Board of Directors upon the Superintendent or designee's recommendation. The Superintendent or designee will hire all other personnel as needed.

Personnel selected for employment shall be notified by the hiring administrator or designee. Unsuccessful applicants who were interviewed shall also be notified. Initial assignments of staff will be made by the Superintendent or designee.

The Superintendent will establish regulations governing the recruitment, selection and employment of personnel in accordance with this policy.

END OF POLICY

Legal Reference(s):

ORS 342.664
ORS 408.225
ORS 408.230
ORS 408.235
ORS 653.305 to -653.326

ORS 659A.309

OAR 581-022-2405
OAR 839-006-0435
OAR 839-006-0440

OAR 839-006-0450
OAR 839-006-0455
OAR 839-006-0460
OAR 839-066-0465

Reviewed: 2/13/2023

Approved:

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY REGULATION

Name: Recruitment / Selection of Staff

Section: Personnel

Code: GCC/GDC-AP AR

It is the responsibility of the Superintendent, with the assistance of other appropriate district staff members, to determine the personnel needs of the district and to locate suitable candidates to recommend for employment. The Superintendent or designee ~~personnel director~~ will develop and maintain a recruitment program designed to attract ~~licensed and classified~~ personnel to the district.

The search for staff members may extend to a variety of educational institutions and geographical areas. The diverse characteristics of the district will be considered in the recruitment program. The district shall attempt to recruit the most suitably qualified applicants when filling vacancies. Announced vacancies will be posted to ensure effective communications with all individuals, including those with disabilities. Job postings will notify applicants that equal employment opportunity and treatment shall be practiced by the district. The employer's duties under the Americans with Disability Act, including the duty to reasonably accommodate upon request and with appropriate advanced notice, will also be clearly stated.

Notice of all job openings will be made available to current staff members according to contract provisions. Staff are encouraged to apply for open positions for which they meet the stated duties and/or requirements. ~~Present employees are encouraged to apply for any position for which he/she meets the stated requirements.~~

The Human Resources Department will be responsible for the announcement of all job vacancies and all applications for employment shall be received and managed by the Human Resources Department. The Human Resources Department will develop a process and train hiring administrators in best practices for screening, interviewing and selecting candidates for employment. It will be the responsibility of the hiring administrator to interview and recommend a candidate for employment to the Chief Human Resources Officer or designee. Once a candidate has been approved for hire, the hiring administrator or designee shall notify the candidate as well as any unsuccessful candidates whom also interviewed for the vacancy.

If two hiring administrators recommend the same candidate for hire, the Chief Human Resources Officer or designee will confer with the candidate to determine which vacancy the candidate is most qualified for.

The Human Resources Department will be responsible for maintaining application, recruitment, interview and personnel selection records for each vacancy according to applicable records retention laws and requirements.

Legal Reference(s):

ORS 326.051
[ORS 332.107](#)
ORS 332.505
ORS 342.934
ORS 659.805
ORS 659.850
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.109
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.409

OAR 581-021-0045

[Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 \(2016\); 28 C.F.R. Part 35 \(2016\)](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012 2006~~).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012 2006~~).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012 2006~~).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2012 2006~~).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (~~2012 2006~~).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (~~2012 2006~~).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 ([2012](#)).

Title II of the Genetic Information Nondiscrimination Act of 2008.

[Section 503 of the Rehabilitation Act of 1973.](#)

[Americans with Disabilities Act Amendments Act of 2008.](#)

Reviewed: 1/31/11, 3/7/11, [2/14/2023](#)

Approved: 1/31/11, 3/28/1

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

Name: Announcement of Job Vacancies
Section: Personnel
Code: GCCA-AR

The district will select the most qualified applicants to fill open positions.

Announced vacancies will be posted in all buildings for a minimum of five working days prior to closing the position. All notices will include the following information:

1. Job title;
 2. Qualifications;
 3. Essential functions;
 4. Special requirements;
 5. Terms of employment;
 6. Salary range;
 7. Posting dates;
 8. Closing dates;
 9. Other criteria as may be required/requested by administrator initiating the job order.
- Announced vacancies shall be posted in an appropriate format to ensure effective communications with all individuals including those with disabilities.

All postings shall notify applicants that equal employment opportunity and treatment shall be practiced in the district. The employer's duties under the Americans with Disabilities Act, including the duty to reasonably accommodate upon request and with appropriate advance notice, will be clearly stated.

Legal Reference(s):

ORS 332.107

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Section 503 of the Rehabilitation Act of 1973.

Reviewed: 3/7/11, 3/28/11
Approved: 3/28/11

recommend delete

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

recommend delete

APPLICATION FOR EMPLOYMENT

All applications for employment shall be received and processed by the personnel services department.

Applications shall be separated according to administrative, supervisory, licensed or classified positions.

All applications shall be receipt-dated and reviewed for completeness.

All applications shall then be kept on file in the personnel services department for a period of not less than three years.

The district shall determine the application procedure and requirements for administrative, supervisory, licensed and classified positions.

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

recommend delete

SCREENING APPLICANTS

The personnel services department and/or the administrator/supervisor shall be responsible for preliminary screening of all applications. Screening shall be based on the requirements and qualifications in the job description and in the notice announcing the job vacancy. During the preliminary screening process, the personnel services department shall take into consideration any or all of the following: individual qualifications, license requirements, experience, training, job requirements, Board policy, district staffing patterns, initial screening interview and affirmative action goals.

The administrator/supervisor shall review the applications selected for initial consideration and determine those applicants to be interviewed. If a committee is being used in the interview process, the administrator/supervisor may choose to have the committee review the applications. The committee shall then select at least two applicants to be interviewed. It should be understood that a committee deliberating on behalf of the district has the same responsibility as the personnel director to take into consideration license requirements, Board policy, district staffing patterns, affirmative action goals and other applicable policies.

If upon screening by the administrator/supervisor or committee it is determined that there are not at least two satisfactory applicants to interview, the unsatisfactory applications shall be returned to the personnel services department and additional applications will be requested. If no suitable applicants are available, then the position may be advertised again.

The administrator/supervisor shall notify the personnel services department of the names of the applicants to be interviewed. It shall be the responsibility of the administrator/supervisor to contact the applicants and arrange the interviews.

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

recommend delete

INTERVIEWING CANDIDATES

The personnel director shall assure that all interview records are properly completed and placed on file in the personnel services department for up to three years.

The center administrator/supervisor shall interview the candidates and recommend the final candidate to the personnel director.

If two administrators/supervisors select a different candidate, the personnel director will confer with them and attempt to reach agreement on the matter. If agreement cannot be reached, the personnel director will make the decision based on the job requirements, special talents or training of the candidate, assignment specifications and affirmative action goals.

If the selected candidate declines the position, the administrator/supervisor may choose to recommend another candidate from those screened and interviewed or he/she may re-initiate the process.

It is the responsibility of the administrator/supervisor to inform those interviewed candidates of the final selection.

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: **Early Entrance** ~~Entrance Requirements for Kindergarten & First Grade~~

Section: **Students Required Policies**

Code: JEBA-AP

General **Entrance** Requirements

Children whose parents or legal guardians are residents of the district are eligible to attend classes in the district's schools pursuant to state law and Board policies. An official birth certificate or other valid proof of age shall be required for all students entering kindergarten or entering school for the first time in the first grade. The district complies with the birthday requirements established by the Oregon Revised for student entrance into kindergarten and first grade. The district may consider a child for early entrance into kindergarten or first grade subject to the philosophy and guidelines established below. ~~and in administrative regulation JEBA-AR.~~

Standard Age Requirements

- **Kindergarten**

Any child whose fifth birthday falls on or before September 1 is eligible to enter kindergarten at the opening of school in September of the same year. Proof of birthdate is required for registration. There will be no exceptions to the birthdate requirement for enrollment in kindergarten.

- **First Grade**

Any child whose sixth birthday falls on or before September 1 is eligible to enter the first grade at the opening of school in September of the same year. Proof of birthdate is required at registration.

Application for Early Entrance

- **Kindergarten**

Students who are five years old on or before September 1 may enroll in kindergarten. Recognizing that other states and countries may have different minimum age requirements for school admission, Bend-La Pine Schools will accept out-of-state transfer students in kindergarten who are younger than age five on September 1 if they have been enrolled through the month of September, as a kindergarten student.

- **First Grade**

Students who are six years old on or before September 1 may enroll in first grade. Recognizing that other states and countries may have different minimum age requirements for school admission, the district will accept students in first grade who are younger than age six on September 1 if they have maintained regular attendance in any grade of a public full-time school during the entire school term, or if they have documentation of successful completion of a kindergarten program in the prior school year.

Philosophy on Early Entrance

~~Administrators and teachers of the district believe that a student being considered for early admission into kindergarten or first grade must demonstrate exceptional ability in several readiness skills using age norms. The prognosis for a student who is allowed to enroll in kindergarten or first grade, and whose birthday falls after the lawful entrance age, should be one of a successful student who will be well above the average in the grade being requested.~~

~~A student will be admitted to kindergarten if:~~

- ~~1. His or her fifth birthday occurs on or before September 1, one year before the date established by law for admission into first grade; or~~
- ~~2. He or she is transferring from a public school kindergarten program and would be continuing his or her formal education; or if~~
- ~~3. His or her birthday falls after September 1, but no later than October 1, and the parents complete the early entrance procedures set forth in JEBA-AR, including psychological testing and evaluation at the parents' expense, and the principal of the school reviews the assessment results and accept the student for early entrance.~~

~~A student will be admitted to first grade if:~~

- ~~1. His or her sixth birthday occurs on or before September 1, as established by law; or~~
- ~~2. He or she is transferring from a public or private school and is in compliance with the age requirement of being six years old prior to September 1 of the current school year; or~~
- ~~3. He or she has successfully completed a year of public or private kindergarten (pursuant to JEBA-AR) and would be continuing his or her formal education; or~~
- ~~4. His or her birthday is falls after September 1, but no later than October 1, and the parents complete the early entrance procedures set forth in JEBA-AR, including psychological testing and evaluation at the parents' expense, and the principal of the school reviews the assessment results and accept the student for early entrance.~~

END OF POLICY

Legal References:

ORS 327.006
[ORS 336.092](#)
ORS 336.095
ORS 339.115
ORS 343.395
[SB 321 \(2015\)](#)

Reviewed: 7/5/11, 11/13/17, 5/26/20, [2/14/2023](#)

Approved: 8/25/11, 11/13/17, 5/26/20

Standard Age Requirements for Kindergarten and First Grade

A child entering school for the first time in the fall shall be considered to be of school age if the child's birthday meets the birthday requirements established by Oregon law. Subject to the exceptions for early entry described below, a child entering kindergarten is to be five years old on or before September 1, and a child entering first grade is to be six years old on or before September 1. Students born after October 1 are not eligible for early entry consideration.

Application for Early Entrance

A student will be considered for early entrance into kindergarten or first grade if his or her birthday falls after September 1 but no later than October 1 and the parents complete the early entrance procedures set forth in this regulation, including psychological testing and evaluation at the parents' expense, and the principal of the school reviews the assessment results and accepts the student for early entrance according to the criteria set forth in this regulation. Applications for Early Entrance will be accepted beginning the day of Kindergarten Round Up in April through the last day of the school year.

1. The parents shall confer with the school principal or designee regarding the application, testing, and evaluation procedure.
2. The parents shall have their child tested using standardized assessments in the following areas: speech and language development, gross and fine motor development, cognitive and academic skills.
3. A school psychologist, school evaluator, private psychologist, or other qualified examiner approved by the district shall administer the tests. Testing is available based on staff availability.
4. Parents shall pay for the cost of assessment. District psychologists/evaluators may use district assessment materials in order to keep the cost lower for parents.
5. Parents shall submit their child's testing and assessment results to the school principal or designee for decision. The principal or designee may grant early entry if the child's testing results meet the criteria set forth below.

Criteria for Early Entry into Kindergarten and 1st Grade

1. Psychologists/evaluators may recommend students for early entry to kindergarten or first grade if the student performs at the 85th percentile nationally in the areas of assessment.
2. Entry is probationary for the first nine weeks of school. By the end of the first nine weeks the principal will review the student's success and may require the child be withdrawn from school if the child is not progressing satisfactorily in all areas of concern.

Kindergarten

Students who are five years old on or before September 1 may enroll in kindergarten. Recognizing that other states and countries may have different minimum age requirements for school admission, the district will accept out-of-state transfer students in kindergarten who are younger than age five on September 1 if they have legally enrolled in a public school kindergarten through the month of September.

First Grade

Students who are six years old on or before September 1 may enroll in first grade. Recognizing that other states and countries may have different minimum age requirements for school admission, the district will accept out-of-state transfer students in first grade who are younger than age six on September 1 if they have legally enrolled in a public school first grade through the month of September, or if they have completed a full year of public school kindergarten in the prior school year.

recommend delete

Reviewed: 05/12/87, 4/8/02, 9/12/11, 6/1/15, 4/1/19, 6/3/19,
5/26/20

Approved: 02/28/89; 04/24/95; 04/08/02, 9/12/11, 6/8/15, 4/16/19, 6/3/19,
5/26/20



ACTION ITEM: 2023-24 Budget Committee

PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

The Bend-La Pine Schools' (BLS) Budget Committee is comprised of the seven elected members of the School Board and seven members of the community, per ORS 294.414. The Budget Committee works with district staff to review and approve the school district's budget each year. A Budget Committee member's term is three years.

During the February 14, 2023, board meeting, Chair Barnes Dholakia noted that during the 2021 Session, the legislature passed Senate Bill 732, which requires school districts to establish educational equity advisory committees. One of the requirements of this bill is that the school district must include at least one member of the educational equity advisory committee of the school district on the budget committee. At that time, the Board directed Superintendent Cook to work with the BLS Equity Coalition to bring forward one to two nominations for the position 4 budget committee vacancy from its current membership.

ADMINISTRATIVE RECOMMENDATION:

The BLS Equity Coalition is recommending that Robert Penson be appointed to the vacant position 4 on the BLS Budget Committee.

RECOMMENDED MOTION:

I move to appoint Robert Penson to the BLS Budget Committee.



ACTION ITEM: Desert Sky Montessori – Charter Contract Renewal Request

PRESENTED BY: Deputy Superintendent Nordquist

EXECUTIVE SUMMARY:

Desert Sky Montessori’s charter request was approved by the Board in July 2017 and the initial contract was renewed in July 2020. Desert Sky Montessori’s current charter contract with the district will expire on June 30, 2023.

Oregon law has set the following timelines for the charter renewal process:

- A charter school must submit a written renewal request to the district at least 180 days prior to the extension of the charter.
- Within 45 days after receiving a renewal request, the district must hold a public hearing regarding the request for renewal.
- Within 30 days after the public hearing, the district must either approve the renewal or state in writing the reasons for denying the renewal.
- Should the district choose to renew the charter, the charter school and district must negotiate a new charter contract within 90 days after the date on which the district approved the renewal, unless both parties agree to an extension of time.

Desert Sky Montessori submitted their written request to renew their charter on January 3, 2023. A public hearing was held on February 14, 2023, followed by a report to the Board by Desert Sky Montessori. Should the Board choose to renew Desert Sky Montessori’s charter request, negotiations will begin and a final contract will be presented to the Board for final approval within the designated timelines above.

RECOMMENDED MOTION:

I move to approve Desert Sky Montessori’s charter contract renewal request and for the district to begin contract negotiations.



Dear Bend-La Pine Schools Board Members,

I would like to respectfully request that the charter for Desert Sky Montessori be renewed in June, 2023.

We are in our sixth year of operation, the only Montessori charter school in Central Oregon, serving 176 children grades Kindergarten through sixth grade and their families, I am incredibly proud of our wonderful school.

Thank you for your consideration. We look forward to continuing our service to the greater community.

In appreciation,

Heather Phillips
Interim Head of School

"The greatest gifts we can give our children are the roots of responsibility and the wings of independence."

-Dr. Maria Montessori

www.dsmontessori.org

541.350.2090

63175 O. B. Riley Road

Bend, OR 97703





REPORT: Approval of the District’s Integrated Plan Submission

PRESENTED BY: Lora Nordquist, Deputy Superintendent

EXECUTIVE SUMMARY:

At the February 14, 2023, school board meeting, the district presented information regarding the Oregon Department of Education’s new integrated planning process. The plan includes the district’s Student Investment Account (SIA) and High School Success (HSS) spending priorities, which together account for approximately \$19-20 million annually.

As part of the presentation, the district highlighted its extensive process for engaging both internal and external stakeholders, with an emphasis on historically and currently underserved students and families. This process is required by the Oregon Department of Education, but it has become part of the district’s culture of growing partnerships with stakeholders.

Members of the public may provide feedback during the public comment section of the March meeting. Additionally, the plan has been posted on the website, with additional opportunities to provide feedback or make comments.

Recommended Motion:

I move to approve the district’s integrated plan as presented.

Integrated Plan

Welcome! This is your opportunity to review and provide feedback on the proposed Bend-La Pine Schools Integrated Plan for 2023-25. What exactly is the Integrated Plan? It is an approach by the Oregon Department of Education (ODE) to align and integrate several state and federal educational investments that have previously required separate budgeting, tracking and reporting. The desire is to simplify both planning and budgeting and take advantage of the braiding of resources. The full Guidance (161 pages) put out by ODE is available by clicking on the link below:

- [Aligning for Student Success: Integrated Guidance for Six ODE Initiatives](#)

The Bend-La Pine Schools Integrated Plan has a number of different parts with the bottom line being how is the District going to allocate/target the funds and/or resources from six ODE Initiatives – 1) Student Investment Account, 2) High School Success, 3) Continuous Improvement Planning, 4) Career and Technical Education, 5) Every Day Matters, and 6) Early Indicator Intervention Systems?

Some of these parts are quite large (Student Investment Account - passed by voters back in 2019 as an outcome of the Corporate Activity Tax - brings in excess of \$13M per year to the District!) and some are quite small (Continuous Improvement Planning does not come with any dollars).

In developing the Integrated Plan, the District was required to conduct a Needs Assessment that looked at a wide range of both quantitative and qualitative metrics, answer a variety of questions related to the six ODE Initiative above, and provide evidence of extensive community engagement with key stakeholders (students, staff and families), especially those from underserved populations. This information is contained in the 29-page Application below:

- [Bend-La Pine School District Application PROPOSED \(PDF\)](#)

Artifacts of Community Engagement

- [Artifact #1 Community Conversations](#)
- [Artifact #2 Community Conversations Report](#)
- [Artifact #3 Learning Leadership Council meeting \(1-30-23\)](#)
- [Artifact #4 and #5 YouthTruth Synthesis \(student feedback/family feedback\)](#)

Budget

The two largest budgets in the Integrated Plan are from Student Investment Account (SIA) (~\$13M) and High School Success (~\$5M). Click on the links below to see how we intend to spend these funds to improve student academic performance, emotional well-being, and access to a well-rounded education:

- [SIA Budget 2023-24 FINAL \(PDF\)](#)
- [High School Success Budget 2023-24 FINAL \(PDF\)](#)

Integrated Guidance Application (PROPOSED)



Applicant:

Bend - La Pine Administrative School District 1 Institution ID: 1976

Contact Information:

Lora Nordquist, Assistant Superintendent lora.nordquist@bend.k12.or.us
(541) 355-1027

Application Components

Needs Assessment Summary (500 words or less): *describe process, results of the needs assessment, data sources and how equity-based decision making for strategic planning and resource allocation occurred.*
Consider community engagement Input
Review Disaggregated Student Data
Identify priorities aligned to the 4 common goals: 1) well-rounded education, 2) equity advanced, 3) engaged community, and 4) strengthened systems and capacity

To conduct our Needs Assessment, we engaged a diverse multidisciplinary Integrated Planning Team (“IP Team”) in robust conversations focused on examining strengths, weaknesses and opportunities in each of the four common goal areas: 1) well-rounded education, 2) equity advanced, 3) engaged community, and 4) strengthened systems and capacity. The IP Team examined District policies, procedures and practices, looked at various systems (standards, assessments, professional development, technology, parent involvement, etc.), and analyzed program delivery and quality through the lens of disaggregated student performance data including trends for focal student groups.

IP Team members included: Lora Nordquist (Deputy Superintendent), Skip Offenhauser (Executive Director of Elementary Programs and Instructional Technology), Katie Legace (Executive Director of High School Programs), Sean Reinhart (Executive Director of Student Services/SPED), Kinsey Martin (Director of Diversity, Equity and Inclusion), Dave Vanloo (Director of School Improvement/Data), Stephen Duval (Director of College and Career Readiness/CTE), and Bruce Abernethy (Grantwriter).

Participants referenced the ODE Integrated Needs Assessment tool and used many of its guiding questions. With the caveat that all findings and observations needed to be supported by data, the

team identified a number of trends and patterns, formulated a shared understanding of strengths and needs, and prioritized the goal areas for funding. We faced several data challenges trying to determine whether some recent drops in academic performance were due to underlying systemic weaknesses or COVID-related and something that would recover as it became less of an influence.

Major Sources of Qualitative Data

- *Youth Truth Survey 2022* for students, staff, families (conducted annually)
- Staff Listening Sessions 2022-23 (complete at MS, ongoing at HS and ES level)
- Community Conversations with students and families, Fall 2022 (conducted biennially)
- Student Listening Sessions through CEL participation (ongoing)

Major Sources of Quantitative Data

- State assessment results in reading, math, and science
- DIBELS testing
- 9th grade on track data
- Graduation rates
- MTSS (Multi-Tiered System of Supports) data-grades/academic progress, attendance, referrals

In addition, our team examined a number of contributing factors that impact the trends and patterns we are seeing. These included school climate and culture, family and community factors, and last but certainly not least, impacts from the COVID-19 pandemic. We interviewed/conducted focus groups (“Community Conversations”) with roughly 15 different student and family groups, selected to gather feedback from historically underserved populations.

This examination showed students rated the District higher on creating a positive culture that valued relationships and creating a sense of belonging, but lower on academic challenge and the ability to engage students with relevant curriculum. On the positive front, Freshmen on track to graduate continued its 9-year upward trend (with the exception of 2020-21 which was obviously COVID-related). On the negative front, the gap between All students and economically disadvantaged grew on both ELA and Math for the last year that we had comparable data (2018-19). Four-year graduation rate also showed not only a dip for 2020-21 but an expansion of the gap between Historically Underserved and Not Historically Underserved.

Academic experiences: our students said they wanted:

- Adulting 101 (e.g. personal finance, how to rent an apartment, how to pay taxes)
- Classes to be more Fun and Engaging + Meaningful and Rigorous
- Greater choice, options, and access to courses

Social experiences: our students said they wanted:

- Instruction on peer interactions (especially post-COVID)
- Taking slurs and bias incidents more seriously
- Empathy

From a funding perspective, our team has determined that our priorities are similar to the previous SIA cycle: supporting students' Social, Emotional and Mental Health needs, expanding student access to a well-rounded education, reducing class sizes at schools with the largest numbers of Historically Underserved students, supporting teaching and learning, and supporting life and career readiness programming.

Plan Summary (500 words or less): Context, braiding/blending of investments, needs and issues the investments will address, process to monitor

The Bend-La Pine School District has 2,100+ employees who serve 17,900 students across 35 schools, including two District-sponsored charter schools (Bend International School and Desert Sky Montessori). Approximately 37% of our students qualify for free- or reduced-price lunches; 7% are linguistically diverse; and slightly over 11% qualify for IEPs.

Our students excel by many standards. Our 2020-21 graduation rate of 82%, is among the highest in our history and just slightly down from a pre-COVID peak of 86%. Our students outperform their peers in third grade reading and on both the ACT and SAT exams. Our students excel in athletics, music, theatre and art, winning numerous state championships and taking home regional and national honors. However, when we disaggregate the data, moving beyond the averages, we see that the experiences and the outcomes of our students are not equitable. Whether looking at academic achievement or participation in extra- and co-curricular activities or enrollment in advanced classes, on every measure, it's clear that we continue to have large and persistent opportunity gaps between our historically underserved students and those who are not. The greatest challenge for our District continues to be to ensure that all students have the skills, knowledge, and temperaments to be successful in both the present and the future. One of our Board Goals is to help students be "Future Ready."

After listening to our students, staff, and families, studying student experience and outcome data, and collaborating with key stakeholders across the District, we have determined how to allocate/target the funds and/or resources from the six ODE Initiatives - 1) Student Investment Account, 2) High School Success, 3) Continuous Improvement Planning, 4) Career and Technical Education, 5) Every Day Matters, and 6) Early Indicator Intervention Systems. We will invest these resources into several broad categories:

- 1) **Promoting students' health and safety by significantly increasing social and emotional support**, especially in our schools with the highest needs (examples include school counselors at the ES and MS level (24.5 FTE), EAs at the ES and MS level (26.0 FTE), hiring a nurse and a psychologist, and contracting with a mental health consultant to implement a District-wide system of support (BRYT) for students transitioning back to school after an extended absence, often due to mental health crisis and/or significant trauma in their lives.
- 2) **Reducing class size to promote individualized attention**, especially in schools with the highest numbers of students who are historically underserved (examples include teachers weighted for schools with high numbers of historically underserved students (19.0 FTE)

3) **Increasing access to a well-rounded education**, especially for our historically underserved students who have not always had access to some of the most advanced and enriching content (examples include Director of College and Career Readiness (1.0 FTE), Graduation coaches (5.0 FTE), instructional coaches at the ES and MS level (6.0 FTE), dropout prevention through our MTSS (Multi-Tier System of Support and Tier II interventions (4.5 FTE), ELL teachers (6.5 FTE)

Additionally, we will be making the following investments:

- Expansion of SEL (Social and Emotional Learning) support – continue the coordinator position, SST (Student Success Teams), implementation of BRYT (Bridge for Resilient Youth in Transition)
- Additional staffing for SPED
- Additional staffing for campus safety (examples include School Resource Officer (1.0 FTE), Safety System Supervisor (1.0 FTE)
- Expansion of DEI work – new coordinator position, staff training, support for underserved groups
- Several administrative positions to increase capacity (examples include Director of Recruitment and Retention (1.0 FTE)

Equity Advanced (max of 250 words per question) : seeking an outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen

What strength do you see in your district or school in terms of equity and access?

The Bend-La Pine School District is deeply committed to equity and access for all students as evidenced by the following accomplishments and/or current initiatives:

1. Our Student Success Program (Bridge for Resilient Youth in Transition or BRYT), launched District-wide in 2021, has significantly increased access to (and success at) schools for students with disabilities and other related social and emotional struggles. Through BRYT, we have created dedicated spaces with trained staff to help students self-regulate and be more comfortable and confident in the classroom.
2. Increased partnerships and provided capacity building support for various student, family, and community advisories: Black family/student union, Chinese culture club, Latino family advisory, equity coalition, LGBTQIA2S+ alliance
3. Increased Family and Student liaisons to elevate their voice and influence District policies and practices: Black/African American liaison, youth partnership liaison, AAPI liaison, newcomer/immigrant
4. The District is implementing an equitable grading initiative that will reduce implicit bias by prioritizing standards, constructing new rubrics, and developing exemplars.

	<ol style="list-style-type: none"> 5. Translation/Interpretation services are increasing in both overall usage and in a variety of formats to support access for families and students. 6. Expanding multilingual programming (Dual Immersion offered at additional schools) 7. At our Secondary sites, we have introduced an "alternative to suspension" plan to support students struggling with substance use and abuse. This is important because numerous studies have shown that traditional out-of-school suspension disproportionately impacts students of color and those otherwise underserved
<p>What needs were identified in your district or school in terms of equity and access? (how do they directly inform your planning and budgeting?)</p>	<p>The following needs related to equity and access are directly addressed through our IP funds allocation and other sources (General Fund, Title funds, grants):</p> <ol style="list-style-type: none"> 1. Achievement gaps for multilingual students and students with disabilities are still present across all grade levels – in response we are directing funds towards: a) social and emotional support/counseling (est. 25 teachers and 25 EAs), b) staffing for an Executive Director of Diversity, Equity, and Inclusion to spearhead and coordinate our many DEI initiatives, c) three Family Liaisons to provide support to our Latino students and families, d) extensive training to all staff about bias incident training/new reporting, and e) support for groups representing underrepresented populations (LGBTQSIA+ and Chinese Culture Club) 2. Access to rigorous teaching and learning coursework outside of AP and IB classes – in response we are directing funds towards a) staffing for a Director of College and Career Readiness who, among many tasks, will work with teachers to develop new curriculum/courses and instructional strategies to better engage students, and b) est. 12 high school teachers hired or transferred to schools that have been identified (weighted) for serving a high number of Historically Underserved students 3. Classes that are relevant and useful in life and career (i.e. “adulting” skills) – this concept is being explored by the Director of College and Career Readiness and the Leadership Team 4. Core instruction that is accessible to language learners – in response, we are directing funds towards 6.5 ELL teachers

<p>Equity lens or tool (District or ODE). Describe how you used this tool in your planning.</p>	<p>The Bend-La Pine School District has developed an Equity Stance that guides all significant planning in the District. Key elements include: a culture of equity as an explicit goal and the importance of honoring diversity (different political beliefs, social values and lived experiences). In the Equity Stance our definitions of diversity, equity, inclusion, discrimination, racism and anti-racism were developed and supported by resources from ODE and the Governor’s Office.</p> <p>In the integrated planning process, this document was specifically used to shape 1) which small groups would be the focus of our community conversations, 2) what questions and issues would be probed during these conversations, and 3) what strategies would best serve our students, staffs, and families.</p> <p>An important outgrowth of the Equity Stance has been the formation of the District’s Equity Coalition, a committee that works collaboratively with the District and the Board of Directors on issues related to elevating the learning and experiences of all students and families, especially those who have been and remain marginalized. Composed of certified, classified, and administrative school district staff, as well as students, family members, and community partners, the Equity Coalition serves as the school district’s Equity Advisory Committee.</p>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>Based on the planning process and investment of Integrated Planning funds, we believe that the following positive impacts will occur:</p> <ol style="list-style-type: none"> 1. Reducing/Eliminating the predictability of student outcomes based on race, and recognition of the degree of fracturing that is felt, and felt differently, by students, families, and communities. 2. Adaptations and support services that help to ensure access and equity for all students within our program 3. Address the common goals of the 6 Integrated Plan initiatives
<p>What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth</p>	<p>Dylan Wiliam, noted education authority, writes, “Right now, the available research suggests there are two particularly powerful levers that districts can use to improve student achievement. The first is to ensure that the curriculum, including whatever textbooks are adopted, is one that explicitly focuses on developing knowledge, because the amount of knowledge in long-term</p>

<p>Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?</p>	<p>memory determines a student's ability to think...it means ensuring that what students know is richly connected to other knowledge, so that they can solve problems, be creative through making new connections, and have studied areas in enough depth to think critically about them.</p> <p>The second is to establish, within the district, a culture where all teachers improve, not because they are not good enough, but because they can be even better. Moreover, the focus of each teacher's improvement needs to be what has the greatest benefit for students”</p> <p>Given the above, one potential barrier is if the district's curriculum fails to build meaningful and durable student knowledge, successful application of that knowledge, or to ensure that our least advantaged students learn in school what our most advantaged students learn both within and outside of school. A second potential barrier is if the district fails to adequately implement focused and coherent systems of professional learning for all teachers' that helps them to improve in highly effective, highly relational teaching practices that benefit all students, and disproportionately benefit students furthest from justice.</p>
<p>What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?</p>	<p>The Bend La Pine School District is working diligently to remove barriers for our students and families experiencing homelessness and housing instability. This school year we added additional information on our intake forms which provides a better understanding of who we serve and enables us to identify McKinney Vento (MKV) eligible individuals more quickly. This allows us to enroll students without documentation such as proof of address, age, or immunizations – barriers that would otherwise delay school engagement. We provide special transportation when needed so MKV eligible students can remain at their school of origin throughout the school year to avoid disruption to their learning. Our transportation department also provides rides for MKV eligible students so they can participate fully in afterschool activities with their peers.</p> <p>Additionally, our District Family Advocates connect students with resources such as school meals, school clothes and school supplies so students navigating homelessness can attend school ready to learn. Our District does all this in a confidential manner so as not to stigmatize or isolate our student's experiencing</p>

	<p>homelessness. Finally, the Bend La Pine School District has strengthened our coordination among school support staff through annual trainings so we can provide timely services to support our most vulnerable youth. We do this because we fundamentally recognize that educational attainment is a preventive measure against future homelessness.</p>
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CTE FOCUS	
<p>What strengths do you see in your CTE Programs of Study (POS) in terms of equity and access?</p>	<p>In terms of access, Bend-La Pine School District offers a wide variety of CTE options (a total of 28 Career and Technical Education Programs of Study) at seven high schools, reaching over 1,600 students annually. Participants enroll in these engaging, hands-on, high-skill career exploration activities because they understand the value of gaining real-world experience, learning skills to make themselves employable after high school, and even preparing them to go on to higher education. Current CTE programs include: automotive, business, culinary, graphic design, computer science, construction manufacturing, engineering, forestry and agriculture criminal justice, and health occupations. Compared to other districts our size, we have both more CTE offerings and a higher percentage of students participating (almost 1 in 3 of all high school students take at least one CTE course!)</p> <p>Demographically, CTE enrollment data looks fairly reflective of our overall student population. In those programs - automotive, engineering, construction, and manufacturing – where we struggle with non-traditional participation and completion, our assessment based on student interviews is that this is not because there are barriers, but more because students are interested in other CTE programs.</p>
<p>What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>In reviewing our CTE Programs of Study, the District identified some discrepancies in participation from traditionally underserved populations. As noted above, this is primarily in programs like automotive, engineering, construction, and manufacturing, and it was along gender lines (these programs have disproportionately more males).</p> <p>To maximize access, we work with our teachers to identify any systemic barriers that may be in place that make it difficult for</p>

	<p>students to participate in those programs. In addition, we work with school counseling staff so they can better understand the scope and sequence of CTE programs and actively recruit students who have historically not participated in these programs. We have provided training for our CTE teachers to better serve special education students. In addition, we have the ability to support translation services in a limited capacity to our CTE programs.</p>
<p>What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>Our recruitment strategy is three-pronged and includes partnering with High Desert ESD, doing things at the District level, and obviously targeted outreach at each high school (and feeder middle schools). High Desert ESD provides regional training for school counselors to help them understand the scope and sequence of CTE programs to ensure they are able to provide accurate information to students during forecasting/scheduling. The District is constantly talking with local business and industry and gauging potential interest and capacity to bring on new CTE Programs of Study. In addition to specific outreach at our high schools, we bring 8th grade students up to their forecasted high school at a special spring event to experience hands on activities with our CTE instructors. We have found this builds awareness and interest before they forecast for their high school classes.</p>
<p>How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?</p>	<p>The Bend-La Pine School District has a number of CTE Programs of Study at each of our high schools, making access to these unique courses as a student much easier. No transportation or special schedule is required. Obviously, we cannot offer every CTE course at every high school so there may be instances where a student does not get their preferred choice, but there is no discrimination in the process. Principals are clear that all students who express interest in our programs and forecast for them are provided access.</p>

Well-Rounded Education (max of 250 words per question): mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices.

<p>Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high)</p>	<p>The Bend-La Pine School District is committed to a well-rounded education, shaped by one of our District’s four goals: Every student will have “a passion, a purpose, and a plan.” We believe that one essential element of this goal is helping to ensure all students can ACCESS a well-rounded education. This has caused us to reshape special education services at all levels, provide significantly more support to our linguistically diverse students, and provide higher levels of staffing at our most impacted schools. Additionally, there are various strategies we employ across our schools.</p> <p>At the elementary level, music and PE specialists are part of almost every staff, SEL instruction is embedded into the daily lessons, and teachers use a variety of instructional strategies to engage students in challenging curricula: project-based learning, Storyline instruction, reading and writing workshop, etc.</p> <p>Our middle schools provide a variety of electives, in addition to core instruction. These range from the fine and visual arts to world languages, from pre-CTE courses such as culinary arts and design to academic extension and support classes.</p> <p>Our high schools have a multitude of options for students, with CTE programs expanding across our schools, especially the development of pathway programs. We have Advanced Placement classes at all our high schools except one—because Bend High School offers the International Baccalaureate Programme. Unlike many high schools in Oregon, the District maintained arts programming throughout the last recession and is working hard to rebuild enrollment in some of these programs post-pandemic.</p>
<p>Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?</p>	<p>At the elementary level, music instruction is provided by a specialist, and other disciplines are part of the regular classroom content. All middle schools provide visual and vocal/instrumental music classes. Some also provide drama classes. All neighborhood high schools provide most of these courses: theater, vocal/instrumental music, visual arts, and media arts.</p>

<p>How do you ensure students have access to strong library programs?</p>	<p>The District has certified librarians in all high schools and one middle school. All other middle schools and elementary schools have allocations for classified media managers. Until this school year, the District has also had a District librarian to mentor and guide the building librarians, but especially the media managers. Due to a late resignation, this year the District has paid stipends to our building librarians to support the classified media managers. It is our goal to post and hire a District librarian for the 2023-24 school year.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>To ensure our students have sufficient time to eat, our elementary and middle school students have 35-45 minutes daily for lunch and activities/recess. At most, but not all, schools and grade levels, students eat before activities and/or recess and therefore can take additional time to eat if needed. Elementary school students also have 1-2 additional recess periods each day.</p> <p>The District follows state policy (Senate Bill 4, ORS 329.496) related to Physical Education (PE) which requires K-5 students receive 150 minutes of PE per week for the entire school year and students in grades 6 – 8 receive 225 minutes of PE per week for the entire school year. High school students are required to have at least one credit of physical education to graduate. This can be done through PE class or in many cases by participating in an afterschool sport and then applying for credit.</p>
<p>Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.</p>	<p>The District’s schools, and even classroom teachers within the same school, are often in different stages of development when it comes to STEAM instruction, project-based learning, and cross-disciplinary content. To help support teachers’ use of these practices, training has been provided over the years in these topics (though unfortunately not much since the pandemic). This is an area for continued growth.</p> <p>Over the last two years, the District has added secondary instructional coaches in science, mathematics, and language arts. These teacher leaders are working with their colleagues on standards-based instruction. This is a good starting place for the development of more inquiry-based, cross-disciplinary content, as teachers use the priority standards to “backward design” units.</p> <p>One other important aspect of STEM training in the District is our partnership with Bend Science Station (BSS), a local nonprofit</p>

	<p>organization which provides high quality professional development in science instruction with an emphasis on how it applies to new NGSS along with training in how to use Vernier probeware. The training is typically done over several days during the summer (and school year if necessary) with a total of 60-75 elementary teachers who participate across all grade levels and schools. Finally, all our elementary teachers can check out equipment from the BSS Equipment Lending Library (the District pays an annual retainer out of other funds to allow us to use this science equipment which is owned by BSS</p>
<p>Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.</p>	<p>Each curriculum adoption process begins with a review of the adoption criteria as set forth by the state. The District then employs two curriculum directors who oversee a team of ten FTE devoted to instructional coaching and curricular support. The District has a rigorous, two-year adoption process that includes classroom teachers, specialists, administrators, and District office staff. As part of this process, the team reads and discusses best practices in the content area, reviews state and national standards, adopts or refines a set of core beliefs, and designs a two-year plan for implementation of new materials, including professional learning sessions and ongoing coaching and support.</p> <p>During the current 2022-23 school year, the District is beginning the process of identifying priority standards for secondary core classes, including language arts, mathematics, science, and world languages. This will assist teachers across the district in focusing instruction on the knowledge and skills our students need most. This process will continue to move across all content areas and down to elementary levels in the following two years.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>Designing intentional, engaging, and challenging classroom instruction is a critical aspect of effective teaching. The Bend-La Pine School District utilizes the following steps:</p> <ol style="list-style-type: none"> 1. Identify learning objectives: Start by identifying clear and specific learning objectives that align with the curriculum and state standards. It is essential to ensure that these objectives are challenging, but attainable for all students. 2. Use differentiated instruction: This involves tailoring instruction to meet the diverse needs of all students, varying the content, process, and product of instruction to meet the different learning styles, abilities, and interests of students.

	<ol style="list-style-type: none"> 3. Incorporate engaging teaching strategies: Use a variety of teaching strategies that are interactive and engaging. This can include: inquiry-based learning, project-based learning, and problem-based learning. Also, consider using technology, games, simulations, and real-world examples to make the content more interesting and relevant to students. 4. Monitor and assess student learning: As teachers deliver instruction, monitor and assess student learning regularly. This helps teachers to adjust their instruction, provide feedback, and address any gaps or misunderstandings that students may have. 5. Provide feedback: Feedback is critical to the learning process as long as it is timely, constructive, specific, clear, and actionable. Ensure that you provide feedback to all students, regardless of their level of achievement. 6. Create a positive learning environment: Finally, create a positive learning environment that encourages risk-taking, supports academic growth, and promotes social-emotional development. This includes establishing clear expectations, creating a culture of respect and trust, and encouraging collaboration and teamwork.
<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>The District does not currently have any of our own early childhood education programs, primarily due to a severe shortage of space in our elementary schools. We strive to be good partners with all our regional early childhood providers, especially in the spring as young students prepare to transition to our elementary schools in the fall. Our regional ESD (High Desert ESD) has an Early Learning Council, which includes representation from K-12 districts, early childhood providers, colleges and universities, health care providers, and families. This group provides valuable resources and support to our elementary schools, particularly kindergarten staff.</p>
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>To facilitate effective transitions from middle grades to high school all our high schools host orientation nights for students and families from their respective feeder middle schools. Additionally, high school staff, including counselors and administrators, work with 8th grade students to understand graduation and college admission requirements, course options, co-curricular and extra-curricular opportunities, etc. During the 2022-23 school year, for the first time our high schools are hosting 8th grade students at the sites so that students can have a hands-on experience with our many CTE programs.</p>

	<p>To ensure students and their families have a strong understanding of their options and are prepared for next steps after high school, the District has taken numerous steps. All our high schools have career centers, staffed with both school personnel and a large number of community volunteers. We host FAFSA nights in the fall, both in English and in Spanish, where applicable. For our Spanish-speaking students and families, we have partnered with OSU to host six-session Juntos opportunities so that they can “dig deep” into strategies for success: how to read a transcript, what are options for financial aid, what are other opportunities besides college for high-skilled occupations, etc. Our students with disabilities and their families have traditionally been the group to rate this aspect of our schools the highest, because transition planning is part of their required services. The District is trying to replicate some of this support to scale for all our students.</p> <p>In 2021-22, we hired a Director of College and Career Readiness, to help align and expand the work described above.</p>
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?</p>	<p>The Bend-La Pine School District began its journey to establishing and maintaining MTSS (Multi-Tiered Systems of Support) in our schools back in 2009. In the 13 years since, we have worked to make it the primary system for identifying students in need, not just of academic interventions, but also interventions to support mental and emotional well-being.</p> <p>A primary focus of our work has been on strong Tier One instruction. For example, at the elementary level, the District began a major effort this year to make Foundational Reading skills a daily part of K-5 literacy instruction. This included a new adoption of a Foundational Skills curriculum, Really Great Reading, and ongoing school-based coaching for teachers and administrators. At the secondary level, our work on identifying priority standards is a major push towards a guaranteed and viable curriculum for all secondary students.</p> <p>All district schools, K-12, have MTSS teams that meet regularly to identify both the students needing supports and the interventions they need. Truthfully, like most districts in the state, these interventions are more firmly in place K-5 than they are in our secondary schools. An ongoing area for growth is providing resources and support for both in class interventions</p>

	<p>and additional interventions for students who need them.</p> <p>In terms of addressing the needs of our multi-lingual students, the District has worked to provide ongoing training and coaching for classroom teachers to effectively use sheltered instruction strategies. This is ongoing work: both our own observations and students' feedback are reflecting the need for continued growth.</p>
<p>What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>When MTSS (Multi-Tiered Systems of Support) processes are used effectively, students who exceed standards are grouped for some aspects of core instruction and intervention times, especially in critical content areas such as literacy, mathematics, science, and social studies. Done well, this use of flexible grouping strategies allows teachers to differentiate on a small-group level, providing students access to deeper learning. Unfortunately, these strategies are not always employed by teachers, due to lack of training and experience so this remains an area for growth for the District.</p> <p>Our high schools provide robust opportunities for students seeking advanced learning opportunities, including AP, IB, and dual credit classes at our various high schools. Another area for growth in the District is ensuring that students from our focal groups are represented proportionately in our advanced classes. We have been partnering with Equal Opportunity Schools to analyze data and provide coaching for our high school teams as we try to increase both access and rates of success for underrepresented students.</p> <p>Finally, our district provides TAG services, including classroom PEP's at the elementary level and departmental plans at the middle school level. The district also hosts self-contained TAG 4th and 5th grade classes, as well as a districtwide TAG block at one of our middle schools.</p>

CTE Focus: new CTE Programs of Study to be developed	
<p>How do you provide career exploration opportunities, including career information and employment opportunities,</p>	<p>Along with many other schools in the region, we use YouScience, a career aptitude assessment that is made available for all our middle and high school students. YouScience not only allows students to identify their aptitudes, it combines it with their particular interests. It also serves as an effective career</p>

<p>and career guidance and academic counseling before and during CTE Program of Study enrollment?</p>	<p>navigation tool providing real-time information on employment outlook, education/training, and skills used on a daily basis. In addition, Career Tree is available to all high schools, challenging students to dive into their career choice to investigate if it's really what they want to do. Schools use YouScience and/or Career Tree to help guide students to CTE programs at each of our high schools.</p>
<p>How are you providing equitable work-based learning experiences for students?</p>	<p>Providing equitable work-based learning experiences for students requires intentional planning and execution. Here are the steps the District is taking:</p> <ol style="list-style-type: none"> 1. Identify goals and objectives: Start by identifying the goals and objectives for each work-based learning experience. This includes understanding the knowledge, skills, and competencies that students should acquire through the experience. 2. Develop and strengthen partnerships: Establish partnerships with businesses, community organizations, and other stakeholders who share our commitment to equity to provide students with access to work-based learning experiences. 3. Provide training and support: This includes training students in workplace skills such as communication, problem-solving, and time management, as well as providing employers with guidance on how to work with and support students from diverse backgrounds. 4. Ensure access to resources: Ensure that all students have access to the resources they need to participate in work-based learning experiences. This includes transportation, appropriate clothing, and any necessary accommodations or support services. 5. Monitor and assess outcomes: This includes tracking student progress, gathering feedback from employers, and analyzing data to identify areas for improvement. 6. Evaluate and refine the program: This includes using data and feedback to make improvements and adjustments to the program as needed. <p>Our region has partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities.</p>

<p>Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.</p>	<p>To ensure that our students' academic and technical skills are improved through integrated, rigorous, and relevant learning in subjects, the District utilizes the following strategies:</p> <ol style="list-style-type: none"> 1. Develop a comprehensive curriculum: After making sure it is aligned with state and national standards and is relevant to the needs of our students, we ensure that it includes challenging and rigorous coursework in core academic subjects, as well as CTE courses that provide students with the technical skills they need to succeed in the workforce. 2. Implement project-based learning: PBL is a proven effective way to integrate academic and technical skills, allowing our students to apply their knowledge and skills to real-world problems and challenges. 3. Offer opportunities for postsecondary credit: Collectively, our high schools offer dual enrollment programs with COCC and other higher education institutions, Advanced Placement (AP) courses, and an International Baccalaureate (IB) program at Bend HS and a Middle Year Programme (MYP) at Pilot Butte MS. 4. Provide access to technology: To support learning in academic and technical subjects, the District provides full access to computers, software, and other tools that are necessary for learning K-12. 5. Offer professional development for teachers: To help teachers integrate academic and technical skills in their teaching, the District provides training on project-based learning, technology integration, and effective teaching strategies. Of note, we work to integrate core academic knowledge and skills into all CTE program of study work. 6. Monitor student progress: The District utilizes formative and summative assessments, providing valuable feedback to students, and using data to make instructional decisions. 7. Foster a culture of learning: The District promotes a growth mindset, providing multiple opportunities for student voice and choice, and creating a positive and supportive learning environment.
<p>What activities will you offer to students that will lead to self-sufficiency in identified careers?</p>	<p>The Bend-La Pine School District has Future/Career Centers in all our high schools. This dedicated space is staffed with District employees and community volunteers who provide valuable support to students with determining and refining interests, accessing resources (both information and financial aid), and building skills that will be necessary for identified careers.</p>

	<p>Future Center staff go out into our high schools to educate students on career opportunities and pathways and also develop a number of events and activities, bringing in parents and community members to provide additional perspectives.</p>
<p>How will you prepare CTE participants for non-traditional fields?</p>	<p>Preparing CTE (Career and Technical Education) participants for non-traditional fields (e.g. females participating in engineering or automotive, and males participating in health sciences, etc.) requires a multi-faceted approach that takes into account the unique challenges and opportunities associated with these fields. Here are some ways the District is trying to tackle the challenge:</p> <ol style="list-style-type: none"> 1. Introduce students to role models: To inspire and motivate CTE participants to pursue non-traditional fields, our teachers introduce them to role models who have taken unconventional paths to success, overcome obstacles, and broken-down barriers in their respective fields. 2. Provide hands-on experience: the District provides a wide array of internships, job shadowing, or apprenticeships, where our students can gain practical skills and knowledge in a real-world setting. 3. Offer relevant coursework: CTE programs should offer coursework that is relevant to non-traditional fields so participants can gain the knowledge and skills needed to succeed in these fields. 4. Foster a supportive environment: To create a supportive environment where CTE participants feel valued and respected, the District provides mentorship, counseling, and networking opportunities that help them build confidence and develop social and emotional skills. 5. Address stereotypes and biases: It is critical to address these biases by providing education and training that helps students recognize and overcome their biases and prejudices.
<p>Describe any new CTE Programs of Study to be developed.</p>	<p>There is a regional focus on developing robust Programs of Study in our four fastest growing sectors: 1) Healthcare, 2) Technology (Computer Science), 3) Manufacturing, and 4) Construction. How and where this will play out is still to be determined, but nothing in the immediate future.</p> <p>Within the District, we are developing an Education pathway that will lead to a new Program of Study. It is in a startup phase at Bend HS this SY with the hope to expand it to La Pine HS next year. Currently, first semester is Education Theory and second</p>

	<p>semester is Practicum and we are looking to add additional education theory classes in the future. In December, the District received a significant welding grant to upgrade the Bend HS metals shop. While technically not a new POS, we anticipate we will be able to add new elements such as the opportunity for students to earn an Entry level Welder certification (Level 1) while still in high school.</p>
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<p>Engaged Community (max of 250 words per question): who was engaged, how were they engaged, artifacts, where on the spectrum</p>

<p>If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?</p>	<p>The Bend-La Pine School District is proud of the work we began with community engagement in 2019, and we have continued to expand upon this work in the years since. We have instituted annual <i>YouthTruth</i> surveys for families and staff K-12, as well as students K-12. Beyond surveys, our goal for engagement has been to support students and families as they become ongoing partners and ultimately the leaders in our district’s work. As an example of this, all our middle and high schools, as well as our school board, have developed student advisory councils, with an emphasis on including diverse student voices. The District’s Equity Coalition, which meets the state requirement for an equity council, has been active since the winter of 2021. Through the leadership of our Director of Diversity, Equity, and Inclusion, we now also have a Latino Family Advisory Group, a Black Student and Family Group, an Asian student and family group, and GSA’s (Gay Straight Alliance) in all middle schools and high schools.</p> <p>For our Fall 2022 “Listening sessions” - which included over 15 group community conversations - we utilized community partners to elevate community voice and increase participatory decision making. This included:</p> <ul style="list-style-type: none"> • Implementing best practices in family and community engagement with support from Better Together and High Desert ESD • Creating a network of partners and community facilitators with culturally specific lenses and experience to provide insights into processes, create affinity space, and bring community context in sensemaking. • Securing qualitative consultation and analysis to examine
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	<p>data from listening sessions and shape investments.</p> <ul style="list-style-type: none"> • Using logistical and communications support by High Desert ESD and our District • ongoing review of systems of engagement and barriers
<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>The Bend-La Pine School District feels confident that our community conversations included all the key representative focal groups. As mentioned above, we host and/or support a variety of groups in ongoing work with the District (Advisories, Liaisons), not just for the purpose of developing our Integrated Plan, so we are cultivating and supporting partnerships.</p>
<p>What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>Our region benefitted significantly from over \$100,000 in ESD/SSA technical assistance dollars that was used to support and enhance our community engagement efforts. This support ranged from brainstorming on potential stakeholders to methods of collecting information/feedback to sharing information from other school districts to helping line up facilitators and providing training. It would be very beneficial if ODE could continue or even increase their financial commitment to these engagement efforts.</p>
<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p>It is vital to create a safe, inclusive, and welcoming environment for our community to fully participate in our District’s school improvement efforts as well as being welcomed daily to our schools, programs, and events. To create a safe and welcoming educational environment we focus on actively educating and informing our students, families, and community members regarding their rights and options with regard to experiencing inclusion, access, and belonging; as well as how to report incidents or experiences that do not uphold these rights and values. We are engaging in professional development with our staff at all levels to ensure consistency and alignment in delivering welcoming experiences, and regularly reviewing our prevention and response processes and data for addressing incidents that work against belonging and inclusion.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p>The Bend-La Pine School District has one sponsored charter school – Desert Sky Montessori – and we have met with them a number of times to help them understand the rules and requirements of Integrated Planning, determine their needs, and budget their allocation.</p>

<p>Who was engaged in any aspect of your planning processed under this guidance? (see attached artifacts for more detail)</p>	<p><i>(Highlight all that apply)</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students of color <input checked="" type="checkbox"/> Students with disabilities <input checked="" type="checkbox"/> Students who are emerging bilinguals <input checked="" type="checkbox"/> Students who identify as LGBTQ2SIA+ <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care <input checked="" type="checkbox"/> Families of students of color <input checked="" type="checkbox"/> Families of students with disabilities <input checked="" type="checkbox"/> Families of students who are emerging bilinguals <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) Classified staff (paraprofessionals, bus drivers, office support, etc.) <input checked="" type="checkbox"/> Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) <input checked="" type="checkbox"/> Tribal members (adults and youth) <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) <input checked="" type="checkbox"/> Business community <input checked="" type="checkbox"/> Regional Educator Networks (RENs) <input checked="" type="checkbox"/> Local Community College Deans and Instructors; Local university deans and instructors <input checked="" type="checkbox"/> Migrant Education and McKinney-Vento Coordinators <input checked="" type="checkbox"/> Local Workforce Development and/or Chamber of Commerce CTE Regional Coordinators <input checked="" type="checkbox"/> Regional STEM/ Early Learning Hubs <input checked="" type="checkbox"/> Vocational Rehabilitation and pre Employment Service Staff Justice Involved Youth <input checked="" type="checkbox"/> Community leaders <input checked="" type="checkbox"/> Other: ____
<p>How were they engaged? (see attached artifacts for more detail)</p>	<p><i>(Highlight all that apply)</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e. Thought Exchange) <input checked="" type="checkbox"/> In-person forum(s) <input checked="" type="checkbox"/> Focus group(s) <input checked="" type="checkbox"/> Roundtable discussion <input checked="" type="checkbox"/> Community group meeting <input checked="" type="checkbox"/> Collaborative design or strategy session(s) <input checked="" type="checkbox"/> Community-driven planning or initiative(s)

	<ul style="list-style-type: none"> + Website + CTE Consortia meeting + Email messages + Newsletters + Social media + School board meeting + Partnering with unions + Partnering with community-based partners + Partnering with faith-based organizations + Partnering with business + Other ____
<p>Evidence of Engagement UPLOAD top 5 artifacts (small district 2 artifacts)</p>	<p>Please see the attached artifacts:</p> <ol style="list-style-type: none"> 1. Spreadsheet showing all the dates and groups for community conversations (plus Note taking Form template) 2. Qualitative summary from community conversations (Better Together) 3. Staff survey data from Learning Leadership Council meeting 4. Student survey data from Youth Truth (combined with below) 5. Parent survey data from Youth Truth (combined with above)
<p>Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?</p>	<p>The Bend-La Pine School District selected these artifacts of engagement because we believe they show a number of things: 1) the breadth of our reach into the community; 2) our focus on already-existing focal student and family groups, so that participants feel comfortable in the environment; 3) our use of nationally-distributed, evidence-based surveys.</p>
<p>Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fall on.</p>	<p>As previously mentioned, the target for our “Community conversations” was primarily pre-existing clubs, advisory groups, etc. This reflects the hard work our District has done with our focal student and family populations to create ongoing partnerships, rather than convening them once every couple of years. Our Equity Coalition, for example, has been meeting monthly for over two years (adding critical “voice” to District policies and practices).</p> <p>A second strategy to promote effective community conversations was to use affinity-group facilitators as much as possible. Many of our facilitators came from outside the District</p>

	<p>and they were trained and prepared by our partners at the High Desert ESD and Better Together (this represents “delegated power”).</p>
<p>Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the Community Engagement spectrum these fall on.</p>	<p>We conducted a staff listening session – specific to the Integrated Plan - that had two distinct elements. The first strategy was to conduct a mini-Needs Assessment and the second was to solicit direct feedback on funding priorities.</p> <p>Our staff listening session took place during our regularly scheduled Learning Leadership Council (LLC) meeting on January 30, 2023. It included administration leadership (Superintendent, Deputy Superintendent, Executive Directors of High School, Middle School and Elementary School Programs, Human Resources, SPED, SEL, Curriculum and Instruction, DEI, Transportation, College and Career Readiness, IT) plus key union representatives from both certified and classified staff. We had our Director of School Improvement do a brief presentation on the District’s history of SIA and HSS funds and how they tie to District Board Goals. Participants then had an opportunity to share 1) Changes in the District they had seen since the 2019 Equity and Excellence Needs Assessment, 2) Whether they felt the District’s current prioritization of SIA and HSS funds support District Board Ends, and 3) How we should reduce funding if necessary (prioritization?)</p> <p>We utilized our Learning Leadership Council since it was the most efficient way to tap into all elements of District staff and provide a consistent way for staff to convey challenges, opportunities and priorities.</p>
<p>Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?</p>	<p>Much of what we heard from our community and staff aligns and is consistent with the primary themes we identified two years ago when we also engaged in multiple community conversations during the initial SIA funding cycle:</p> <ul style="list-style-type: none"> • We have a growing number of students with high needs for mental, emotional, and or behavioral health support. While this was certainly true in 2019, the need has grown exponentially since the pandemic. • School staff and students give high marks (rate as a strength) the District’s environment “culture/relationships/belonging” and there is broad recognition that this needs to be a continued focus, given students’ needs post-pandemic. • Middle and high school students rated the level of academic

	<p>challenge as our schools’ greatest weakness. In addition, they expressed the need for more choice and options within classes and schools. They want classes to be fun and engaging, but also meaningful and rigorous.</p> <ul style="list-style-type: none"> • Students and families noted improvements in the District/schools’ approach to bias incidents and slurs, but they believe this is an area for continued growth. • School staff indicated the need for more/higher quality professional development and support. • A new theme that emerged this year from students and families: they strongly support more school focus on “adulthood” – defined as support for students in how to navigate in the world beyond K-12 education and living at home (doing taxes, renting an apartment) <p>The District’s existing plans are focused directly on the needs addressed above. One of our SIA actions was to hire a Director of College and Career Readiness. He is working with other directors, building administrators, counselors, and teachers to develop a K-12 “Life and career readiness” pathway to help support our students’ journeys.</p>
CTE Focus	
<p>How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?</p>	<p>As mentioned above, the District is a big believer in CTE and we have a very strong track record of engaging local employers and businesses (through serving on Industry Advisory Councils, providing classroom presentations, hosting field trips to job sites, and other work-based learning opportunities listed below).</p> <p>Regionally, we work closely with Youth CareerConnect to provide a wide range of internships opportunities. However, work-based learning (WBL) is much broader than just internships. We are working to help all of our CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience.</p>
<p>Affirmation of Tribal Consultation</p>	<p>NA because we do not receive dedicated tribal funds nor have a designated Tribe within our geographical boundaries.</p>

Strengthened Systems and Capacity (max of 250 words per question): whole system success, shared responsibility and accountability

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

One of the District’s investments with our SIA funding was to hire a Director of Recruitment and Retention. Since he has started working in our District (approximately a year ago), he has vastly expanded our strategies for reaching out to a wide, national pool of applicants. He is creating teams to attend national conferences for staff of color and/or bilingual English/Spanish staff, trying to attract both certified staff and administrators.

Working with the Central Oregon REN, the District has participated in the regional “Grow Your Own” efforts for the last several years, and we have supported numerous classified employees in their journey to become certified teachers, and supported a smaller number of teachers of color as they work on administrative licensure. Currently, the District is designing a CTE strand in education, and the host school has been actively recruiting students of color to participate in the first class of the sequence. These students are placed part-time in one of our dual immersion schools and have opportunities to work directly with elementary students.

In terms of retention, the District has supported full-time mentor teachers and a District-wide induction program for at least eight years. These mentors meet weekly with their novice teachers (usually about 15 first- and second-year teachers per mentor), to talk about coaching, providing resources, problem solving, co teaching, etc. New teachers also attend monthly induction classes on topics related to their expressed needs.

Looking at CTE, with Perkins funds, we provide a New CTE Teacher Cohort that provides all new CTE teachers with a veteran CTE teacher mentor in their Program of Study area. We also provide sub/mileage reimbursement for learning walks for all CTE teachers.

What processes are in place to identify and address any disparities that result in students of color, students experiencing

Based on a number of years of data, with one geographic exception (see below), the District has not exhibited disparities in the experience levels of teachers working in diverse, high-poverty schools and those working in more affluent schools. In fact, we generally see little movement from teachers across

<p>poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?</p>	<p>schools and many of our most talented and experienced teachers have expressly stated their preference for working in higher-poverty schools.</p> <p>Within our schools, building leaders continue to receive coaching and feedback about placing the most effective staff with students who need them most. At times, our most effective teachers are not the most experienced teachers, but those who have growth mindsets, responsive teaching practices, and effective classroom routines and structures.</p> <p>The exception is our four schools located in La Pine, especially the two elementary schools. All the La Pine schools have high levels of students in poverty. Because the schools are approximately 30 miles from Bend, many teachers commute daily from Bend. This is both time-consuming and costly, so many teachers who start their careers with the District in La Pine seek transfers to Bend. The District continues to work with La Pine-based teachers on strategies to improve retention, though the issue has eased temporarily due to the high cost of housing in Bend.</p>
<p>How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>In the Bend-La Pine School District we aim to build community and relationships in our schools to help students learn and grow from their mistakes. In addition to appropriate school-level responses following behavioral incidents, schools also focus their work on prevention, intervention, and repair. We have created "Student Success" (BRYT) staff roles in our schools to support students needing extra help and planning to succeed in their general education classrooms. At our secondary sites, we have introduced an "alternative to suspension" plan (UpShift/Teen Intervene) to support students struggling with substance use and abuse. School teams also meet regularly with school-level and District coaches to problem-solve unique student situations and develop appropriate interventions.</p>
<p>How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?</p>	<p>This is an ongoing challenge in Bend-La Pine School District, as it is in many districts. In some senses, the District is still playing "catch up" after two years of disrupted schooling due to COVID. The first year of the pandemic, virtually all professional learning was cancelled or focused on remote teaching strategies. During the second year, as opportunities began to return, unfortunately, a lack of substitutes caused the District to drastically scale back on professional learning activities.</p>

	<p>Another challenge is that what teachers might need in terms of professional learning might not align with what they seek.</p> <p>Our District is trying to keep our focus as narrow as possible, so that Districtwide professional learning is centered around a few priorities: DEI work, equitable grading (secondary level), foundational reading (elementary level), restorative practices, and SEL instruction.</p> <p>Much of the school-based professional learning is both designed and led by teacher leaders within the schools themselves.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p>One priority for the District in its original SIA plan was to increase overall instructional coaching capacity. Research is clear that professional learning is far more likely to be effective when teachers can practice skills and new learning in job-embedded environments. Currently, the District has eight coaches that serve 19 elementary schools, and four coaches for our 14 secondary schools. Additionally, there are two coaches to support teachers who deliver English Language Development skills and eight coaches/mentors to support teachers of students with disabilities.</p> <p>Since leadership is critical in this process, our lead Instructional Coaches and/or Curriculum Directors regularly join level leaders on school visits and classroom observations. These teams also meet regularly with principal groups to talk about next steps in curriculum implementation, instructional issues, etc.</p>
<p>What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?</p>	<p>The Bend-La Pine School District is dedicated to a continuous cycle of support for students through a multi-tiered system of support (MTSS). These supports are designed to support students in the areas of attendance, academic performance and social emotional support.</p> <p>Schools identify students in need of support by looking at data, MTSS teams then build a theory of the cause of the student(s) need and provide group interventions and individual support as needed. Teams meet weekly, monthly, and at grading periods based on the purpose of the meeting.</p> <p>Academics</p>

Tier 1 Students

Instructional Coach, Curriculum Coaches (ICCL) meet monthly with administration to discuss school design plans. Each school has a multi-year goal to improve student achievement through improved instruction.

Tier 2 and 3 Students

School teams meet quarterly to examine current data on student achievement in academics, as evidenced by grade reports. Content teachers identify students in need of additional support and provide interventions. Examples of supports include; support courses, additional time and opportunities to learn content and demonstrate learning.

Attendance

Tier 1 Students

Students learn best when they can engage with their teachers and peers in an in-person learning environment so each school carefully monitors their daily, weekly and monthly attendance.

Tier 2 and 3 Students

School support staff, including Graduation Coaches and Tier 2 Academic Support Tutor track the individual student attendance for students with a history of low attendance. Regular contact and attendance plans are developed.

Culture and Climate

Tier 1 Students

School teams regularly meet to examine the social and emotional needs of students by examining data from YouthTruth, a national student and family survey given each year. Additional data from student discipline and bias incident reports are used to gauge student need.

Tier 2 and 3 Students

The District believes in a restorative approach to discipline. Students who have a major violation of school policy have the opportunity to engage in a restorative circle prior to entering the school community again.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

One focus at all transition points is on our students with disabilities. Transition meetings are held throughout the spring to coordinate services and assess students' strengths and needs as they move from one level to the next.

While the District does not have formal transition processes for transitioning from early childhood programs to kindergarten, we strive to be good partners with regional early childhood providers, especially in the spring as students prepare to transition to our elementary schools in the fall. In addition, many of our schools host multiple activities for students and families over the spring and summer so that they can meet one another. Our regional ESD has an early learning council, including representation from K-12 districts, early childhood providers, colleges and universities, health care providers, and family. This group provides resources and support to our elementary schools, particularly kindergarten staff.

The District employs numerous strategies to help facilitate effective transitions from middle grades to high school. All our high schools host orientation nights for students and families from their feeder schools. Additionally, high school staff, including counselors and administrators, work with 8th grade students to understand graduation requirements, college admission requirements, course options, and co-curricular and extra-curricular opportunities, etc. During the current 2022-23 school year, for the first time our high schools are hosting 8th grade students at the sites so they can have a hands-on experience with our CTE programs.

In terms of transitions to post-secondary education/training opportunities, the District has taken numerous steps to ensure students and their families have a strong understanding of their options and are prepared for next steps after high schools. All our high schools have career centers, staffed with both school personnel and a large number of community volunteers. We host FAFSA nights in the fall, both in English and in Spanish where applicable. For our Spanish-speaking students and families, we have partnered with OSU to host six-session Juntos opportunities so that they can "dig deep" into strategies for success: how to read a transcript, what are options for financial aid, what are other opportunities besides college for high-skilled occupations, how to get help at the school, etc.

Assurances: The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

**Bend-La Pine School District
Student Investment Account (SIA)**

2023-24

Estimated Allocation (2023-24)

\$13,300,000

Schools (Elementary, Middle and High)	FTE/\$ Allocated	Proposed SIA Investment
Social and Emotional Support (Counseling)	24.50	\$2,851,555
Social and Emotional Support (EAs)	26.00	\$1,660,360
Teachers weighted for Historically Underserved	19.00	\$2,201,737
Mental Health Partnership investment (BRYT)		\$400,000
School Resource Officer positions		\$144,200
Campus support positions	10.00	\$571,650
Total all School levels		\$7,829,502

Special Programs	FTE/\$ Allocated	Proposed SIA Investment
Teachers	10.00	\$1,163,900
Nurse, Psychologist and SLP	2.50	\$290,975
Educational Assistants	3.00	\$179,220
Additional EA time for Professional Development		\$97,850
Total Special Programs		\$1,731,945

English as a Second Language	FTE/\$ Allocated	Proposed SIA Investment
Teachers	6.50	\$756,535
Latino Family Liaisons	3.00	\$179,220
Total English as a Second Language		\$935,755

Teaching and Learning	FTE/\$ Allocated	Proposed SIA Investment
Director of Social and Emotional Learning	1.00	\$195,700
Executive Director of DEI and ELL	1.00	\$206,000
Director of ELL and Dual Immersion	1.00	\$195,700
Supervisor of Family Engagement	1.00	\$128,750
DEI Professional Development		\$206,000
Secondary Literacy and Math	2.00	\$349,170
Elementary Literacy and Math	4.00	\$349,170
Mentors	3.00	\$349,170
Coaches	1.50	\$174,585
Total Teaching and Learning		\$2,154,245

	FTE/\$ Allocated	Proposed SIA Investment
Other Health and Safety Needs, Grant Administration		
Recruitment and Retention Specialist	1.00	\$195,700
Analyst - Business Office	1.00	\$132,870
Safety System Supervisor	1.00	\$128,750
Total Other Health and Safety Needs plus misc		<u>\$457,320</u>
Charter Schools allocation - Desert Sky Montessori		\$118,450
Indirect charge		<u>\$72,783</u>
Grand total for all		<u>\$13,300,000</u>

**Bend-La Pine School District
High School Success (HSS)**

Estimated Allocation (2023-24)

2023-24
\$ 5,171,683

CTE	FTE/\$ Allocated	Proposed HSS Investment
Director of College and Career Readiness	1.00	\$200,000
Building Allocations		\$600,000
School To Career, College and Career Readiness		\$37,500
Youth CareerConnect (EDCO) Internship Program		\$70,000
Total CTE		\$907,500

College-Level Support	FTE/\$ Allocated	Proposed HSS Investment
Graduation Coaches	5.10	\$650,000
Teachers on Special Assignment	2.32	\$250,000
Director of Secondary Curriculum, Instruction & Supports	0.55	\$118,000
Total College-Level Support		\$1,018,000

Dropout Prevention	FTE/\$ Allocated	Proposed HSS Investment
MTSS Systems & Tier II Intervention	4.50	\$700,000
Academic Intervention	3.00	\$400,000
Student Success Instructors	5.50	\$770,000
Student Success Coordinators	5.66	\$790,000
Realms High School	5.60	\$499,983
Newcomers Programs	0.33	\$46,200
LUNA Tutor Program		\$40,000
Total Dropout Prevention		\$3,246,183

Total High School Success **\$ 5,171,683**

Bend-La Pine School District

Comprehensive/Targeted Support and Improvement (CSI/TSI)

Estimated Allocation (2023-24)

2023-24

\$ 320,000

CSI/TSI	FTE/\$ Allocated	Proposed CSI/TSI Investment
Attendance and Family Connection (meet with families)	1.00	\$130,000
Subs for MTSS meetings at all 4 schools		\$60,000
Afterschool Tutoring and Transportation		\$45,000
Secondary Academic Coach	0.50	\$65,000
Elementary Residency (Coaches go to LPES and RES, includes subs)		\$20,000
Total CSI/TSI		\$320,000
Total Comprehensive/Targeted Support and Improvement		\$320,000

Bend-La Pine School District
Early Indicator and Intervention Systems (EIS)

Estimated Allocation (2023-24)

2023-24
\$ 50,742

	FTE/\$ Allocated	Proposed EIS Investment
Assessment of Student Need		
YouthTruth Survey (partial payment, District picks up the balance)	NA	\$50,742
Total Assessment of Student Need		\$50,742
Total Early Indicator and Intervention Systems		\$50,742

Bend-La Pine Schools - Community Conversations for Integrated Planning

Priority Population	Method	Groups	Facilitator	Note-taker	District rep	Date and Location	Status/Notes	Follow-Up Plan for reporting back
Students/Families of color	Group	Black/African American meeting group	Andrew	Patricia	Kinsey	Nov 7	Done	
		Multicultural clubs	Campbell	Kinsey	Kinsey	Nov, various schools (see attached)	Scheduled for all student clubs/groups	
Multilingual Students/Families	Group	Latino Family Advisory	Liz	George	Kinsey	Oct 13, Ed Center	Done	
		ELL class periods	Liz	George	Kinsey	11/17 10:00am	10/12 WS sent hybrid Qs to BLS team Facilitator Script Note Taking Form	
LGBTQIA+ Students/Families	Group	GSAs	Campbell	Tina	Tina	November, various schools	Scheduled for all student clubs/groups here	
Students with Disabilities	Group	Transition Coop students and families	Dianna Hansen	Maitiu Millar-Sanchez	Sean	Nov. 14 @ 10:00am at Transition Coop		
Parent/Guardians of Students w/ Disabilities	Group	Transition Coop families	Dianna Hansen	BT note-taker: Maitiu Millar-Sanchez	Sean	Nov. 7th @ 5:30 PM at Transition Coop	Done Will need interpretation for the family session (Kinsey will request) Participant List	

Immigrant/Migrant students/families	Group	Newcomer Program participants	George	Liz	Kinsey	11/18 11:30am	Bilingual Eng/Span	
Business Community	Group	Young Professionals	Stephen	note-taker Rochelle HDES	Stephen	11/8 5:00 - 6:30 Bend Chamber conference room	Updated Engagement Questions 10/31	
Local Higher Education Partners	Group	COCC/OSU-C	Stephen	Note-taker Dave V. note-taker needed: Rochelle HDES	Stephen	COCC 11/16 4 - 5 pm Cascade Hall Rm 117 OSU 11/1 10:00-11:30 OSU Cascades Ray Hall Rm. 202	Updated Engagement Questions 10/31	
Community-based Organizations	Group	RJ&E, TFG, LCA, City, OutCO, Faith leaders	Kinsey	Campbell	Kinsey	Nov 15		
Diverse representation	Group	Equity Coalition	Mac Keale	Maitiu or Jessica	Lora	Nov 28 5:30pm Ensworth Elementary School	Will need interpretation (Kinsey will request)	
Justice-involved Youth	Group	J-DEP, J-5 students	Maitiu Millar-Sanchez	Rochelle	Rochelle	11/18 10:00 am		
Tribal Members	Interviews	(individual interviews)	BT facilitator needed	N/A	N/A - Office of DEI can pull data	November, home or school visits	Whitney and Kinsey connect	
Students/Families navigating Homelessness, Poverty, Foster Care	Interviews	(individual interviews)	Sandy Schmidt	N/A	Sandy	November, home or school visits		

Visiting Student Groups for Community Conversations (2022)

School	Club/Group	Staff point person	Facilitator / Note-taker	Date/Time
Three Rivers School	GSA/LGBTQ+	Gisella Longbotham and Tim Broadbent	Campbell/Tina	Tuesday, Nov 8 1:00pm
Bend HS	GSA	Matt Fox, Christen Kitt	Campbell/Tina	Tuesday, Nov 15 12:35pm
Realms HS	GSA	Tyler Running	Campbell/Tina	Monday, Nov 14 11:30am
High Desert MS	GSA/SAGA	Koop	Campbell/Tina	Wednesday, Nov 16 11:00am
Bend HS	Cross-cultural club	Steve Wetherald, Morgan Davis	Campbell/Kinsey	Wednesday, Nov 30 11:30am
Cascade MS	Latino affinity group	Gloria Kosiba	Campbell/Kinsey	12/2 1:30-2:30pm
Community Groups	Various community partner organizations	Kinsey and Campbell	Campbell/Kinsey	Tuesday, Nov 15 5:30-7:00pm

**BLS 2022 Community Conversations
Note Taking Form**

Date	10/13/22
Location	
Facilitator/Notetaker Names	
Number of Participants	
Groups	Latino Family Advisory

Notetaker Tips!

Capture participants' actual words (as best possible), avoid creating a summary

Start typing on a new line each time another speaker starts (use a hard return!)

Use shorthand if helpful (within 24 hours, clean your notes, ie spell out shorthand, fill in any gaps, or incomplete sentences)

Ask for clarification from participants if you don't understand something in the session

Q1: Post-School Plans & Goals

In what ways do you believe Bend La Pine schools are doing well in preparing students for life, college, and career?

Follow Up: In what ways do you believe students aren't prepared enough?

Q2 Knowledge & Skills

What it means to be successful in school versus in the real world are often times very different. What do you believe is important for young people to know and to be able to do by the time they graduate?

Q3 Mindsets, Character Traits, & Dispositions

We live in a rapidly changing and unpredictable world. What are the most important personal qualities young people should have to thrive now and in the future?

Follow Up: What feedback would you offer to make learning more rigorous and relevant at your school?

Q4 Non-Academic Identity & Interests

Academic learning is one aspect of becoming a well-rounded person. How have you/your child developed your own interests and passions?

Follow Up: How have your schools supported developing your interests beyond academics?

Q5 Community Involvement

How important do you think it is for young people to be involved in the community outside of school? What opportunities have you/your child had that make you feel that way?

Follow Up: What's the role of school in supporting a student's community involvement?

Q6 Belonging & Inclusion

**Please highlight which of the questions frames were used to note the intersectionality of participants*

What do you wish adults at your school knew about your experiences:

- of race, ethnicity, or culture at school?
- of ability and disability at school?
- related to gender identity and the LGBTQ+ community at school?

Q7 School-Family Partnerships

In what ways does your family support you/your child in preparing for life and career? What should partnership between your school and your family look like/sound like/feel like to help you achieve your goals?

Follow Up: What gets in the way?

Follow Up: If you could set the terms of how your family interacts with your school what would be different?

2022 Community Conversations



Student and Family Engagement Themes and Takeaways Report

February 2023

Prepared by: Whitney Swander & Becca Tatum for Better Together



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I. Purpose and Background

This report is part of a longstanding collaboration between Better Together and Bend-La Pine Schools (BLS) to meaningfully engage student and family voices and perspectives through authentic engagement activities. Since 2019, Better Together has worked in partnership with BLS administrators and core community stakeholders to develop intentional, authentic systems of engagement that center and elevate the voices and experiences of students and families who have been historically marginalized in school systems. This partnership has emphasized the transformative value of affinity spaces and groups where students and families can share their experiences openly with others who have a shared language and/or similar lived experience. In the time since this collaboration began, BLS have formed, expanded, and strengthened a network of affinity spaces that include identity-based family advisories, gender and sexuality alliances (GSAs), students clubs, among others.

Within this report is a summary of the “Community Conversations” organized and facilitated in partnership with Better Together during the fall of 2022. These conversations sought to bring student, family, and community voices into planning and evaluation processes that are underway. In particular, an update to the BLS Equity and Excellence Review, and ongoing engagement to meet the requirements of Oregon’s Student Success Act. This report is intended to serve as an artifact in BLS’s engagement activities that captures the themes of student, family, and community experiences and perspectives related to learning outcomes, school cultures, and community connections.

Better Together’s role in this engagement cycle included: collaborating with district leaders to develop an engagement strategy, creating engagement questions and materials to capture participant voice, providing an orientation and resources to facilitators, conducting an analysis of session notes, and facilitating a sensemaking session with district leaders. The district was responsible for recruiting district personnel to create affinity space and to facilitate sessions, as well as the coordination of sessions with existing groups in the district. It is our hope that this information will support BLS in its ongoing student, family, and community engagement efforts for equity and inclusion.

II. Data and Methods Included in Analysis

The data used in this report was collected during 19 “Community Conversations” hosted and facilitated by BLS staff from October to December of 2022. Better Together’s “Community Conversation” approach draws from the focus group method of qualitative data collection, but utilizes a non-neutral, but impartial facilitator who shares an identity and/or lived experience with participants and is able to create affinity space. The purpose of these conversations are intended to engage those people from whom the district doesn’t typically hear (i.e. folks who experience marginalization or who don’t have the loudest voices among established groups). Community Conversations offer districts an opportunity to be vulnerable and to invite feedback and perspectives from individuals and groups whose voices and experiences aren’t typically solicited or centered in district decisionmaking.

During the development of the engagement strategy, BLS leaders made a commitment to utilize existing *affinity groups* when possible. In recent years, the district has invested time and resources in the formation of new and strengthening of existing affinity spaces to provide regular and ongoing input about the district and school communities. Within this engagement cycle, when possible, Community Conversations were held in an affinity group and facilitated by a district staff member that shared the identity and lived experiences of the group, whether as a person of color, sharing a primary, a language other than English, a member of the LGBTQ+ community, or ally of persons living with disabilities.

The community conversations included:

- 10 sessions with student groups including: 4 GSAs, students with disabilities, culturally specific clubs, groups of emerging bilingual students, and justice-involved youth
- 4 family groups, including: the Latino Family Advisory, the Black/African American Student Union; families of the Transition Co-Op; and interviews with families navigating homelessness
- 5 sessions with community groups including: BLS Equity Coalition, community-based & culturally specific organizations that partner with the district (CBO Partners); Higher Education partners at COCC and OSU Cascades; and a group of young professionals from the Bend Chamber

Better Together utilized a paired analyst approach to perform a *bottom up review* of the community conversation records. Rather than utilizing an established coding scheme or a working theory to review, an initial sample of session notes were analyzed to define emerging themes and these themes were tested and expanded with the review of remaining session records. This method allows analysts to approach data from a place of curiosity and empathy about family and student authentic experiences in BLS and desires for their future. Our analysis centers an *under-represented group lens* and *favours participant voice* in defining concepts and themes. To the extent possible, we've used the language of participants to define concepts, codes, and themes throughout our analysis and this report.

III. Use and Limitations

The themes and takeaways in this report should be used in conjunction with other available data and information. Relevant data to compare and analyze could include student, family, and community survey data, academic indicators and trends, behavior and discipline data, financial and human resources data, and other available information to provide context to the themes and participant quotes included in this report.

While the number of sessions conducted and included in this report is substantive, the sessions included a relatively small sample of Bend-La Pine students and families. We are not able to state that this sample is representative of the full Bend-La Pine Schools community due to the various recruitment strategies used to identify and invite participants to the listening sessions, as well as different levels of participation at each of the sessions (ranging from 1 to 15 participants). We also note an absence of South County voices and perspectives in this set of conversations, as well as an absence of perspectives of families of the district's youngest learners.

While we cannot claim that the specific sample included is comprehensive or representative of the district overall, we do strongly believe that the themes and experiences shared in this report are true for individuals and families that participated in community conversations sessions. This report constitutes an important and authentic view into student and family experiences within Bend La Pine Schools.

IV. Community Conversation Topics

The focus questions used during family and student conversations focused on two core conversation topics:

- **Portrait of a Graduate-type Inquiry:** *explored participant ideas about what students should know and be able to do, the mindsets and character traits needed to thrive now and in the future, and the experiences and connections to peers and community that shape growth.*
- **Inclusive School Communities:** *explored participants' ideas and experiences about belonging among school communities, cultures of diversity and inclusion, and school-family partnerships.*

The focus questions were designed by Better Together in partnership with Bend La Pine Schools to solicit participant feedback and ideas about how to improve these factors in schools. A copy of both student and family questions are included as an appendix to this report.

V. Emerging Concepts and Themes

The following concepts and themes were identified through analysis of listening session records. We've grouped concepts together into larger themes. A summary of the participant experiences and ideas that informed these concepts and theme areas is included as well. Participant quotes and summaries are indicated in *italics* within the concept and theme summaries to provide additional context and description.

Portrait of a Graduate Themes

Getting 'Real World' Ready

Young people and their families, in virtually every community conversation session, expressed anxieties and distress about being ready for "the real world," to "be an adult," and "what comes after graduation."

Adulthood 101

Students' worries included 'adulthood 101' type skills and responsibilities. Things like how taxes work, paying bills, finding a place to live, applying for a job; but also included comfort and ease with social skills such as 'meeting new people,' 'making a phone call,' and more.

- *"I am so worried about moving away for college, and figuring out a job and taxes."* -GSA Participant, Middle School
- *"Managing bank accounts, how to build your credit - they should be mandatory classes"*. -Student, ELL Class
- *"They should teach us about economics/finance; how to manage money, not to waste it."* -Student, Newcomer Program
- *"Class about transitioning into adulthood and doing things like finding an apartment, doing taxes."* - Student, Transition Co-Op

Families and other adults expressed many of the same concerns, and shared more context about what these skills are and how young people should know how to apply them.

- *"Taxes. True financial literacy. Stocks. How do we teach students to be financially stable in other ways? Why aren't we discussing generational wealth, and strategies to understand this?"* -CBO Partner
- *"My son took a class and thought it would be easy – Financial Algebra. They looked at Zillow, got fake money, and invested in the stock market. It was a great class, and he wished it was required."* -CBO Partner & Parent
- *"I remember getting my first paycheck and not knowing to get a bank account or what to do next."* -Young Professional, Bend Chamber Session
- *"There should be a program or class that focuses on finances; most students don't know how to manage their finances and aren't prepared to be an adult."* -Latino Family Advisory Member
- *"Working with underserved youth to build their trust in the system - banking, key documents, and preparing them to go into the next phase. Some of their families have passed on distrust."* -Young Professional, Bend Chamber Session

While this theme was present in every session, differences in the circumstances and solutions between different groups are evident. From an equity perspective, different communities and cultures have different access to and relationships with financial systems, and systemic

socioeconomic conditions may underpin how students and families see opportunities or partnerships to address *Adulthood 101* issues and gaps. Further engagement and partnership with the community to increase awareness and skills in this area is an opportunity to build meaningful and equitable approaches to build confidence and prepare young people for the future.

'Real World' Professional and Interpersonal Skills

Adults that engage in our community conversations shared a range of overlapping, but distinct perspectives about what “soft skills,” or social emotional competencies, they believe to be essential to future preparation. Their hopes and observations centered on a set of skills that demonstrate professional work skills and capabilities: meeting deadlines; writing professional and appropriate communications; taking responsibility for their work, etc.

- *“I see a lot of students who don't complete what they need to do. They think they can just show up or not even show up on time.” -Young Professional, Bend Chamber Session*
- *“We did communicate to staff during COVID to be flexible and people are still feeling that they need to do this and the students are expecting it.” -Participant, OSU Cascades Session*
- *“I have never had an attendance policy in my class, but this coming term I am for the first time because it is nuts.” -Participant, OSU Cascades Session*
- *“Formatting, excel, how to attach a file. Basic word processing” -Participant, OSU Cascades Session*
- *“How to write a professional email.” -Young Professional, Bend Chamber Session*
- *“We really have to support students in personal responsibility and time management. How to take something big and break it into pieces. How to plan. Study strategies. Deadlines.” -Participant, COCC Session*
- *“Having a plan. Creating basic plans can get you a long way in completing a project.” -Young Professional, Bend Chamber Session*
- *“Communication is a challenge. We would send out an email and the kids would text us back. We had to set the norm that we were communicating with email.” -Young Professional, Bend Chamber Session*

Social Skills and Social Interaction

Supporting young people to develop social skills to interact with others, work collaboratively, and engage in difficult conversations was a theme that came up across groups, with students, parents and adults in the community. The community clearly values these as important skills and believes that school is an important venue to develop and hone them, even if this shared expectation may challenge current perceptions about the role of school and education to lead in this skill development.

Desire to learn and practice skills for social interactions

Students and adults requested opportunities to learn and practice social interactions that would lead to positive relationships, build self confidence, have empathy and respect for others, etc.

- *“They need to learn to regulate, and have social-emotional awareness. Their own well-being. Being able to ask for help is a great skill.” -Young Professional, Bend Chamber*
- *“If they don't believe in themselves, nothing else matters. This begins at home. It's important that if they have a dream, that they follow it.” -Latino Family Advisory*
- *“Self-care, taking care of mental health, balancing life with school work. Manage doing what you have to do with what you need to do.” - GSA Student, MS*
- *“Learning how to be a decent human. Difference between empathy versus sympathy.” -GSA Participant, HS*
- *“How to find and make connections, and advocate for yourself among your connections” -GSA Participant, HS*
- *“How to identify and build healthy relationships with other people.” -GSA Student, High School*

Communication skills

Participants also expressed a high degree of value for communications skills, both formal and informal. Whether it's having the confidence and skills to stand up and present your ideas, forming and asking questions for clarification, or engaging in conversations - students and families feel these are critical future-ready skills.

- *"Public speaking, articulating thoughts, expressing thoughts, storytelling to share an idea or prove a point, communicating with different groups"* -Equity Coalition Member
- *"I want to ask a question but I don't really know what to ask."* -GSA Participant, MS
- *"More open conversation, so more questions get answered."* -GSA Participant, MS
- *"I wish they would teach us how to start a conversation."* -GSA Participant, MS
- *"Social skills, being able to have mature conversations."* -GSA Participant, MS
- *"Interpersonal skills, how to engage with others. I know kids can opt out of presenting, but how to develop confidence, skills related to this."* -Black/African American Family & Student Group

Skill and will to engage in difficult conversations

Participants expressed the importance of developing the skill and will to engage in difficult conversation with civility, as essential now and in the future. Often the request to develop these skills was framed in the context of addressing and engaging anti-bias learning and creating inclusive school communities. Students want adults to engage complex issues, not brush them aside, and model how to engage. This expectation reflects some mixed experience (and hope) about the readiness of adults in schools to facilitate and engage in difficult conversations alongside young people. If adults in schools and classrooms lack the skills or confidence to engage, it will likely be that much more challenging for young people to practice and develop these skills.

- *"How to effectively and appropriately engage both politically and civilly as a way to better yourself and improve society as a whole."* - Equity Coalition Member
- *"Kids and adults need to learn how to not be rude to everyone you don't agree with and learn how to be more open-minded towards others."* - Equity Coalition Member
- *"At least be polite. Don't say mean things/slurs."* - Participant, Middle School Latino Students
- *"It's ok to be corrected; no one knows everything"* - Equity Coalition Member
- *"I think it's important to identify how to address race, culture, colorism. I've had a teacher overlook this because they don't know how to deal with it. There are conflicts with different groups, but teachers don't know how to address it."* -Cross Cultural Club
- *"I think it's important to listen to others and different perspectives, not only of different races, but also personalities and opinions, to be more diverse in how you think."* -Cross Cultural Club
- *"Curiosity about the world, other people, what works and doesn't. The biggest problem is students aren't aware that not everyone shares their worldview and perspectives."* -OSU Cascades Participant
- *"It would be nice to have more activities where the teachers have us work with different people—practice is really necessary."* -Cross Cultural Club

Adaptations for social skill development

For some students, while social interactions are important to them, they can feel challenging and fraught based on their own (real or perceived) challenges or limitations. Students were assertive in naming the social and learning barriers that they face from anxiety and ADHD, to language barriers and perceptions of bias that can keep them quiet or at a distance from peers and social interactions. Some request more acknowledgement and flexibility in choosing when and how to learn in groups in a school setting; when and how to use tools like headphones to support independent learning.

- *"I have trouble communicating, because I'm autistic and have anxiety. I don't like being forced into working with people I don't know, and it's hard. Schools don't teach us how to communicate."* -GSA Participant, MS
- *"Not all disabilities are visible, I wish teachers respected that."* -GSA Participant, HS

- *"It's not easy being here. It's a struggle. People don't see it, and I think, 'put yourself in my shoes and you will see how difficult it is'." - Student, Newcomer Program*
- *"All students deserve the same chance to be listened to. It seems like teachers form their bias on the first day of class and choose the students they're going to listen to and those they aren't." -Cross Cultural Club*
- *"It's difficult to speak, I have ADHD and have difficulty saying things." -Student, Transition Coop*
- *"I have an emotional distress disorder. I was made fun of by my own teacher. My mom came in to talk about it, and the teacher just rolled her eyes." -GSA Participant, MS*
- *"I have anxiety and OCD and have some classes I dread going to. Too many group projects or work with no options. I have to ask for accommodations, which I'm working on but that is scary." -GSA Participant, HS*

Connections to World Outside of Bend & Central Oregon

Students and adults remarked on the ways school does and doesn't link Bend-La Pine students to 'the rest of the world' – its opportunities, challenges, richness of perspective, racial-ethnic-language-religious diversity, and more. Without question, participants believe that a core function of the school experience is to expose students to the world beyond the reach of the classroom and the communities students live in; and that to be prepared for the future, students should have a grasp of the complexity of the broader country and world and the diverse cultures and viewpoints that inhabit it.

- *"This district is just too traditional in its organizational structure to prepare students for the world they will encounter when they leave here. The district needs to support travel, so it's available for more than just those who can afford to support learning pods." - CBO Partner*
- *"We're not preparing students to leave Central Oregon and be successful." -CBO Partner*
- *"Bend doesn't look like the rest of the country. We need to work on this as a community." - Black/African American Student & Families*
- *"The district could provide more language and culture exchange within the community, by sharing events happening outside of school so students can learn about and respect cultural differences." -Equity Coalition Member*
- *With so much diversity, it would be nice to have options to study other languages as we go into the world.- Cross-Cultural Club*
- *"Part of the motivation for the work of RJ&E has been concern for the privileged white community, not just for the community of color. Students leaving this community will be shocked when they experience something different, they need this information." -CBO Partner*
- *"It's a culture shock both ways—whether arriving to or leaving this community." -CBO Partner*
- *"You only spend so much time in school, you need connections outside." -Cross-Cultural Club*
- *"Especially for middle school. We don't get as many opportunities to go outside. Field trips can really help show us the world, so we're not cooped up in our bedroom trying to keep up with getting A's." -GSA Participant, MS*
- *"We need opportunities to connect with kids—in and out of school—to meet people. It would be cool to connect with Madras and other schools around here." -Cross-Cultural Club*

Similarly, some adults in sessions questioned how/whether students of all economic contexts have access to the tools to not just survive, but thrive beyond graduation. Within their comments were questions about proactive solutions and access to all the learning opportunities available in the community and connected to schools.

- *"We also have to be realistic—socio-economic status matters a ton. It's such a huge impact on a student's ability to achieve. How many students leave BLS and that's the end of their education? That would be a failure, if they don't have some kind of path." -CBO Partner*
- *"We have families all over the (economic) spectrum, and this is where they meet. School systems have the power to shift community dynamics by making sure there is space for all*

families in extracurriculars. I remember having to clean at night to afford my son's sports. We are doing a disservice if we are bringing kids together at school, but then they leave here and go to very different experiences." -CBO Partner

- "There is a lot of opportunity here, but I'm always worrying about adult things - we have bills to pay. We don't have our own house. I have to work and get out at 11:30 p.m. I work 20 hours on the weekend. I'm really tired when I leave work." - Student, Newcomer program

Academics and Levers for Learning

What makes learning at school engaging, meaningful, and interesting? Choice and ability to dig deeper in areas of interest arose as key ideas among students. Challenge and rigor were most meaningful when embedded in learning that makes connections to the "real world" and application-based activities: students called out complex problem-solving and team problem-solving as methods they like. Students also crave individualization— both when they need more time and tools to learn and master new skills, and also when they are ready to move on to a new or more complex topic.

Students learn best when rigor is matched with fun to spark and maintain interest

- "It is a challenging (IB Program), it takes a personal commitment, and the coursework is more challenging, too. The quality of the curriculum, but more the expectations for submission." -GSA Participant, HS
- "It's pretty good here and online courses are good. I would like to see more group learning and not so individual. Like at JBarJ, we did groups, projects, and activities. Right now I have a math class and an elective. When I was at school I had engineering, art and stuff like that." -Justice Involved Youth
- "I think with how the world changes, our education sets us a little further back. Like in history, everything is focused on old times and how our country was formed, instead of who contributed and all the people and groups who helped shape who we are today." -Cross Cultural Club
- "I personally love reading and writing. I enjoy learning about the past, but I think we should learn more about the present than we are." -GSA Participant, MS

Choice, access, and individualization are valued and noted when missing:

- "A lot of the time when you're doing individual work, you're not allowed to listen to music. That's hard for my brain because the silence is so loud." -GSA Participant, MS
- "I think it is a little challenging because I am used to having my tutor. Just sitting on a computer is hard, I try to do as much as I can. If I was in school it would be better." -Justice Involved Youth
- "If you finish early and ask for more challenging work, they just give you more of what you're doing. [I want] more stuff that moves to the next steps." -GSA Participant, MS
- "Intensives are the best. Because we are such a small school we don't have electives. We get a week to do something like archery, cinema, board games. And you get two and a half elective credits. A great way to learn something new, and it's a great break." -GSA Participant, MS
- (About IB Program) "These are opportunities that not many people get. This will help me get accepted into college and with scholarships." -GSA Participant, HS
- "We have opportunities to choose our electives. Especially junior and senior year, you can choose classes around your passion or what you strive to achieve". -Cross Cultural Club
- "They don't put you in the classes that you choose, they think that it's not the best for you." -Student, ELL Advanced Class
- "Adaptation to culture. There should be a class that prepares us for school culture and the country. It's difficult socially, especially when you don't speak English." -Student, Newcomer Program

Applied learning creates connection and excitement for learning:

- *“Sophomores went to Mt Bachelor and studied snow pack.” -GSA Participant, HS*
- *“Power and Privilege, we read Just Mercy. It was pretty good at understanding the world.” -GSA Participant, HS*
- *“If you had Ms. J for math, we did a whole unit where we bought cars, houses, and paid taxes.” -GSA Participant, MS*
- *“A teacher at Bend High School let me be an auditorium runner; I was using technology for school plays and assemblies.” -Student, Transition Co-Op*
- *“We need to do more real-life things.” - Latino Student Group, MS*
- *“If someone tries to **tell** me something I can’t get it, but if I **see** it I can.” -Justice-Involved Youth*
- *“They used to have more electives but now we don’t. Different languages (not just Spanish), woodshop, business (learning how to sell things and how businesses work), drama, taking care of animals.” - Latino Student Group, MS*

Traditional teaching methods act as barriers to learning and engagement:

- *“I usually don’t raise my hand because I don’t want to get the answer wrong. At parent-teacher conferences, all my teachers said I should be more engaged, but I do- I just don’t get called on.” -GSA Participant, MS*
- *“I feel like it bothers the class to raise your hand.” -GSA Participant, MS*
- *“[Classes were] too easy, to the point where I went to a counselor and said I wouldn’t do well if I had to keep doing the same classes. School focuses highly on helping kids at the bottom of the grade curve. Classes were frustratingly easy.” -GSA Participant, MS*
- *“Before junior year, there are only very linear options and less challenge.” -Cross Cultural Club*
- *“Discussion of a specific teacher with ‘cut-and-dry,’ ‘old’ style, wishes that could change to be more engaging.” -GSA Participant, HS*
- *“If you don’t think a class is challenging enough, it’s hard to get into a more challenging one because you have to plan so far in advance. I think the options expand once you’re a junior.” -Cross Cultural Club*
- *“They give us math homework every day. And what if you don’t have parents who can help us?” -Latino Student Group, MS*
- *“Most teachers don’t explain why your homework or answers are wrong. They don’t offer to help us or tell us what we are doing wrong.” -Student, Newcomer Program*
- *“High school was challenging and my learning style wasn’t compatible with the teaching style.” -Student, Transition Co-Op*
- *“The American way we are taught is very linear. School is somewhere you sit and take in information, it doesn’t seem applicable even to those who are good at it.” -GSA Participant, HS*

Students desire investment in new curriculum that address bias and social emotional learning

When it comes to learning about bias, social-emotional learning, and other similar topics, students note when teachers aren’t being genuine or their peers aren’t invested in the material. Especially when these topics are important to students and their own identities, they note a lack of care and impact of these important curricular opportunities.

- *“Some teachers attempt to teach us social-emotional wellbeing, and that’s a step, but a lot of times they aren’t involved in the lessons. They’ll say “the district is making us teach this” a lot, and then students don’t get much out of those advisory lessons.” -Cross Cultural Club*
- *“We had a district lesson on bias. I saw that even after the lesson, kids still hear things and don’t always say something. My teacher took it very seriously. I didn’t think he would, just because of who he was. He really sat down and explained it and how serious it was.” -Cross Cultural Club*
- *“Ever since the (bias) lesson, teachers are trying to use the language, but sometimes it can sound sarcastic. I had a good teacher come in and do a good job, but some of the kids didn’t*

take it seriously.” -Cross Cultural Club

Preparation, Awareness, and Future Orientation

What and who is school and learning for?

There is a tension throughout this set of conversations related to the purpose and function of school; participants engaged from a wide range of perspectives, with diverse ends and outcomes in mind. At its core, school could be a place to enjoy learning, to follow one’s interests and passions, and ‘learn for its own sake,’ while also ensuring that graduates gain what they need to survive and thrive beyond the classroom, whether in a professional setting/work setting, higher ed setting, or learning a trade.

Higher ed partners hoped for ‘learning for its own sake’ as part of gaining independence and asserting self and decision-making. This belief and pursuit of knowledge could serve as a tool to build relationships within diverse groups and make sense of a changing world and one’s place within it.

- *The cost of higher ed puts pressure on students and has skewed what people study. It shifted students away from the humanities, art. Educate the kind of person people want to hire. That falls on students early.*
- *I have students ask me ‘what am I going to do with this?’ my answer is what do you want to do? I am not going to tell them. They need to explore.*
- *Exposing students to a wide variety of things is an important growth opportunity. The educational experience isn’t just about catering to what students want.*
- *Curiosity about the world, other people, what works and doesn’t. The biggest problem is students aren’t aware that not everyone shares their worldview and perspectives.*
- *Many students don’t know how to really connect with and learn from each other outside of class.*

On the student and family side, there was definitely a bent toward more practical application of skills, understanding career pathways, and getting information and feeling confident about what is needed to survive/thrive. From an equity perspective, and because the sample of participants emphasized students who face marginalization, there is often a disconnect between understanding education and learning as ongoing and lifelong processes and foundational skills verses a sense of urgency about obtaining what’s immediately needed to go onto the next steps: work, college, trades schools, etc.

- *“We don’t get the classes we need to prepare us for the future.” - Student, Advanced ELL Class*
- *“It gives us knowledge, but it doesn’t get you through for your future. It’s basically just preparing us for college.” -Latino Student Group, MS*
- *“It seems like what you get out of high school is what you put into it. It doesn’t really structure a new mindset, it just develops the one you already have.” -Student, Cross Cultural Club*
- *“I am concerned I don’t know what to do. It’s tough to think about.” -Justice-Involved Youth*
- *“Real-life application of what we’re learning is very limited. [I wish it were] encouraging us to have an academic life after high school, whether or not you go to college.” -GSA Participant, HS*
- *“My son, he tells me, they don’t teach us to get ready for life, just academic classes.” -Latino Family Advisory*

Exposure to Multiple Future Pathways

Families, students, and community members discussed the need for a more complex and nuanced introduction, exposure, and presentation about future pathways. Recognizing that each individual’s pathway and goals are different, their comments revolve around desires to keep opportunities open, to know more about the options, and to seek opportunities for growth. There is definitely a question of whether college should be the push/goal for each student and also, if it’s not, what’s the replacement? High expectations and a dose of reality seem to go hand in hand for participants.

- *“My dad was a business guy, he said: ‘You need to go to college.’ He never said, ‘in order to be an engineer, etc.’ He just wanted us to have experiences that would change our life, meet people unlike the people in our community. I would argue that you can’t replace the experiences you have in college. It’s not about more money—it’s about experiences.” -CBO Partners*

- *"We need to be careful about students deciding (before they even leave high school) what they want to do with their lives. I think of my college experience as an experience that represents America. We don't know what our kids need. We need them to understand financial literacy, what it means to be Muslim." -CBO Partners*
- *"I like that there are groups like this and Juntos. Parents need better information to remove the blindfold. These groups do that for us parents. We need groups for younger children." -Latino Family Advisory*
- *"I am hoping we are trending to openness, but when is this going to happen? It seems like when the rubber meets the road the push is still to Higher Ed." -Young Professional, Bend Chamber*
- *"Show students that they are capable of more than sweeping the floor and working at a gas station and should think bigger." -Parent, Transition Co-Op*
- *"Counselors are telling them it is not necessary to go to college. So they aren't motivated. Being ready for college should be a requirement, not an option. It would be good if they started this at the beginning of high school - not before graduation." -Latino Family Advisory*
- *"I think it's challenging for kids who don't want to go to college, we don't have a lot of options. We have a Future Center person who can help, but it doesn't seem like there are as many options." -Cross Cultural Club*
- *"I want to go to college. At first I didn't think I could because I didn't understand English. But now I'm learning English and I see that it's possible." -Student, Newcomer Program*

Inclusive School Communities

Commitment to building an equity culture

Students, parents, and community members, alike, take note that Bend-La Pine Schools has made a commitment and taken concerted efforts to address issues of equity. It doesn't mean that the work has been perfect, is complete, or without ongoing needs for co-creation with students and community, but the effort and effects are evident. Students in particular, name the positive equity-centered events done in partnership with the community that affirm and support their development of self and future direction.

- *"We all got to start equity work at the same time, and another district backed out. Bend-La Pine holds the work and takes the lead, other districts don't seem to commit." -CBO Partner*
- *"From the non-profit organization perspective, I think we have made more progress with your school district. I know we spend a lot of time pointing out what isn't working. I remember when you all decided to hire Family Liaisons, that was huge for me. Bend-La Pine Schools is engaging in the work." -CBO Partner*
- *"The Interrupting Racism workshop opened my eyes to something new, and in a good way." -Cross Cultural Club*
- *"The Town Hall on Racism was really helpful – the leadership session had good discussion and I was able to ask questions that I wouldn't be able to in other settings." -Cross Cultural Club*
- *"Equity training NEEDS to be mandatory." - Black/African American Students & Families*
- *"There is a small but noisy group who only wants us to teach 'the basics.' They also teach their kids to report Black students using the n-word." - Black/African American Students & Families*

Roles of Adults within School Communities

Throughout sessions, participants noted the vital roles that adults play in creating inclusive school communities. Often we can see the importance of these roles, when they are missing, or there isn't enough support to meet students' needs. Research demonstrates the vital role that caring adults play in developing student identities, creating attachment, and supporting students to achieve. Too often kids can't name any adult that provides this trust and support at school.

Caring Adults

- *"The only teacher that supports us here at school is Chelsea." -Student, Newcomer Program*
- *"The teacher has been there for us for everything. In our personal problems, school needs." -Student, Newcomer Program*
- *"Both my kids have said, 'there is no one I can go to. There are no teachers I trust in the school.'" - Black/African American Students & Families*
- *"Teachers and counselors need more training on how to treat our children. There is a teacher who doesn't treat my son very well and he doesn't know him well. I told my son, 'I'm going to talk to the teacher' and he said 'don't go, you'll just make it worse for me.'" -Latino Family Advisory*

Auxiliary support relationships

For many of the focal groups included in these session auxiliary supports, like liaisons, FAN advocates, coaches, and community partners play these critical roles, yet connection tends to be harder to maintain as students and families progress from elementary school and onward. These professionals offer critical life lines of support," they are positive early on in a students trajectory, and then somehow can be stigmatized or deficit framed as students progress - ensuring that students maintain these positive relationships could be vital to their success.

- *"The schools have been very helpful, they helped with getting my child on an IEP and the FAN Advocate has been very helpful, too." - Family Navigating Poverty/Homelessness*
- *"We have a football coach who is a really nice and accepting person." -GSA Participant, HS*
- *Avanza helps you with college credits. It helps everyone out. -Student, Advanced ELL Class*
- *"I went to see Rocky Horror, Out Central Oregon was sponsoring it. Being able to do [more] things with them would be super helpful." -GSA Participant, HS*
- *"The lead at the Future Center is great - I love them. I've had a couple meetings, they've helped me apply to colleges and figure out what I want to do with my life" - HS Student*
- *"I really like the emotional support available. At Juniper, my daughter has an emotional support group. During the pandemic, my daughter had a hard time socializing, the group helped a lot." -Latino Family Advisory*
- *"It was easier to connect with elementary school than middle school. Middle school is complicated with conferences and paperwork; I wish they would simply call more often." -Family Navigating Poverty/Homelessness*

Counselors:

Counselors are also identified as important support, but at present, they tend to lack cultural awareness and nuanced strategies that support historically underserved student groups, like students of color and LGBTQ+ students. Students and families alike recommend more culturally relevant training and strategies, and more representation among the district's counseling teams.

- *"The counselors aren't motivated or don't know how to help our children. They don't have the cultural competencies to support them. As parents, many of us lack academic preparation. They go see the counselor and they don't know how to help them either." -Latino Family Advisory*
- *"In my experience, the counselors don't take the time to help you if you are not a star student." -Latino Family Advisory*
- *"One of the reasons we don't feel comfortable going to counselors is because then our parents will find out." -GSA Participant, HS*
- *"They could have a queer counselor." -GSA Participant, HS*
- *"There should be a counselor to help students manage stress; teachers can't do everything." -Participant, Transition Co-Op*
- *"My child doesn't want to be seen walking into counseling services" - Black/African American Families and Students*

- *“Psychologists, I wish they weren’t just counselors. And that they could help me, too.” - Latino Family Advisory*

Substitutes

Students in the GSA sessions, in particular, noted that substitute teachers can be a threat to the inclusive cultures that Bend-La Pine administrators and teachers are seeking to create. Substitutes don’t have the same baseline understanding about school practices and policies related to student names, pronouns, and creating anti-bias cultures. As a result, they can make mistakes or create setbacks (knowingly or unintentionally) in the hard fought processes to create safe, inclusive and welcoming environments for students to learn and belong.

- *“[Substitutes] don’t understand or they make anti-LGBT comments.” -GSA Participant, HS*
- *“We have poor sub training. No matter how much our teachers know, a sub can come in and ruin it. There needs to be a better system for letting subs know, otherwise students lose trust.” -GSA Participant, HS*
- *“We had a sub, she outed my dead name and the kid used it to bully me the rest of the year.” -GSA Participant, HS*
- *“Subs said our school is notorious for being bad kids. Because we are a unique school with a unique culture.” - GSA Participant, MS*

Bias and Bullying

Across sessions, students, families and communities note the acute threat of bullying, and particularly actions based in bias, to creating and sustaining inclusive school cultures. In the same way that students described and requested support in building skills around social interactions; too often, they are also asking that schools and adults in buildings take active roles in addressing the conditions that permit bullying and commit to interrupting bias actions when they occur.

Student experiences with bias and bullying

- *“Bias incidents happen more often than any adult in this building understands. Microaggressions, but also bigger things. People say, ‘oh that doesn’t happen, it’s Bend High.’ But they do happen.” -GSA Participant, HS*
- *“A white student threw a phone at me. I asked him why, and he told me it was a joke. But why?!” -Student, Newcomer Program*
- *“At a volleyball game, a kid from the other team called my child the n-word. When I called that school, the administrator said, ‘Yeah, kids from both sides were being rowdy.’ When I talked to the principal at our school, the principal said, “I told the other principal that she’s a good girl.” -Black/African American Students & Families*
- *“I feel like with students, there’s no reason behind it, just a lot of discrimination, racism, homophobia, anti-Semitism. Teachers don’t do anything. When I was in 5th grade, it was ‘slip-n-slide day’ and this kid gave me death threats for not being straight.” -GSA Participant, MS*
- *“When I said I was Chilean, a bunch of girls giggled and said, ‘ha ha ha- he’s Mexican.’” -GSA Participant, MS*
- *“At school, kids have been calling each other monkeys. Others say: that’s not racist.” -Black/African American Students & Families*
- *“If a white teacher asks a question to a brown student, they don’t pay as much attention as they would to white students.” -Student, Advanced ELL Class*

- *"I intentionally dress less 'out' and I immediately get a hurtful comment if I try something new."* -GSA Participant, HS
- *"I spend a lot of time trying to avoid certain people, quietly entering classrooms."* -GSA Participant, HS

Teacher Bystander Issues

What's most distressing to participants is the lack of trust they have in adults at school to intervene when bias and bullying occur. Too often, students experience bias and bullying with adults present. They describe a number of occasions and incidents in which adults present did nothing, or when students requested help, they were dismissed or minimized. When teachers don't or won't intervene it erodes trust and a sense of safety. Adults in buildings should have regular training and practice to intervene and address bullying and bias in the moment.

- *"We are hearing teachers are still not comfortable interrupting racism and hate."* -CBO Partner
- *"Teachers should take more action (when they see bias/bullying), and the principal should make it really clear."* - Cross Cultural Club
- *"I had my pride flag pulled and it choked me. None of the teachers cared. When kids are being harassed, teachers do nothing. They don't pay attention to the important stuff."* -GSA Participant, MS
- *"Teachers choose to turn a blind eye. There were kids in the back of class saying the f-slur and the teacher ignored it."* -GSA Participant, HS
- *"The other day this kid got mad at me and called me an 'it,' and the teacher just kept going- clearly didn't know what to do."* -GSA Participant, HS
- *"Students have asked for bias incident reporting and teachers didn't know how."* -GSA Participant, HS
- *"One time we were walking down the street and a group of white students threw food at us from their car. They only threw food at us, there were white kids walking too. We didn't tell anyone at school, and we won't tell them because we're always the first ones to get in trouble. If we told a teacher they would probably say we started it. They believe them and do nothing."* - Student, Newcomer Program
- *"The kids don't know who they can go to at the school who will take them seriously. This year when stuff has happened in the hallway, she doesn't say anything because she doesn't know where she can go."* -Black/African American Students and Families
- *"There are always a couple teachers in the hallways during passing periods. Obviously, they are going to hear some racial slurs or bad words, but they don't take it seriously. One of my friends got called something by a White boy, got into a fist fight, and my friend got in-school suspension."* - Black/African American Students and Families
- *"They get away with it- I've seen a teacher nearby who didn't do anything."* - Latino Student Group, Middle School

Expectation for adults to be aware and knowledgeable about identity issues

For young people to be seen and understood as the complex humans they are, they want the adults of their school to have a better understanding of the issues they face. Students often express, that if their teachers and administrators had a greater awareness and depth of understanding related to race and culture, gender and sexuality, diverse faith practices, etc. they would need to spend less time energy defending and asserting who they are and why it impacts their ability to learn, and instead be able to engage in deeper learning in a supportive and culturally inclusive context.

- *"Adults here need to know more about mental health. They talk about caring about it, but they don't know or do anything.."* - GSA Participant, HS

- *“When your child experiences [trauma], they shut down. Even trying to get them out the door to school, and once they get there, how can they focus? They develop a bad attitude about school (justified) and it becomes an ongoing cycle.” -Black/African American Students and Families*
- *“It’s important for teachers to know: you may know math, but you practically know nothing about LGBTQ stuff. Most of our teachers are cis straight white men.” -GSA Participant, HS*
- *“I think it’s important to identify how to address race, culture, colorism. I’ve had a teacher overlook this because they don’t know how to deal with it. There are conflicts with different - groups, but teachers don’t know how to address it.” - Cross Cultural Club*
- *“The lack of awareness about sexual development–needing to understand science.” -CBO Partner*
- *“Teachers just need to listen more. They need to listen to stories, and not give input. Just listen and adjust how they do their classes.” - Cross Cultural Club*
- *“I think we need to see White teachers taught how to be allies.” -Black/African American Students and Families*
- *“Not all teachers know how to be supportive. Some don’t do well at respecting names. Not a lot of teachers realize they don’t have to see you struggling to know that you are. It’s not as visual.” - GSA Participant, MS*

VI. Insights & Takeaways for Specific Groups

Black/African American Families & Students

Accountability & Restorative Practices

Families shared that they hold accountability as a high value - when it comes to student achievement, in action by adults, in stepping in when bias occurs. At the heart of their comments is a desire for their children to be prepared for the “real world” where more holistic practices may not be the norm. There is deeper engagement and dialogue on the part of the district to get to the nuance about what changes or improvement they’d like to see.

- *I hold kids accountable when they screw up. We want them to go through restorative experiences, but they need to learn to own up when they screw up. Better support for accountability.*
- *The grading system; my son’s motivation has tanked. My son has a 66% and he feels good, because it’s a B.*
- *I hate the new grading policy. This is not preparing people for the real world.*
- *A lot of stuff gets bungled up in restorative processes. Bias is a neat and clean term for all this, but everything gets stalled with restorative practices.*
- *These (white) kids are going to leave this town someday, and get beaten. We’re failing them for taking a sensitive, restorative approach to this.*

Cultural Competency

Families expressed a lack of awareness and discomfort on behalf of people in Bend when it comes to interacting with Black folks. They encounter a lack of awareness of racist language, “jokes” that are racially motivated, and just general awkward discomfort.

- *People in Bend don’t know how to use that word, and never use it. You have to know when it is normal and accepted, and when it is not.*
- *Our teachers do this, too. They don’t know how to interact with Black students.*
- *At school, kids have been calling each other monkeys. Others say: that’s not racist.*
- *Or saying ‘boy’.*
- *Bend doesn’t look like the rest of the country. We need to work on this as a community.*
- *Equity training NEEDS to be mandatory*

Getting Appropriate Supports

Families expressed different experiences in getting (or declining) the support their children need to learn, but all shared they've been required to become strong advocates for their children in the system.

- *I pushed to get my child a 504 and it was a huge battle.*
- *As much as my son struggles, his school has been very supportive. Multiple teachers have reached out to get to know him better, the admin and school support staff know that my kid needs support, and they are there to help him. They brought in a Black mentor for him, and recognized that need.*
- *[My daughter] was being pushed into Special Education. I knew she didn't need that - she had just come from Ghana, everything was new. SpEd was being pushed on us because she was 'inconvenient.' She was being picked on, her hair being pulled, she was accused of hurting other kids. This year, she is with a teacher who is an ally to Black people - she is excellent and my daughter is having an excellent year.*

Jewish Students & Families

Annual Planning and Inclusion

The members of the Jewish community that participated in the CBO Partner meeting described issues with district/schools planning that demonstrated a lack of knowledge about Judaism. They also express a desire and willingness to share and support. It's a great reminder of the opportunity to invite communities to partner in developing systems like calendars and training in cultural awareness.

- *Inaccurate dates on district communications about holy days,*
- *Misunderstandings about schedules related to shabbat and holy days (sun-down to sun-down).*
- *How Jewish holy days coincide with school activities and result in families needing to choose between activities like Camp Tamarack and family traditions.*
- *The principal at my child's elementary school is so willing to learn and begin paying attention.*
- *Being part of the calendar-making process*

Justice-Involved Youth

Students within Bend La Pine's Juvenile program recognize the role of school in supporting futures they imagine and hope for. However, this also comes with a contrast: struggles with mental health, addiction, family relationships, and friendships are viewed as real obstacles to realizing their goals.

Learning while at the Juvenile program is underwhelming, but something to do.

- *If you are in juvie why would you even want to do school. But also I don't want to get held back.*
- *All the schooling I have done before has been too easy. Same here. I don't find it challenging.*
- *It is what it is - do what you need to do.*
- *I like online course work. I can go at my own pace.*
- *When you're online you can't really ask questions*

Students have big goals and aspirations for themselves

- *I want to graduate and apply to college. I want to apply to Harvard and Yale. Like for real.*
- *I want to be the first one in my family to go to college.*
- *I want to do astrobiology.*
- *I want to be a physical therapist. I am interested in how the body works.*
- *I want to be a flight attendant and travel. Get out of here. I like to travel.*

The challenges to leave justice-involved spaces weigh heavy on them

- *I'm worried I'll overdose and die. I know I'm an addict. I'm scared about fentanyl... and benzos.*
- *I'm gonna go to rehab and get clean. Then I'll go home with out-treatment support and finish high school.*
- *I am scared of prison.*
- *I am worried that the colleges I want to go to will look at that (my record), but I know the steps to help with that. I don't want to get back into drugs.*

Latinx & Spanish Speaking Students and Families

Getting Appropriate Supports - Informed by Culture, Language, Life Experience

Students and caregivers expressed experiences where their hopes, goals, needs and expectations were a mismatch with school resources, expectations, and systems.

- *The counselors aren't motivated or don't know how to help our children. They don't have the cultural competencies to support them. As parents, many of us lack academic preparation and we can't help them. Then they go to the counselor and they don't know how to help them either.*
-Latino Family Advisory
- *I have seen very little empathy and patience for newly arrived students. They are accused of not trying hard when they must translate everything the teacher is saying. It is mentally draining.*
-Latino Family Advisory
- *A teacher gave me a test in Spanish assuming that I don't speak English. And the translation of the test sucked! It was really bad.* - ELL student, HS
- *With our two oldest children, they weren't supported at all. One was very good at school. He didn't need to study for his exams and got all A's when he started high school. He finished his work quickly and was bored. He had a lot of potential, but in the end he didn't even graduate. The other one always struggled with school, and the teachers didn't pay enough attention to him and he didn't graduate either.* - Latino Family Advisory

Not every student can count on traditional family supports

Awareness that not all students count on typical parent figures or single-family living conditions can provide both empathy and strategies to get students the support they need to thrive.

- *If my parents were here they'd be more involved. But because I live with my cousins or uncles, they're not as involved or aren't able to do much.* -Student, Newcomer Program
- *My parents are engaged, but they don't live here.* -Student, Newcomer Program
- *My aunt doesn't care, but my mom does.* -Student, Newcomer Program
- *Right now we are sharing a house with another family. It is not the same as having your own house* -Student, Newcomer Program

Support making social connections

Conditions to make new friends and become part of a community are completely different for students who are arriving to and figuring out the US context. Supporting and easing this process can help students build the important social and community connections necessary for young people to grow.

- *If the kids at this school socialized with us, they would know us and that we are not all bad. Maybe we would be able to hang out together.* -Student, Newcomer Program
- *What I see is that people go to school and to work. It's not like in Mexico where you go out to meet people and spend time together.* -Student, Newcomer Program
- *It's not easy being here. It's a struggle. People don't see it, and I think, 'put yourself in my shoes and you will see how difficult it is.' Many Americans judge us and believe we don't deserve certain opportunities. But they don't know me, they don't know what we've been through.*
-Student, Newcomer Program

Circumstances often force students into survival mindset

Young people are often asked to take on adult roles; adapting to the US context and culture can feel like a matter of survival.

- *There is a lot of opportunity here, but I'm always worrying about adult things - we have bills to pay. We don't have our own house. I have to work and get out at 11:30 p.m. I work 20 hours on the weekend. I'm really tired when I leave work.* -Student, Newcomer Program
- *Learn the rules of this country. Sometimes we don't know and we make mistakes. What is allowed in our countries is sometimes not allowed here.* -Student, Newcomer Program
- *Adaptation to culture. There should be a class that prepares us for school culture and the country. It's difficult socially when you don't speak English.* -Student, Newcomer Program

Students and Families Navigating Poverty and Housing Insecurity

Getting Appropriate Supports

Life circumstances present real structural barriers to family and student participation in school, with impact on kids' mental health, self-regulation, and experience of school and an impact on adults' ability to engage as partners. Survival is a priority and focus in some circumstances, and families want their children to take advantage of opportunities that are available.

Empathy for experience

- *I want the school to understand how homelessness and trauma impacts behavior, especially for my little one.*
- *There isn't anyone at the school who really understands. I would love to see "navigators" who know what it's like/have lived experience.*
- *Please be non judgemental. It's hard to ask for help, we've seen others be judged, it's hurtful.*
- *It's expensive to live without a home. We work really hard and we are hard working. Just because we don't have a house doesn't mean we are lazy. It's really hard.*

Barriers and Interruptions

- *Every 6 months, my child has a hard time coping because of our living situation. I wish there was more understanding about how hard it is for us.*
- *Working makes it hard to access services. I work full time and the agencies are open when I work. I don't have a computer or internet at home, just a phone.*

Desire for Support Accessing Resources in Community and at School

- *I would like my child to get involved in sports but it's expensive. Sports could teach them to self-regulate and get along with others.*
- *More information about what's available and how to access it, like a flow chart or checklist. Community resources are spread out; for families without a car or who work, it's hard to access*
- *I want them to know about what opportunities are available for them in the world.*
- *COIC is doing internships which is so awesome! COIC does career exploration and the teacher there recognizes the drive in my child.*

LGBTQ+ Students

Inclusive Health & Sexual Education

LGBTQ+ Students requested more inclusive information about health and sex that is non-binary and non-cis gendered. They described this as vital information for their health and wellbeing.

- *Safe sex; especially for LGBTQ students but also for cisgender, straight ones*
- *Sex ed class is vital to know.*
- *The lack of awareness about sexual development (by teachers)—needing to understand science.*
- *The curriculum is the curriculum for core courses. But when it comes to more nuanced courses (Health, Religions, Choir), some input for inclusivity processes would be appreciated.*

Mental Health and Self-care

LGBTQ+ students more explicitly called out and requested training and support that would help them balance it all, from stress to time management; drug use; social engagement: they are looking for ways to support mental health and self care practices.

- *Self-care, taking care of mental health, balancing life with school work. Manage doing what you have to do with what you need to do.*
- *I dealt with a lot of drug addictions last year. I didn't have anyone else to relate to, and the school doesn't have anyone or help you.*
- *Adults here need to know more about mental health. They talk about caring about it, but they don't know or do anything. They could try harder to actually do things differently.*

Students with Disabilities & their Families

Independence

Students and families with disabilities share the overall themes of “real world” and “adulting 101;” however, they emphasize the importance of developing independence skills.

- *Young people aren't learning or even unlearning how to be independent.*
- *Transition Coop helped teach my child practical living skills like riding public transit and has been able to take the bus from our office to COCC by himself*
- *Work experience, volunteering, practical skills, and being tasked to do them outside of the program*
- *Opportunities to apply their skills in real-life*
- *Class about transitioning into adulthood and doing things like finding an apartment, doing taxes.*

High Expectations

For students with disabilities and their families, they reflect that schools did not always set high enough expectations. Success is important to them, and gaining mutual clarity about what's realistic to support personal growth is an area for improvement. While families highly value the Transition Coop Model, they have suggestions and ideas to make it more relevant

- *As parents, we know our student will work as hard as they can to reach their individual potential. But it feels like programs are designed for students to just do the bare minimum.*
- *It seems like program expectations decrease for students with Down syndrome*
- *We want our child to be treated as a person who is more than their disability. They can show their effort through hard work.*
- *There is not enough communication about what to expect during the transition from K-12 to TC*
- *More bilingual staff to communicate with families who don't speak english*

Appendix: Student Engagement Questions

Theme	Question Frame	Follow Up:
Post-school Plans & goals	Q1: What are the experiences or opportunities that you've had that you believe will be most helpful in pursuing your future goals and plans?	Why are those experiences and opportunities so valuable to you?
Rigor & Relevance	Q2: Are your classes too challenging, too easy or just right? Tell me why you think that.	What would you change to make your classes more interesting and applicable to you?
Lifelong Learning	Q3: Do you believe your coursework is preparing you to continue learning as the world changes? In what ways?	
Knowledge & Skills	Q4: What do you believe is important for young people <u>to know</u> and <u>to be able to do</u> by the time they graduate?	
Non-academic Identity & interests	Q5: Academic learning is one aspect of becoming a well-rounded person. How have you developed your own interests and passions?	How has your education helped in that process?
Mindsets, Character Traits, & Dispositions	Q6: Being able to interact and work with others, communicate in different ways, and adapt to change is important. How do you describe or think about the different skills and abilities needed to do those things?	
Community Involvement	Q7: How important is it for you to be involved in the community outside of school? What opportunities have you had that make you feel that way?	Has your school or what you've learned at school been useful in getting involved in the community?
Belonging & Inclusion	Q8: What do you wish adults at your school knew about your experiences: <ul style="list-style-type: none"> - of race, ethnicity, or culture at school? - of ability and disability at school? - related to gender identity and the LGBTQ+ community at school? 	
School-Family Partnerships	Q9: How does your family support you in preparing for life and career? What should partnership between your school and your family look like/sound like/feel like to help you achieve your goals?	What gets in the way? If you could set the terms of how your family interacts with your school what would be different?

Appendix: Family Engagement Questions

Theme	Question Frame	Follow Up:
Post-school Preparation (college & career)	Q1: In what ways do you believe Bend La Pine schools are doing well in preparing students for life, college, and career?	In what ways do you believe students aren't prepared enough?
Knowledge & Skills	Q2: What it means to be successful in school versus in the real world are oftentimes very different. What do you believe is important for young people <u>to know</u> and <u>to be able to do</u> by the time they graduate?	What feedback would you offer to make learning more rigorous and relevant?
Mindsets, Character Traits, & Dispositions	Q3: We live in a rapidly changing and unpredictable world. What are the most important <u>personal qualities</u> young people should have to thrive now and in the future?	
Community Involvement	Q4: In what ways do you believe children and young people should be involved in their community? What kind of <u>experiences</u> would be helpful?	What's the role of school in supporting a student's community involvement?
Non-academic Identity & interests	Q5: If academic learning is one aspect of a well-rounded person. How do you believe young people best develop their interests and learn about their passions outside of academics?	How should schools support students to develop their interests including and beyond academics?
Belonging & Inclusion	Q6: What do you wish adults at your child's school knew about your experience: <ul style="list-style-type: none"> - of race, ethnicity, or culture within the education system? - of ability and disability within the education system? - related to gender identity and the LGBTQ+ community? 	
School-Family Partnerships	Q7: How do you define your role in preparing your child for their life and career? How do you believe schools should partner with your family to achieve the goals you and your child have?	What gets in the way? If you could set the terms of how you interact with your student's schools or district what would be different?

Equity Coalition @ Ensworth Elementary (5)

Post-School Plans & Goals: How Bend La Pine schools are preparing students for life, college, and career

Participants note a variety of courses that address their different interests

- *AP, life skills, career, mechanical.*
- *Sports, clubs, after school.*

What could be better?

District could provide more/better cultural education

- *school district could provide more language and culture exchange within the community, by sharing events happening outside of school so students can learn about and respect cultural differences*

Lack of support/resource for special education

- *IEPs and 504s. Families have to fight to get kids evaluated and then parents aren't typically listened to. Not every child thrives in a 'basic' school setting, and sometimes need a bit of extra assistance.*

More access to 'adulting 101' skills/real life skills

- *how to do taxes, write resume/cover letter*

Students want there to be better attention to/intervention around bullying, support for student mental health

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Constructive engagement with others, despite and especially around differences of opinion, life experience

- *Kids and adults need to learn how to not be rude to everyone you don't agree with and learn how to be more open-minded towards others*
- *Students need to see differences more often. The district can provide strategies to process different perspectives.*
- *How to effectively and appropriately engage both politically and civilly as a way to better yourself and improve society as a whole.*

Professional work ethic, accountability, time management

- *A due date is a due date and is non-negotiable in adult life.*

Mindsets, Character Traits, & Dispositions: What personal qualities will help young people thrive now and in the future

Interpersonal communication skills

- *public speaking, articulating thoughts, expressing thoughts, storytelling to share an ideal or prove a point, communicating with different groups*

Accountability, confidence -

- *be ok to be corrected;*
- *no one knows everything*

Community Involvement: How young people should be involved in the community and helpful experiences

Community involvement is important

- *Youth should get involved; teachers could be involved and help direct students to get involved.*
- *students could do work on campus (clean trash)*

- *reward students who invest their time and service- ie credits and scholarships for hs and colleges*

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

- *Career days*
- *after-school activities*
- *partnerships to connect students with agencies like police department*
- *cadet/explorer program*

Belonging & Inclusion: *Experiences of students/families that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Assumption of basic humanity and goodness matters

- *there are no bad kids. Undesired behavior, absolutely, But that doesn't mean the kids themselves are bad. And they can pick up on that in many cases. They can tell when an adult doesn't like them or think they can do well.*

Civility; ability to engage with different perspectives

- *hostility towards people they don't see eye to eye with.*
- *kids and adults that don't understand each others' experiences.*

OSU Cascades (10)

Post-School Plans & Goals: How Bend La Pine schools are preparing students for life, college, and career

The pandemic seems to have had an impact on perceptions of readiness for higher ed

- *absences, lower participation, heightened reaction to criticism. It is hard for me to put my finger on it but things are different for sure.*
- *they seem to be prepared academically, but emotionally are weak. They seem to have missed that transition.*

Students using technology to communicate, connect, enhance learning is a plus, but OSU folks also want to have students be present to learning/not rely on tech

- *I had students who wanted to just watch the recording of class later and I have stopped recording the class so students will stay engaged and participate.*

Follow up: In what ways are students not prepared enough?

Perceptions that students aren't doing work, aren't meeting deadlines, aren't on time.

- *A lot of students don't do their work.*
- *We did communicate to staff during covid to be flexible and people are still feeling that they need to do this and the students are expecting it.*
- *I have never had an attendance policy in my class but this coming term I am for the first time because it is nuts.*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Communication skills: *how to write (better), make phone calls*

Independence, taking responsibility for themselves, time management, work ethic

- *there seems to be a lack of ownership and I'm going to do what I want. Tied to that is a [lack of] sense of community and how their actions impact others.*
- *they are prepared academically but they are not willing to work.*

Content/topical knowledge of the world

- *they need to be more historically informed about their culture [not clear which culture...]*

What feedback would you offer to make learning more rigorous/relevant?

Computer literacy, communication skills

- *Formatting, excel, how to attach a file. Basic word processing*
- *Writing an email in a professional way.*
- *Mechanics of writing. Conventions, use of speech.*

Work ethic, accountability

- *We haven't taught students how to struggle.*
- *We don't offer extra credit- they need to do the work.*
- *A deadline is important*

Community Involvement: How young people should be involved in the community and helpful experiences

Community involvement should be intentional, grounded in meaningful social connection

- *We hear that students do community service as part of a college application. How do we get it to not be a checkmark but getting them to do it to build skills and how that enhances them.*
- *Working with peers.*
- *Social integration is the hardest thing to do.*

Community as among and between students (at OSU, beyond)

- *Building a community of students. Learn perseverance in social interactions.*

What's the role of the higher ed community in supporting a student's community involvement?

- *Focus on service learning as a component of their program.*
- *Experiential learning.*
- *Co-lab with HS/college, around real world projects.*

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

Academics as connected to real-world careers and learning - for example, biology and comp sci

- *passion (for bio/CS) was changed when I had the opportunity to engage in the work.*

Cost of higher ed and drive to be 'career-ready' means we have lost the connection with learning as an opportunity to follow passions (in the classroom and out of it)

- *The cost of higher ed puts pressure on students and has skewed what people study. It shifted students away from the humanities... art.. Educate the kind of person people want to hire. That falls on students early.*
- *We've lost curiosity and the ability to explore.*
- *I have students ask me 'what am I going to do with this?' my answer is what do you want to do? I am not going to tell them. They need to explore.*

Show students how to explore (per above)- make unexpected connections between disciplines ie science and poetry.

- *Students get worried about the money they are spending but they need to know we can help and it will be OK.*
- *Academic advising. (Future center, advisory, career programming...)*
- *When they connect their personal and career path it is a positive*

School-Community Partnerships- role of higher ed in partnering to prepare young people for their lives and careers.

Faculty and staff go to HS campuses - *ask us; we want to visit.*

Students visit OSU campus - *bring students to campus.*

Belonging & Inclusion: *how can higher ed partner to create more opportunity in your fields?*

- *We are 30% students of color. Are there ways we can help you show students there are pathways for students of color to be successful and see themselves?*

COCC - (10)

Post-School Plans & Goals: *How Bend La Pine schools are preparing students for life, college, and career*

Future centers are an important resource and bridge

- *Students working with future centers are better prepared, better advocates for themselves*
- *As a parent, how accessible future centers and CTE are. Opens door to career pathways.*

Basic academic skills

- *Students coming out of BLP are generally good at writing, basic reading, argumentation, summarizing*

Connections that bring guests into HS and gain exposure to careers, opportunities

In what ways are students not well prepared enough?

Lack independence, resourcefulness, work and project management skills

- *I wish they would read the syllabi*
- *Lack of student resourcefulness and desire to solve their own problems*
- *We really have to support students in personal responsibility and time management. How to take something big and break it into pieces. How to plan. Study strategies. Deadlines.*
- *Curriculum in HS should teach college and work success behaviors.*

Students expect too much flexibility re: work assigned, deadlines

- *Students are surprised they can't retake tests as many times as they want*
- *Students don't know what behavior should be like in a college classroom*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Adulting skills: personal finance, doing your own taxes, how to apply for jobs and interview; also, ability to imagine and accept transitions between interests and careers

Growth mindset: ability to hear and react to feedback as constructive

- *I see a lot of tenderness around being corrected.*
- *Feedback response is a workplace issue, too.*

Broader range of interests, mindset - ability to look beyond own life, interests

- *Exposing students to a wide variety of things is an important growth opportunity. The educational experience isn't just about catering to what students want.*

Self-discipline; ability to manage work

- *In upper levels of HS students need to have work outside of school and manage deadlines when a teacher isn't standing there.*

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

Attitude of curiosity; become a lifelong learner

- *Curiosity about the world, other people, what works and doesn't. The biggest problem is students aren't aware that not everyone shares their worldview and perspectives.*
- *Many students don't know how to really connect with and learn from each other outside of class.*

How to gain this perspective?

- *Clubs, community, interacting with people outside of HS to stretch them. Hands-on experiences.*
- *Career fairs, work and volunteer experience.*

Career knowledge through exposure, partnerships, direct pipelines

- *CTE-related partnerships; real world experiences for credits.*

Community Involvement: *role as partner in preparing young people for lives and career. How to partner with schools.*

Connections between higher ed and K-12; invite us into high schools, build relationships, 2-way communication.

- *Sharing of curriculum for better alignment and to help teachers know what to teach.*
- *Bridge curriculum between K-12 and higher ed*

Focus on student transition

- *Provide students more continuity and a better idea of what to expect*
- *Expose students to options after school.*
- *Parents- prepare parents to help students navigate transitions.*

What gets in the way?

Lack of resources- time, funding, technologies that don't talk to each other.

- *HS students can't use zoom on district devices. Everything is so locked down that students taking college classes can't access the content they need- emails too.*

Belonging & Inclusion: *Experiences of students/families that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

- *COCC has a wonderful DEI office. Don't know how much that gets out into HS.*
- *IEPs. Students need to understand college is not the same as HS. It's students' responsibility to learn how to look for the support they need. A lot have been taught to advocate for themselves in ways that work in HS but not in college. More and more students have IEPs for mental health and are not prepared to succeed in college.*

CBO Partners @ Bear Creek Library (7)

Post-School Plans & Goals: How Bend La Pine schools are preparing students for life, college, and career

Bend La Pine has made a commitment to addressing equity & followed through

- *From the non-profit organization perspective, I think we have made more progress with your school district. I know we spend a lot of time pointing out what isn't working, and I remember when you all decided to hire Family Liaisons—that was huge for me. BLS is engaging in the work. It's hard to start anything equity-related in other districts, and we have the ability here.*
- *I don't have perspective going through BLS, beyond talking with students I know. Other LGBT agencies have been hesitant to reach out to BLS, but seeing other relationships and having BLS reach out to our organization, it's nice to see that relationship.*
- *We all got to start equity work at the same time, and another school district backed out. Bend-La Pine holds the work and takes the lead, other districts don't seem to commit.*

Exposure to non-dominant culture ideas and ways of working is important for their success outside of Bend-La Pine

- *Part of the motivation for the work of RJ&E has been for the concern for the privileged white community, not just for the community of color. Students leaving this community will be shocked when they experience something different, and they need this information.*
- *This district is just too traditional in its organizational structure to prepare students for the world they will encounter when they leave here. The district needs to support travel, so it's available for more than just those who can afford to support learning pods.*
- *We're not preparing students to leave Central Oregon and be successful.*
- *Yes, it's a culture shock both ways—whether you're arriving here, or leaving this community.*

Making room for student leadership in equity and justice is important

- *Most teachers do not have the background to do equity work. Students in high school clubs are just remarkable—they are looking for tools to support their teachers in learning this stuff. This district has been remarkable in the support for equity work. It's been a rough road, but there's a general direction of support for all students in the district. We've had so many groups with students, LGBT for example, who are so articulate about their needs and experiences.*

Economic disparities are showing up in our learning environments

- *We also have to be realistic—socio-economic status matters a ton. It's such a huge impact on a student's ability to achieve. How many students leave BLS and that's the end of their education? That would be a failure, if they don't have some kind of path.*
- *It would be great if they could afford to live here. If we're building a community that is unaffordable, that doesn't work...Families work several jobs just to live here, and we're losing students and families because of this—most of these families are the ones who fall into these historically-underserved priorities. What kind of community are we creating?*
- *What we know about poverty and trauma—bringing these topics into the classroom.*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Financial savviness

- *Taxes. True financial literacy. Stocks...How do we teach students to be financially stable in other ways? Why aren't we discussing generational wealth, and strategies to understand this?*
- *My son took a class and thought it would be easy – Financial Algebra. They looked at Zillow, got fake money, and invested in the stock market. It was a great class, and he wished it was required.*

Honest and nuanced discussions about options for the future

- *His teacher was very young (just graduated from college himself), and was very honest about college vs career options.*

- *I left high school and went straight to college, and it was a mistake for me. I wish I would have waited, and done what I was truly passionate about. We have to open up the possibility that there are other things out there.*
- *My dad was a business guy, he always said: "You need to go to college." He never said, "...in order to be an engineer, etc..." He just wanted us to have experiences that would change our life, meet people very unlike the people in our community. I would argue that you can't replace the experiences you have in college. It's not about more money—it's about experiences.*
- *We need to be careful about students deciding (before they even leave high school) what they want to do with their lives. I think of my college experience as an experience that represents America. We don't know what our kids need. We need them to understand financial literacy, what it means to be Muslim.*

Level the access to opportunities (extracurriculars) that shape interests and passions

- *We have families all over the (economic) spectrum, and this is where they meet. School systems have the power to shift community dynamics by making sure there is space for all families in extracurriculars. I remember having to clean at night to afford my son's sports. We are doing a disservice if we are bringing kids together at school, but then they leave here and go to very different experiences.*
- *When I was a kid post WWII, if you wanted to play sports or play an instrument, your family didn't have to pay. It was paid for and valued by our communities. Now it's all pay-to-play, and hierarchies develop. Activities are unaffordable in this town.*

Belonging & Inclusion: *Experiences of students/families that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

With regard to the Jewish community the district/schools should have better knowledge about and respect for (lack of ignorance) about Judaism.

- *Inaccurate dates on district communications about holy days,*
- *Misunderstandings about schedules related to shabbat and holy days (sun-down to sun-down).*
- *How Jewish holy days coincide with school activities and result in families needing to choose*
- *The principal at my child's elementary school is so willing to learn and begin paying attention.*

Teachers awareness of issues of marginalization

- *We are hearing teachers are still not comfortable interrupting racism and hate. The lack of awareness about sexual development—needing to understand science.*

School-Family Partnerships: *How schools and families should partner to achieve student and family's education goals*

Community organizations and staff with lived experience want to be in ongoing planning and decisions

- *Being part of the calendar-making process*
- *As an immigrant leader in the community, being invited into conversations—making room so we can provide services.*
- *The curriculum is the curriculum for core courses. But when it comes to more nuanced courses (Health, Religions, Choir), some input for inclusivity processes would be appreciated.*
- *You have a Latino Family Advisory, but are they making decisions? We build up families to think they have power, but then they have none. The system needs to figure out how to make space for the differences in culture. Where are we building the bridge for them to lead?*

Productive engagement with student and family advocates

- *We've had our program in BLS for three years. What happens once families start school? We teach kids and families about advocacy, and then they do and nothing happens.*
- *The district has invited people to many family forums, ask for input, then no change. I tell families: You're the most important teacher for your child. And then we send them to public school for the first time, and they have no space to lead.*
- *We get a lot of questions from families about resources. I don't know who the GSA contacts are. I have met a lot of teachers in the community who are queer, and need more networking.*

Young Professionals @ Bend Chamber (9)

Post-School Plans & Goals: How Bend La Pine schools are preparing students for life, college, and career

Openness about options for the future

- *I don't have kids in K-12, but I have friends with kids who are graduating and it feels like people are more open minded about what other options there are - going to the trades.*
- *I am hoping we are trending to openness, but when is this going to happen? It seems like when the rubber meets the road the push is still to Higher Ed.*
- *The more educators can expose students to other options that there are out there the better. For example Dutch Bros focuses on the experience of business as opposed to academics alone.*
- *I feel like it is important to start that conversion earlier than junior year.*
- *I feel like teachers don't encourage students to take a gap year and what a value of exploration it is. I feel like teachers didn't even talk to you if you were not on a college track.*

Young people are coming to work, but unprepared to follow through

- *Just here to collect a paycheck. Not that you have to be a certain kind of person, but doing what you say you are going to do.*
- *I think it is partly because they are told that they need to pick a career and direction right now. I see my brother who is a senior who is apathetic because he hasn't figured it out in time.*
- *I see a lot of students who don't complete what they need to do. They think they can just show up or not even show up on time.*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Financial savviness

- *Basic finance; I might not have liked it, but I wish I would have learned sooner.*
- *I remember getting my first paycheck and not knowing to get a bank account or what to do next.*
- *Having a baseline understanding of basic finance, but also the stepping stones to basic stuff.*
- *Working with underserved youth to build their trust in the system - banking, key documents, and prepping them to go into the next phase. Some of their families have passed on distrust.*
- *I think social media has been an influence, constantly seeing images of nontypical lifestyles.*

Ability to take on challenges or navigate ambiguity

- *Having a plan. Creating basic plans can get you a long way in completing a project.*
- *I see a lot of students who don't complete what they need to do. They think they can just show up or not even show up on time. Concept of work*
- *Like Taylor Swift- the work that it takes. We see the level of success, but kids miss the point that she sits for hours writing and creating by herself.*

Self-presentation and communication

- *How to write a professional email*
- *Something as simple as an up-to-date resume*
- *Communication is a challenge. We would send out an email and the kids would text us back and we had to set up the norm that we were communicating with email.*
- *How to pick up the phone and actually call someone.*

Mindsets, Character Traits, & Dispositions: What personal qualities will help young people thrive now and in the future

Building interpersonal relationships

- *I am thinking about the platinum rule: treat others how they want to be treated - read the room, think about how your actions impact those you are with.*
- *I worked with college students and they struggled with interpersonal skills and conflict management. It is hard for everyone, but I feel it is getting harder with so much digital activity.*

Self-advocacy, motivation, and care

- *They need to learn to regulate, and have social-emotional awareness. Their own well-being. Being able to ask for help is a great skill.*
- *You shouldn't need someone to thank you - yes, appreciate you. But not to say "yay, you made it through the work week."*

Community Involvement: *How young people should be involved in the community and helpful experiences*

Highly value and encourage students to get experience through work or volunteering

- *I don't think students know all the different businesses. You just walk by them and not really think about what they do.*
- *Volunteering is a job -you aren't paid for it, but it is work. Emphasizing the importance of showing up. Treat it like it is a job.*

Exposure to Civic Engagement

- *Letting students know about laws and how those things we vote on impact you and what it means. I didn't learn about the importance of local voting and how it can change things for me until I was an adult and started paying attention.*
- *Even seeing a ballot and how that works. Being able to find the information to help inform you on voting is important to learn.*

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

Exposure to new experiences, perspectives, and ideas

- *I love to travel. Does Bend have a sister city? We had a focus on getting students coming to other areas and sending our students to other countries. It shows a larger world and connection.*
- *In theory our students are exposed to things all the time, but being intentional about those experiences. Even just getting students to the Inn of the 7th Mountain, especially for students who don't have many resources. They may know it is there, but don't or can't access it.*
- *I think Career Days are a good thing. We had one where the first half of the day was at the community college and you go to meet with different businesses. And the second half of the day was going to 3-4 mock interviews and getting feedback on the interview and your resume.*
- *We had very involved counselors who really focused on different plans. Okay, this is Plan A, what does plan B and C look like.*

School-Community Partnerships: *How schools and community should partner to achieve student and family's education goals*

Clear communication to facilitate opportunities for students

- *I know there are people in this room and the community that could come up with options for students. I think being specific and letting the business community know: we are looking for X. I know we can find people to fill that need. It is helpful if the ask is specific.*
- *We launched our first ever internship this year. The program went well and we are thinking about how to expand. One of our obstacles is who do we talk to, who do you reach out to.*

Use the business community to inspire students and demonstrate realistic professional pathways

- *Painting a picture of the trajectory of having the businesses; share their path so students can see that paths are not often direct and take many turns to get there.*
- *Do classes still have guest speakers? One guy climbed Everest and shared planning and goals. Others talked about their careers.*

Belonging & Inclusion: How the business community can partner with schools *to create more opportunities through better representation, diversity, and inclusion*

- *We worked with a firm that suggested including high school students in our project, and the groups were very diverse. Getting insight from diverse students was important to the project*
- *I work a lot with the hispanic community and I see a lot of generational trauma. My dad worked the same job for 30 years and to a certain point that is all I knew and thought I would be a painter too. One thing my school did right was to show me there are different options.*
- *Demystifying people's bias about how identity relates to success and how to access supports. I have several LBGTQ friends who are very successful but felt that wasn't the norm or not accessible to them because of the way they identified.*
- *Having a resource conversation. For example we've had employees that had coaches who came on the job site to support an employee who is on the spectrum. There is a lot of confusion about what's available and possible*
- *DEI training is important and getting it out even in elementary age is important. Are we doing that? It is important to know and learn about.*

Families of Students with disabilities @ Transition Co-Op (5)

Post-School Plans & Goals: *How Bend La Pine schools are preparing students for life, college, and career*

Connection to Real world Skills

- *Transition Coop helped teach my child practical living skills like riding public transit and has been able to take the bus from our office to COCC by himself*
- *Transition Coop helps students find internships and volunteering opportunities like at the Humane Society*

Ways to improve Transition Co-Op

- *There is not enough communication about what to expect during the transition from K-12 to TC*
- *TC should know and communicate the unique needs and goals of each student and their family. Each time a student transitions from one team to another, the new team should be briefed.*
- *One-on-one meetings with families to discuss needs*
- *More bilingual staff to communicate with families who don't speak english*

Need more focus on building independence

- *Young people aren't learning or even unlearning how to be independent.*
- *Transition Co-Op helps students who might otherwise fall through the cracks*
- *My child is frustrated that they can't pass their Driving Permit test. TC is helping them read the manual and take practice tests; they've helped 3 other students get their driver's license.*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help young people thrive now and in the future*

- *There should be more exposure and opportunities to learn about technology, managing money, telling/managing time*
- *Show students that they are capable of more than sweeping floor and working at a gas station and should think bigger*

Community Involvement: *How young people should be involved in the community and helpful experiences*

TC families believe that getting real world experience in important, both within the program and outside

- *Work experience, volunteering, practical skills, and being tasked with doing them outside of the program*
- *Opportunities to apply their skills in real-life*
- *Rotating internships can expose students to careers in the community*
- *Students should learn how to be good citizens through community involvement*

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

Exposure to people and professions outside of TC is key

- *Assess students and their interests and reach out to local professionals to come speak to students based on that*
- *Offer students academic credit for the time spent volunteering and internships.*
- *Opportunities should be tailored to students individual interests*

Belonging & Inclusion: Experiences of students/families that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community

Families' and school's expectations for their students don't always align

- *As parents, we know our student will work as hard as they can to reach their individual potential. But it feels like programs are designed for students to just do the bare minimum.*
- *It seems like program expectations decrease for students with Down syndrome*
- *We want our child to be treated as a person who is more than their disability. They can show their effort through hard work.*
- *TC could do more for our student, like bringing in specialists to help develop the student's passions and help instill a work ethic so the student can someday have their own income and reach independent living. (Spanish-speaking family)*
- *Two hours at TC is not enough; kindergarteners spend more time learning in a day than our student does. We didn't know that our student had the option of the 9am-3pm time slot. (Spanish-speaking family)*

School-Family Partnerships: How schools and families should partner to achieve student and family's education goals

Families are interested in opportunities to update the TC approach

- *As parents, we know our student will work as hard as they can to reach their individual potential. But it feels like programs are designed for students to just do the bare minimum.*
- *It seems like program expectations decrease for students with Down syndrome*
- *We want our child to be treated as a person who is more than their disability. They can show their effort through hard work.*
-

Latino Family Advisory @ Education Center (12)

Post-School Plans & Goals: How Bend La Pine schools are preparing students for life, college, and career

Programs and extracurriculars are valued aspects of school

- *I like that there are groups like this and Juntos. Parents need better information to remove the blindfold. These groups do that for us parents. We need groups for younger children.*
- *I like that there are requirements to participate in sports. Students have to get good grades and can't just dismiss their coursework. This keeps students motivated to be part of the team.*
- *I really like the emotional support available. At Juniper, my daughter has an emotional support group. During the pandemic, my daughter had a hard time socializing, the group helped a lot.*
- *Programs like Juntos are very informative. As parents we don't always know how to motivate our children. Juntos helped my daughter to keep going and be interested in being successful.*

Latino Families would like to see more culturally relevant counseling services (and teacher behavior)

- *The counselors aren't motivated or don't know how to help out kids. They don't have the cultural competencies to support them. As parents, many of us lack academic preparation and we can't help them. Then they go to the counselor and they don't know how to help them either.*
- *In my experience, the counselors don't take the time to help you if you are not a star student.*
- *In my experience, the counselors don't have the training needed to help our kids.*
- *Teachers and counselors need more training on how to treat our children. There is a teacher who doesn't treat my son very well and he doesn't know him well. I told my son, 'I'm going to talk to the teacher' and he said "don't go, you'll just make it worse for me."*

Families are concerned about students that are falling behind in the system

- *They should focus on kids who are learning at low levels and get all the kids to the same level.*
- *The children who are getting behind need help. Perhaps instead of focusing on the smarter children, they could help others. They should help, that way they are giving more (to others). And those that are behind, get them more attention.*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Financial Savviness

- *I think there should be a program or class that focuses on finances because most students don't know how to manage their finances and aren't prepared to be an adult.*
- *They do not teach how to manage your money. It is something very important to advance in life*

Real World

- *My son, he tells me, they don't teach us to get ready for life, just academic classes.*
- *Technology, it's constantly changing. Our children have more challenges with technology than we did when we graduated.*

Readiness for College

- *Counselors are telling them it is not necessary to go to college. So they aren't motivated. Being ready for college should be a requirement, not an option. It would be good if they started this as soon as they got to high school - not the end of high school before graduation*

Self determination

- *They get an orientation (about their future) based on their strengths*
- *When they enter high school ask them: in four years, where do you see yourself?*
- *Motivate them, and when they see potential, get their parents involved.*

Mindsets, Character Traits, & Dispositions: What personal qualities will help young people thrive now and in the future

Confidence - *If they don't believe in themselves, nothing else matters. This begins at home. It's*

important that if they have a dream, that they follow it. I ask young people what they want to be when they grow up and they often answer that they don't know.

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

A few families stated clearly that they didn't believe that schools had support their students to achieve or develop their interests

- *With our two oldest children, they weren't supported at all. One was very good at school. He didn't need to study for his exams and got all A's when he started high school. He finished his work quickly and was bored. He had a lot of potential, but in the end he didn't even graduate. The other one always struggled with school, and the teachers didn't pay enough attention to him and he didn't graduate either.*
- *I feel that teachers do not have time to spend time with students. All of the students are different. We didn't know what programs exist and it's not always who is responsible for sending our information. So we're not in communication.*

Community Involvement: *How young people should be involved in the community and helpful experiences*

Families expressed how they valued community involvement as an idea, but not specifics

- *It's life changing. An opportunity to become better people, to realize that it is not just about them, or their families, but that there are other people who are in need.*
- *I think it is very very important. It seems like kids are in their bubble with social media.*
- *To become the person they are, to strengthen what it means to be bilingual. But sometimes they feel intimidated.*

Families believe they share the responsibility with schools and community organizations to get kids involved in the community

- *I think as parents, we are responsible too. The school takes care of the academic and personal development.*
- *The school did a clean up to pull weeds. They taught us which plants should stay for the bees. We're all in this together, I help bring together the school community and also learn together.*
- *If I remember, they only hold events a few times in the year, but it doesn't go beyond that. It would go further to teach children the value of working together outside of school.*
- *Programs like the Environmental Center, Heart of Oregon Corps, and others came to the school. We helped to bring food and do other activities. It depends on the programs that schools are connected with.*

Belonging & Inclusion: *Experiences of students/families that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Families are seeking equity (and equality) with the education system for their children

- *I wish there were no differences and that all were (treated) the same*
- *All students should count equally, they deserve respect, and the same education. Everyone should get access to everything equally, and if they need more support, they should receive it.*
- *There should be equality and equity, from a young age our students get labeled, and it follows them to middle and high school. There should be understanding about different cultures.*
- *I have seen very little empathy and patience for newly arrived students. They are accused of not trying hard when they must translate everything the teacher is saying. It is mentally draining.*

School-Family Partnerships: *How schools and families should partner to achieve student and family's education goals*

Parents roles: *Giving them advice. Teaching them values. Teaching them both rules and limits.*

Parents' desires: *Psychologists, I wish they weren't just counselors. And that they could help me, too.*

Black/African American Families/Students/Allies @ Bear Creek Elementary (12)

Post-School Plans & Goals: How Bend La Pine schools are preparing students for life, college, and career

Schools are paying attention to kids' specific needs

- *As much as my son struggles, my son's school has been very supportive. Multiple teachers have reached out to get to know him better, the admin and school support staff know that my kid needs support, and they are there to help him. They brought in a Black mentor for him, and recognized that need. My daughter is at another school- I get text messages from that staff, checking in on us, taking to heart how to support her and her friend. I feel for my family, those schools are working right now- not everything is perfect, but my kid is being prioritized.*
- *I second that motion- they are paying attention.*

Concerns about a 'disconnect of accountability' as it informs anti-bias work and application of restorative practices (some responses too lenient on kids; others too lenient on adults)

- *I hold kids accountable when they screw up. We want them to go through restorative experiences, but they need to learn to own up when they screw up. Better supports for accountability.*
- *The grading system; my son's motivation has tanked. My son has a 66% and he feels good, because it's a B.*
- *I hate the new grading policy. This is not preparing people for the real world.*
- *Bend doesn't look like the rest of the country. We need to work on this as a community.*
- *Equity training NEEDS to be mandatory*
- *I think we need to see White teachers taught how to be allies.*
- *A lot of stuff gets bungled up in restorative processes. Bias is a neat and clean term for all this, but everything gets stalled with restorative practices.*

Bullying and bias incidents; kids don't have trusted adults to go to

- *At a volleyball game, a kid from the other team called my child the n-word. When I called that school, the administrator said, 'Yeah, kids from both sides were being rowdy.'" When I talked to the principal at our school, the principal said, "I told the other principal that she's a good girl."*
- *The kids don't know who they can go to at the school who will take them seriously. This year when stuff has happened in the hallway, she doesn't say anything because she doesn't know where she can go.*
- *Both my kids have said, "there is no one I can go to. There are no teachers I trust in the school."*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

- *Financial literacy, how credit works!*
- *Interpersonal skills, how to engage with others. I know kids can opt out of presenting in class, but how to develop confidence, skills related to this.*
- *There is a small but noisy group who only wants us to teach 'the basics.' They teach their kids to report Black students using the n-word.*

Context around inter-racial interaction, specifically White-Black and the development of community norms around use of racist names/terms like the n-word

- *People in Bend don't know how to use that word, and never to use it. You have to know when it is normal and accepted, and when it is not.*
- *Our teachers do this, too. They don't know how to interact with Black students.*
- *At school, kids have been calling each other monkeys. Others say: that's not racist.*
- *Or saying 'boy'.*
- *These kids are going to leave this town someday, and get beaten. We're failing them for taking a sensitive, restorative approach to this.*

Belonging & Inclusion: Experiences of students/families that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community

Experience of bias/trauma lingers and has ongoing impact

- *When your child experiences [trauma], they shut down. Even trying to get them out the door to school, and then once they get there, how can they focus? They develop a bad attitude about school (justified) and then it becomes an ongoing cycle.*
- *My child doesn't want to be seen walking into counseling services*

Getting supports from school is sometimes a battle/difficult to access

- *I pushed to get my child a 504 and it was a huge battle.*
- *I tried that too, and it didn't work.*

Mis-diagnosis of student needing services instead of culturally-appropriate supports

- *[My daughter] was being pushed into Special Education. I knew she didn't need that- she had just come from Ghana, everything was new. SpEd was being pushed on us because she was 'inconvenient.' She was being picked on, her hair being pulled, she was accused of hurting other kids. This year, she is with a teacher who is an ally to Black people- she is excellent and my daughter is having an excellent year. She is allowed to be herself in her unique way, and that has helped a lot.*

School-Family Partnerships: How schools and families should partner to achieve student and family's education goals

Interrupt bias

- *Student: there are always a couple teachers in the hallways during passing periods. Obviously, they are going to hear some racial slurs or bad words, but they don't take it seriously. One of my friends got called something by a White boy, got into a fist fight, and my friend got in-school suspension.*

Families Navigating Poverty & Homelessness (2) - Interviews

Current School Experience: What it's like interacting with your child's school

School is resourced and helpful

- *The schools have been very helpful, they helped with getting my child on an IEP and the FAN Advocate has been very helpful, too.*
- *The school has a great care team, they follow and adapt to the child's needs.*

Challenges are common too

- *It was easier to connect with elementary school than middle school. Middle school is complicated with conferences and paperwork; I wish they would simply call more often.*
- *My child is disabled and has high needs.*

Support for Learning: How well the schools supports learning

Attention to behavioral supports stands out to families

- *One child received SPED services and NSE has been very supportive. They have addressed behavior issues and I've seen a big improvement!*
- *The counselor at school has really helped to teach skill set to help my child regulate*

Belonging & Inclusion: Experiences of students that schools should know about navigating poverty and homelessness

Empathy for their experience and its impact on children

- *I want the school to understand how homelessness and trauma impacts behavior, especially for my little one.*
- *Every 6 months, my child has a hard time coping because of our living situation. I wish there was more understanding about how hard it is for us.*

Support to access resources would be helpful

- *There isn't anyone at the school who really understands. I would love to see "navigators" who know what it's like/have lived experience.*
- *Working makes it hard to access services. I work full time and the agencies are open when I work. I don't have a computer or internet at home, just a phone.*
- *More visits by phone would be helpful.*
- *More information about what's available and how to access it, like a flow chart or checklist. Community resources are so spread out; for families without a car or who work it's hard to access*

School-Family Partnerships: How students' families support them and ways for schools and families to partner

Families talk about it a lot at home - and how important it is to do well in school.

Schools could offer more parent/child interactions, more ways to connect at the school.

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Awareness about future pathways

- *I want them to know about what opportunities are available for them in the world.*
- *COIC is doing internships which is SO AWESOME! COIC does career exploration and the teacher there recognizes the drive in my child.*

Non-Academic Identity & Interests: *How to support young people to develop their interests and passions outside beyond the classroom*

- *We are new to town and would like to explore Bend Parks and Rec and other available activities. It's hard to do much right now besides work because resources are tight.*
- *I would like my child to get involved in sports but it's expensive. Sports could teach them to self-regulate and get along with others.*

Important People: *The people who have been important in the student and family's life*

- *Family, grandparents, staff at every shelter we've stayed in, FAN, church.*
- *FAN, food banks, son's care team.*

Why have these people been important:

- *They've guided us in a positive way, lent an ear and a hand, and helped us to navigate.*
- *They ask us questions and listen to what we have to say.*

Navigating Experiences: *What families wish schools knew about their experience*

- *Please be non judgemental. Sometimes it's hard to ask for help, we have seen others be judged and it's hurtful.*
- *It's expensive to live without a home. We work really hard and we are hard working. Just because we don't have a house doesn't mean we are lazy. It's really hard.*

GSA @ Three Rivers (6)

Post-School Plans & Goals: The experiences and opportunities most helpful in pursuing future goals and plans

Clubs and electives may connect with interests, offer career paths

- *Clubs like home ec and college ones, set you up for future needs, like high school and college.*
- *Band, art, those can also be career paths?*

Exposure to world culture and world history

- *Mrs. L, she does a lot of small events in class to teach us about world history and different countries.*
- *If you get a business trip to South America, you can be bilingual.*

Rigor & Relevance: How challenging and interesting and applicable is learning from student perspectives

Too many quizzes and tests instead of checking for understanding/mastery in other ways

- *We need more time between tests and quizzes to make sure kids understand. You have to ask questions and get into the material.*

Mixed feelings about how easy it is to participate/raise hand in class and ask for assistance

- *I want to ask a question but I don't really know what to ask.*
- *I usually don't raise my hand because I don't want to get the answer wrong. At parent-teacher conferences, all my teachers said I should be more engaged, but I do- I just don't get called on*
- *I feel like it bothers the class to raise your hand*

Other kids are rude/disrespectful

- *Kids are very disrespectful to the teachers. They say rude things behind the teacher's back (slurs) and say horrible things. They say it in front of her.*

Desire for material and pacing to match passions/interests

- *I personally love reading and writing. I love the material- I don't think it's too hard and she gives us enough time. I enjoy learning about the past, but I think we should learn more about the present than we are.*

Experiences of individual work

- *A lot of the time when you're doing individual work, you're not allowed to listen to music. That's hard for my brain because the silence is so loud.*

What would you change?

- *More open conversation, so more questions get answered.*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Life skills/adulting skills – taxes, cooking, self-care

- *I wish there was a certain class for learning those things, like taxes and being an adult.*
- *The electives we put at the top of our lists are things we want to do that will prepare us for jobs and college, and this year all 7th graders were forced to do PE. I wanted to do home ec and cooking, but I wasn't able to because the school took that away.*
- *I am so worried about moving away for college, and figuring out a job and taxes.*
- *More electives to choose from, such as Baking or Cooking, stuff for home.*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help you thrive now and in the future (notes: question handout says, "being able to interact and work well with others, communicate in different ways, etc...)*

Communication in school settings as a challenge depending on students' personality types, learning and social-emotional styles. In-person can be a challenge.

- *I have trouble communicating, because I'm autistic and have anxiety. I don't like being forced into working with people I don't know, and it's hard. Schools don't teach us how to communicate.*

Many students expressed a preference for online communication.

- *Online, it's easier because there's no face. I can put more ideas out there, talk easier with people.*
- *Online you don't have to have direct eye contact.*
- *I've had an easier time making online friends than real-life friends, It's easier because you'll never meet them.*
- *There's more opportunities to make more friends online, more diversity. You can connect with different fandoms, chat groups.*

Communication skills and tools

- *Letting the conversation flow, letting there be silence.*
- *Open conversation during class really helps with that, because you can figure out how to add onto conversations.*
- *I wish they would teach us how to start a conversation.*

Community Involvement: *The value of involvement in the community and helpful experiences*

School-supported field trips

- *Especiallly for middle school. We don't get as many opportunities to go outside. Field trips can really help show us the world, so we're not cooped up in our bedroom trying to keep up with getting A's.*

Outside of school: community service with family members, or just hanging out

- *My grandma worked at the community center and I would sometimes help out*
- *My friend group goes to circle K and hangs out*
- *Last year, I went to the Humane Society and read to the animals, helped raise money.*

What more could school do to help get involved in the community?

- *Take us on more field trips*
- *Maybe language arts could do more with community.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

People at school don't know what the gay community deals with- stories of bullying.

- *There are certain people at the school who don't know what the gay community deals with. They think some kids do it (are gay) for attention. Many kids get bullied for it.*
- *Some students think our LGBTQ community is weird and different. They make jokes, "last one to get here is gay,"*

Teachers and administrators fail to intervene or intervene in ways that are not helpful/implicitly condone bullying behaviors

- *I wish the adults would try to stop it, they have been around when it's happening*

- *When you come to an adult for help and they immediately tell your parents, it's not helpful and it makes it worse. You lose trust in that teacher. They should ask us first.*
- *Some teachers do talk to the students, but it needs to be more- they need consequences. They need more than just 'stop.' They should contact their parents- but some kids learn it from their parents.*
- *He was body-shaming our friend for being too skinny. The teacher just talked to him, but he didn't stop. The teacher told her to ignore him, but that's harmful. When we tried to help our friend and speak up, the teacher told us it wasn't our business and to stay out of it.*

Bullying takes many forms

- *I feel like with students, there's no reason behind it, just a lot of discrimination, racism, homophobia, anti-Semitism. Teachers don't do anything. When I was in 5th grade, it was 'slip-n-slide day' and this kid gave me death threats for not being straight.*
- *When I said I was Chilean, a bunch of girls giggled and said, 'ha ha ha- he's Mexican.'*
- *Some middle schoolers make jokes about rape, and I'm over it.*
- *I have an emotional distress disorder. I was made fun of by my own teacher. My mom came in to talk about it, and the teacher just rolled her eyes.*

GSA @ REALMS (6)

Post-School Plans & Goals: The experiences and opportunities most helpful in pursuing future goals and plans

Opportunities to earn credits from community based activities or partnership with school

- *Earning credits from being a counselor at Camp Tamarack.*
- *Not many opportunities last year, COVID. Not as many for 10th graders.*
- *Being able to take a week off of school, if grades are good enough – being the leader.*

Intensives

- *Most recent, college and career- we got time to work on applications and essays. I felt less stressed about applying; individual time in small groups was helpful.*

Outside of school- *listening to true crime, looking at schools*

Having a chance to practice doing leadership in school.

Rigor & Relevance: *How challenging and interesting and applicable is learning from student perspectives*

Mixed experience of courses and content as a match for the 'right' level of challenge

- *[Classes were] too easy, to the point where I went to a counselor and said I wouldn't do well if I had to keep doing the same classes. School focuses highly on helping kids at the bottom of the grade curve. Classes were frustratingly easy.*
- *Classes are a tiny bit more challenging than they should be.*
- *I think the workload is just right. This year is hard because of 7 classes and college looming.*
- *Perspective on individual tools, approaches*
- *Not a matter of easy or hard. Am I willing to get it started? Motivation. Mom sees how smart I can be, but grades don't reflect how smart I am.*

What would you change?

- *More project-based, instead of reading text. Like AP Gov.*
- *If you finish early and ask for more challenging work, they just give you more of what you're doing. More stuff that moves to the next steps.*

Lifelong Learning: *Students perspective on how coursework is preparing them to learn as the world changes*

Applied learning/examples: field work, public speaking, collecting data, focus on not what you're learning but how.

- *Sophomores went to Mt Bachelor and studied snow pack.*
- *Power and Privilege, read Just Mercy. It was pretty good at understanding the world.*
- *Exposure to how money really works in the outside world.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Life skills/adulthood skills – taxes, cooking, self-care

- *How to prepare taxes.*
- *Finding a place to live.*

Social skills, interactions, communication

- *Social skills, being able to have mature conversations with people.*
- *Understanding social cues.*

Self-care, balancing it all

- *Self-care, taking care of mental health, balancing life with school work. Manage doing what you have to do with what you need to do.*
- *mental health.*

Character/humanity

- *Learning how to be a decent human. Difference between empathy versus sympathy.*
- *Pronouns were a big thing. Not respecting people's different beliefs.*
- *Not only taking care of self but others. How to talk to others if they need to.*

Non-academic Identity & Interests: *How students develop their own interests and passions*

- *Intensives are the best. Because we are such a small school we don't have electives. We get a week to do something like archery, cinema, board games. And you get two and a half elective credits. A great way to learn something new, and it's a great break.*

Community Involvement: *The value of involvement in the community and helpful experiences*

Experiences in the community through partnerships and creating community

- *All intensives have service involved. One was at a wildlife reserve.*
- *Working with more groups to help students into the world. I went to see Rocky Horror, Out Central Oregon was sponsoring it.*
- *I go to UU church, it's very active in the community.*
- *Realms kind of puts us in a bubble. Outside of Realms, the world isn't as supportive. Realms sounds like a cult- but a good cult. We are crew not passengers.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Positive sense of support, understanding for LGBTQ+ though not 100%

- *I don't feel that there is anyone here that doesn't understand.*
- *[names of teachers that are supportive]*
- *Not all teachers know how to be supportive. Some don't do well at respecting names. Not a lot of teachers realize they don't have to see you struggling to know that you are. It's not as visual.*
- *We are a small school so they know us better.*

Substitutes are a huge exception - not a safe experience

- *When we have subs (groans)*
- *Subs do so bad at this.*
- *Subs said our school is notorious for being bad kids. Because we are a unique school with a unique culture.*
- *Teachers can be condescending. A person with a disability was called out by a sub when they were getting ready a few minutes before the bell rang.*

Overall sense of support

- *Our school is cool. A lot of things that would be considered 504 are just things we do here. We have a space to regulate, a learning lab and during independent learning time you can put in both ear buds.*
- *We are complimenting our adults a lot, but they deserve it.*
- *I wish I went to REALMS instead of PBMS. I loved some of the teachers there, but only 2-3 students. If I went to another school I couldn't be my true self.*

School-Family Partnerships: *How students' families support them and ways for schools and families to partner*

[Parents and school] are forced to [partner] by student-led conferences.
College and career people communicate with family.

GSA @ BSHS (12)

Post-School Plans & Goals: The experiences and opportunities most helpful in pursuing future goals and plans

IB Program – diploma and program

- *These are opportunities that not many people get. This will help me get accepted into college and with scholarships.*
- *It opens up so many doors post high-school, internationally, too*

Future Center

- *They help to apply to colleges and figure out what I want to do with my life.*
- *Whe helped me and coached me... she even remembers me. I feel like she sees me.*

Sports, Clubs and Extracurriculars

- *Lots of niches and spaces. Removing school expectations from conversations with friends, but still bettering yourselves.*
- *We have a football coach who is a really nice and accepting person, which is new to me.*
- *Variety of electives and options, clubs, opportunities to do new things.*
- *I think student government helped me with my personal businesses. Basically, student government helped me become a drag queen!*

Rigor & Relevance: How challenging and interesting and applicable is learning from student perspectives

IB Diploma as a good challenge and commitment

- *It is a challenging, personal commitment, and the coursework is more challenging, too. The quality of curriculum, but more the expectations for submission.*

Diversity of curricular options and choices – perhaps expands in Junior/Senior year?

- *There is a diverse selection of classes. These challenges help me thrive.*
- *Before junior year, there are only very linear options and less challenge.*
- *I signed up for easy classes because my middle school didn't encourage [more]. I wish my middle school would have pushed these opportunities more.*

Classes a challenge for students with disabilities

- *I don't always have the energy after school to do homework.*
- *Classes that require out-of-school stuff. I think the counselors are very supportive, but teachers are hard to work with.*
- *I have anxiety and OCD and have some classes I dread going to. Too many group projects or work with no options. I have to ask for accommodations, which I'm working on but that is scary.*

What would you change?

- *The style- more inclusive or interactive. Not just taking notes and tests.*
- *Discussion of a specific teacher with 'cut-and-dry,' 'old' style, wishes that could change to be more engaging.*

Lifelong Learning: Students perspective on how coursework is preparing them to learn as the world changes

Lots of coursework and curriculum is outdated, not set up to prepare for the real world

- *A lot of the courses are outdated.*
- *You cram that knowledge in your head so it's there for later use, and you'll use it someday.*
- *I'm just focused on just getting a high school diploma and not what comes after.*

The content and method of teaching don't match what students crave for real-world success.

- *The way we learn [things] is not only *not* helpful for the brain and how we actually learn, but also not helpful for the future. I've never had training or instruction on problem-solving, or communication, or interactions with people.*

- *Real-life application of what we're learning is very limited. [I wish it were] encouraging us to have an academic life after high school, whether or not you go to college.*
- *The American way we are taught is very linear. School is somewhere you sit and take in information, it doesn't seem applicable to most people, even those who are good at it.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Life skills/adulting skills – taxes, cooking, self-care

- *How to prepare taxes.*
- *Finding a place to live.*

Social skills, interactions, communication

- *How to make a phone call without crying*
- *How to find and make connections, and advocate for yourself among your connections*
- *How to identify and build healthy relationships with other people.*
- *Helping kids find a niche or a study group of supportive people.*

Healthy sexuality

- *Safe sex; especially for LGBTQ students but also for cisgender, straight ones*

Self-care, balancing it all, physical and mental health

- *Time management*
- *I dealt with a lot of drug addictions last year. I didn't have anyone else to relate to, and the school doesn't have anyone or help you.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Bias incidents and bullying

- *Bias incidents happen more often than any adult in this building understands. Microaggressions, but also bigger things. People say, 'oh that doesn't happen, it's Bend High. But they do happen.'*
- *Bullying happens a lot, not always face-to-face. Getting a slur yelled at me out of a car window.*
- *I've had people yell out stuff, I was too scared to go back and identify them.*
- *I intentionally dress less 'out' and I immediately get a hurtful comment if I try something new.*
- *I spend a lot of time trying to avoid certain people, quietly enter classrooms.*

Teachers not equipped to provide support; some apply anti-bias training but without conviction or skill

- *It's important for teachers to know: you may know math, but you practically know nothing about LGBTQ stuff. Most of our teachers are cis straight white men.*
- *Adults here need to know more about mental health. They talk about caring about it, but they don't know or do anything. They could try harder to actually do things differently.*
- *There seems to be an assumption among teachers that if you're queer you'll make it known to the teacher so they will support you.*
- *They also single us out in an overly-positive way.*
- *Once the teacher knew I was trans, he would only call me by my last name.*

Teachers ignore bullying incidents or don't respond supportively

- *Teachers choose to turn a blind eye. There were kids in the back of class saying the f-slur and the teacher ignored it.*
- *The other day this kid got mad at me and called me an 'it,' and the teacher just kept going- clearly didn't know what to do.*
- *Students have asked for bias incident reporting and teachers didn't know how.*

Substitutes are not a safe experience

- *[substitutes] don't understand or they make anti-LGBT comments.*
- *We have poor sub training. No matter how much our teachers know, a sub can coe in and ruin it. There needs to be a better system for letting subs know, otherwise students lose trust.*
- *We had a sub, she outed my dead name and the kid used it to bully me the rest of the year.*

Mixed support, understanding for students with disabilities

- *Not all disabilities are visible, and I wish teachers respected that.*
- *The teacher doesn't realize that headphones are critical for some kids.*

GSA @ High Desert MS (9)

Post-School Plans & Goals: The experiences and opportunities most helpful in pursuing future goals and plans

LGBTQ-specific supports/ clubs, partnerships with ally orgs

- *Going to my first SAGA meeting. I knew I was an ally, but this helped me realize how welcome I was at school.*
- *Out central Oregon Halloween dance. Boys and Girls Club*
- *When I changed my name it helped because staff was supportive and put actual effort into it, made me feel valid.*

Rigor & Relevance: *How challenging and interesting and applicable is learning from student perspectives*

Varies; self-direction, teaching, match between subject and student interest all matter.

- *Some are more different than others because of independent learning. LA can be hard, but for me, who is passionate, it could be harder.*
- *Some are easy because the teacher makes it engaging.*
- *Some are hard- like a topic you don't understand.*

Not always engagement when you are done early/mastered a topic

- *Nothing to do when you finish early*
- *I understand teachers struggle. But I would like something to do when I wait.*

Lifelong Learning: *Students perspective on how coursework is preparing them to learn as the world changes*

Lots of coursework and curriculum is outdated, not set up to prepare for the real world. Exceptions are applied (economics, use of money)

- *I don't know how to get a job. We should have a class about economics so that we can live, like getting a job we enjoy.*
- *If you had Ms. J for math, we did a whole unit where we bought cars, houses, and paid taxes.*
- *I don't need to learn that Caesar was stabbed, I need to know how to get a job.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Life skills/adulting skills – taxes, cooking, self-care

- *How to prepare taxes.*
- *How to look for a job*
- *How to manage money, apply for college and pay for it*
- *Care for children*

Healthy sexuality

- *Sex ed class is vital to know.*

Self-care, balancing it all, physical and mental health

- *Time management*

Non-academic Identity & Interests: *How students develop their own interests and passions*

School isn't the place to learn this stuff

- *Google. I have learned nothing about my interests from school.*
- *My friends helped me learn more about queer topics.*

How has your education helped?

- *I learned I like singing. There isn't access for 6th graders for art (by chance)*
- *Band. Music. Choir.*

Mindsets, Character Traits, & Dispositions: How have you developed your own interests and passions?

Connections and activities out of school

- *I have an AV tech job, and my church.*
- *My dad owns a mech shop, I'm always watching.*

In/through school

- *Equity coalition. School helped me learn about that group.*
- *Theater. Helping with the closet- clothes for kids who need them to fit their identity.*
- *SAGA, Out Central OR*

Belonging & Inclusion: Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community

Bias incidents and bullying

- *I had my pride flag pulled and it kind of choked me and none of the teachers cared, but when I was joking around with my friend, they stopped. When kids are being harassed they (teachers) do nothing. They don't pay attention to the important stuff.*
- *One day I wore pins with my gender and I was misgendered 36 times in class.*

School counselors

- *One of the reasons we don't feel comfortable going to counselors is because then our parents will find out.*
- *They could have a queer counselor.*

Teachers ignore bullying incidents or don't respond supportively

- *I would get in trouble for fighting back against a bully.*
- *Teachers: just because boys are in football doesn't give them the right to harass or bully. 'boys will be boys' mentality.*
- *If I tell a teacher, they'll acknowledge but not do anything.*
- *Told to tell an adult; we do, and doesn't do anything.*
- *Being queer, of different abilities. The teacher thinks I'm just trying to get attention. Things hurt all day and teachers do nothing to help. In 5th grade, boys were harassing girls. Principal talked to them and told them it was wrong, but they still persisted.*

Student with Disabilities @ Transition Co-Op (15)

Post-School Plans & Goals: *The experiences and opportunities most helpful in pursuing future goals and plans*

Career Exposure:

- *Welding and connections to trade school*
- *Internships for work experience*
- *Woodworking was hard but I learned how to do it*

Personal Development:

- *Speech and individual speech services*
- *Class about transitioning into adulthood and doing things like finding an apartment, doing taxes.*
- *Learn how to cook, budget for groceries/meals, learning the prices of foods and ingredients.*

Rigor & Relevance: *How challenging and interesting and applicable is learning from student perspectives*

Students think that overall the challenge of learning is “*just right*,” the experience is unique to each

- *Math was hard but most classes were just right.*
- *High school was challenging and my learning style wasn't compatible with the teaching style*
- *Classes were either very hard or very easy.*
- *Some classes were easy and some were hard. High school was very challenging.*
- *I want to learn more and really learn and understand it.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Connection to Real world Skills to be independent living

- *Cooking, nutrition, shopping*
- *Financial Savviness: budgeting, how to open a bank account, pay bills, applying for a credit card and building credit.*
- *Finding an apartment, buying a house, getting insurance, how to read a contract*
- *How benefits works*
- *Using public transit, getting around town*

Non-academic Identity & Interests: *How students develop their own interests and passions*

Through opportunities to try things out and getting encouragement

- *A teacher at Bend High School let me be an auditorium runner; I was using technology for school plays and assemblies.*
- *Making art; art classes like pottery and digital art; photography*
- *Working with animals by volunteering at The Humane Society*
- *Making pizzas at Abby's*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help you thrive now and in the future*

Important skills for the future:

- *Learning how to ask for help.*
- *Asking for hints on how to do the task.*
- *Talking on the phone.*
- *How to text and write emails.*

Community Involvement: *The value of involvement in the community and helpful experiences*

It's mostly important to TC students to be involved in the community:

- *For social interaction and helping the community through volunteering*
- *To learn communication and be sociable.*
- *To learn more and meet new people.*
- *Making friends is important but being involved in the community isn't important*

Ways that TC students are involved in the community:

- *Team Oregon and unified sports.*
- *Learning how to set up a video game tournament, raising 4-H pigs, planting flowers, food drives.*
- *Going to the Special Olympics in Florida.*
- *Doing community service*
- *Going to The Drop to play boardgames with other people and hangout.*
- *Internship at the Humane Society.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Many students named challenges related to or in addition to their disability

- *Type-1 Diabetes*
- *Can't hear out of one ear.*
- *It's difficult to speak, I have ADHD and have difficulty saying things.*
- *I have ADHD or OCD and it's challenging to learn how to drive.*

School-Family Partnerships: *How students' families support them and ways for schools and families to partner*

Parents are important partners to student in their daily lives

- *Getting to work*
- *Helping me deal with anxiety*
- *Helping me set up doctor appointments.*
- *My siblings are always available to help them whenever I need them.*
- *Helping me manage my money.*
- *How to behave and take care of self.*
- *Helping me with finding work and how to pay bills.*

Justice-Involved Youth @ Juvenile Detention Center (8)

Current Learning Environment: *What it's like to be at the center and learn there*

Students are satisfied with the online course they have, but they miss the resources, activities, and interactive learning they did in other settings

- *School here is pretty good, but it worries me about my grades at Ridgeview and my credits. I get a lot of support at Ridgeview and have a tutor. I usually skip though. Sometimes I want to try.*
- *It's pretty good here and online courses are good. I would like to see more group learning and not so individual. Like at JBarJ, we did groups, projects, and activities. Right now I have a math class and an elective. When I was at school I had engineering, art and stuff like that.*
- *I like online course work. I can go at my own pace.*
- *When you're online you can't really ask questions*

Rigor & Relevance: *How challenging, interesting and applicable is learning from student perspectives*

Learning & school at the center is something to do, but not too challenging

- *All the schooling I have done before has been too easy. Same here. I don't find it challenging.*
- *I think it is a little challenging because I am used to having my tutor. Just sitting on a computer is hard and to try to do as much as you can. If I was in school it would be better.*
- *If you are in juvie why would you even want to do school. But also I don't want to get held back.*
- *It is what it is - do what you need to do.*

Students learn best through hands on and participatory learning, which isn't typical at the center

- *I learn best with hands on.*
- *If someone tries to tell me something I can't get it, but if I see it I can do it.*

Post-School Plans & Goals: *The goals and plans students have for themselves*

For some student their next steps with the justice system are there focus

- *I am gonna go to J5 for 3 months and then go home. Then I want to graduate and apply to college. I want to apply to Harvard and Yale.*
- *I'm gonna go to rehab and get clean. Then I'll go home with out-treatment support and finish high school.*
- *I'm going to McClaren for a while and I want to take classes for underwater welding.*

Others have career goals that they want to pursue

- *I want to do astrobiology. It is living things, bio, bacteria, all living in space. It is really cool and all the possibilities that are out there and that could be out there.*
- *I want to be a vet. I already know that.*
- *I would like to be a physical therapist. I am interested in how the body works.*
- *I want to be a flight attendant and travel. Get out of here. I like to travel.*

Students are concerned about the uncertainty of how they move forward or their age (at 17 or 19)

- *I worry I'm gonna be in prison this whole time.*
- *I am kinda worried because I am a criminal. My attorney told me about adjudication. I am worried that the colleges I want to go to will look at that. I want to go in two years. I don't want to get back into drugs.*
- *I'm worried I'll overdose and die. I know I'm an addict. I've almost died like three times.*
- *I'm still working on my goals, but I'm worried if I get out I'll get in trouble and run into the cops.*
- *I am concerned I don't know what to do. It's tough to think about.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

- *It's important to know it isn't going to be easy. I think in 8th grade you should get yourself ready and act like you are in high school.*
- *Don't beat yourself up. Ask for help. Don't be afraid to speak up if you don't understand.*
- *Don't procrastinate.*

- *Don't drop out. It doesn't help.*
- *You can get your GED.*
- *Know your ambitions. Don't let other people influence you. My mom was always on me to be an athlete and do all the sports. And play the piano.*
- *Do what you want, not other people.*

Non-academic Identity & Interests: *What interests and passions do young people have*

- *To have the guts to do what other kids don't have the guts to do.*
- *I want to be the first one in my family to go to college.*
- *I really like music. I'm drawn to athletics. I'm good at swimming. I set records when I was little.*
- *I like volleyball. I just finished cheer for Ridgeview. I like soccer too. My ultimate goal is to get to the point where I don't have to use drugs.*

Thing that helped young people develop these interests/passions

- *My brother and money. Money makes me focus.*
- *Having a home. Having fun.*
- *My mom, sometimes she is crazy, but sometimes she helps. My little sister too. I don't want to leave her anymore.*
- *My uncle is important to me, but he is in prison.*

Community Involvement: *The value of involvement in the community and helpful experiences*

As a result of their experience with the justice system and programs, the relationship to community is complicated

- *Community is important because of how much time I have spent here and in programs. I want to get this done with.*
- *My freedom is important to me. I don't want to miss stuff. I don't like missing my hair appointments or my nail appointments. I like to shop and look my best. It is important to me.*
- *My community doesn't like me and I don't like my community.*
- *I don't want to hang out where I am not wanted.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

- *I think the older generation doesn't understand. There is a lot of prejudice because I am Asian. I want them to help. Like here there is empathy.*

Important People: *The people who have been important in the students' life*

- *My dad. My family. Friends*
- *Brother and sister*
- *Brothers*
- *I don't have a connection with my parents but my sister and my best friend*
- *Teachers. The globe. My mom. The gang.*
- *My step-dad, my mother and siblings. my best friend. They push me.*
- *My dad and my best friend's parents.*

Cross Cultural Club @ BSHS (6)

Post-School Plans & Goals: The experiences and opportunities most helpful in pursuing future goals and plans

Spaces where young people are able to connect with others with shared identities & lived experiences

- *Town Hall was really helpful – the leadership session had good discussion and I was able to ask questions that I wouldn't be able to in other settings. I could see options for my future.*
- *The Cross cultural club gives us a space to find other kids like us and connect. Having symposiums and groups so we can be together, form bonds, and learn what we can do in the community has been important.*
- *I play a lot of sports, which helps with friendships. The fighting racism workshop was eye-opening.*
- *The Interrupting Racism workshop opened my eyes to something new, and in a good way.*
- *Student Government is trying to do better involving cultural differences. For example, we are painting images of Christmas celebrations all over the world, to include everyone.*

Rigor & Relevance: How challenging and interesting and applicable is learning from student perspectives

Student note the difference between the IB and Honors tracks with standard classes

- *IB classes, Honors classes, and AP too, they are challenging, more than the standard classes. Last year I took a standard Lit and Comp class and saw that the criteria is more lenient. Going back into an IB class this year, I see where I missed some pieces.*
- *If you don't think a class is challenging enough, it's hard to get a class that is more challenging because you have to plan so far in advance. I think the options do expand once you're a junior.*
- *I think (IB prep) is challenging, but I don't think it's anything a student can't handle. Good grades aren't a given anymore, like last year.*

Lifelong Learning: Students perspective on how coursework is preparing them to learn as the world changes

Students shared a sense that coursework is preparing them to be successful within current systems and ways of thinking

- *It seems like a lot of what you get out of Bend High is what you put into it. It doesn't really structure a new mindset, it just develops the one you already have.*
- *I definitely think so, a lot of colleges seem like they relate to how our school is built. Volunteering, going above and beyond, and being involved outside of school.*
- *I think with how the world changes, with our education we are a little further back. Like in history, everything is so focused on old times and how our country was formed, instead of who contributed and all the people and groups who helped shape who we are today.*

Knowledge & Skills: What young people should know and be able to do by the time they graduate

Being Open Minded or having a growth mindset

- *Having an open mindset. I like the idea of people going into the world and not expecting too much, just being ready to learn, even after college, and being open to other people and cultures.*
- *Have an open mind. Think in a different perspective. Take initiative and try new things.*
- *Understand what a growth mindset is, know how to have one so you don't limit yourself. Not having regrets about things you didn't do—do everything you are interested in in high school.*

Skills to communicate and make connections with others

- *I think it's important to listen to others and different perspectives, not only of different races, but also different personalities and opinions, to be more diverse in how you think.*
- *A lot of people might go into college lone-wolf style, so to have a support group and make connections is important.*

Non-academic Identity & Interests: *How students develop their own interests and passions*

Choice and Options are important to developing interests

- *We have the opportunity to choose our electives. Especially junior and senior year, you can choose classes around your passion or what you strive to achieve.*
- *I think it's challenging for kids who don't want to go to college, we don't have a lot of options. We have a Future Center person who can help, but it doesn't seem like there are as many options.*

Having a group people that support developing your interests

- *Practicing and having support. I do a lot of activities and sometimes I want to give up on some.*
- *For people who don't have that support at home, teachers can help connect kids.*
- *Find people who like the same thing, work with them, get help from them.*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help you thrive now and in the future*

Open Mind

- *I think the biggest thing is having an open mind. You can't work with others if you don't have an open mind. A certain amount of humbleness—knowing you won't always have the best idea.*
- *We had a district lesson on bias, but students also need to change their mindsets. So many are oblivious. Even after the lesson – kids still hear things and don't always say something. Kids can be so ignorant. Our school is supposed to be based on diversity and different perspectives.*

Social & Emotional Learning Skills

- *Communication is a huge thing.*
- *I think respect is a big thing too, for yourself and others. That can help grow relationships.*
- *It would be nice to have more activities where the teachers have us work with different people—practice is really necessary.*
- *Knowing how to make choices for your own growth and skills for your own wrong and right.*

But make it genuine:

- *Some teachers attempt to teach us social-emotional wellbeing, and that's a step, but a lot of times they aren't involved in the lessons. They'll say "the district is making us teach this" a lot, and then students don't get much out of those advisory lessons.*

Seeing things through multiple perspectives

- *With so much diversity, it would be nice to have options to study other languages .*
- *I think in IB classes you get an international experience so you understand some other perspectives, but so many kids even in IB are clueless and ignorant. It's so hard when people have no experience and don't get it.*

Community Involvement: *The value of involvement in the community and helpful experiences*

Community involvement is highly valued and BSHS does a good job in connecting students:

- *I think our school does a good job promoting things you can do around town.*
- *We get a lot of volunteer opportunities through clubs and activities, but also you can go out and take a step to be part of your community. That helps you get a sense of who's in your community and how you can help improve it. I had an opportunity to work with FAN. It gives you a mindset and to see people and their lives in a different perspective.*

Students seem to recognize that there is "world" outside of school they want to be connected to:

- *There are also opportunities that you can't find at school, it's good to go out and ask for those. Some people don't realize that you can do things outside of school to boost your education.*
- *You only spend so much time in school, so you need connections outside. Sports have really helped with that—gives more community options.*

Belonging & Inclusion: Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community

Students want their teachers and administrators to be more knowledgeable about issues of identity and be allies (not bystanders)

- *I think it's important to identify how to address race, culture, colorism. I've had a teacher overlook this because they don't know how to deal with it. There are conflicts with different groups, but teachers don't know how to address it.*
- *Teachers just need to listen more. They need to listen to stories, and not give input. Just listen and adjust how they do their classes.*
- *Teachers should take more action, and the principal should make it really clear.*
- *Yeah, even the superintendent should care. I don't know how connected he is to our school.*

Students are seeking empathy and understanding from staff, not sympathy

- *Yeah, your job as a teacher is not just to give us an education but to support us as individuals. It would be important to take it very seriously.*
- *I know our principal understands, but he needs more awareness. He should participate in some of our conversations. Sometimes we limit that to a couple teachers who always support us, and we need to invite the principal and be listened to.*
- *All students deserve the same chance to be listened to. It seems like teachers form their bias on the first day of class and choose the students they're going to listen to and those they aren't.*

Students want to expand their community (with diverse students) and schools could facilitate

- *We need opportunities to connect with kids—in and out of school—to meet more people. It would be cool to connect with Madras and other schools around here.*

School-Family Partnerships: How students' families support them and ways for schools and families to partner

Families come with different knowledge about and experience within US systems

- *My family is really supportive of everything I want to do. But they were born and raised on a whole different continent, and they didn't go to college here. They don't know much (about the process) and I feel lost and at a disadvantage because most of my friends' parents went to college here and they get help with applications and homework.*
- *I am fortunate to have many different cultures in my family and home life. My dad is from a whole different way of living, he's an immigrant. How I perceive things in school is really different from how I was taught growing up. I'm glad to have parents who experienced life in the U.S. in a different way, my mom was born here and she's had struggles too.*
- *My family has supported me and my activities, but sometimes they force them on me. At times, I feel like my family isn't involved with school. I wish there were more opportunities for them to check in with my teachers or come to Cross Cultural club so they would understand better. I try to tell them, but they don't really understand my school experience.*

Students are interested in community resources that connect to culture

- *I was born in Vietnam and am adopted. My identity is confusing and I don't quite know how to understand myself. My parents don't have the resources or know how to support that part of me. Some opportunities should be marketed to parents and not just the students at the school.*
- *Bend needs more options here. More hair-supply stores for diverse hair styles and needs, or people who know. I have to travel to Portland.*

Latino Student Group @ Cascade MS (14)

Post-School Plans & Goals: *The experiences and opportunities most helpful in pursuing future goals and plans*

Goals: *college, reading, learn engineering, applied sciences*

Rigor & Relevance: *How challenging and interesting and applicable is learning from student perspectives*

Mixed experience of classes being too hard, just right

- *Just right and kinda hard*
- *They give us math homework every day. And what if you don't have parents who can help us?*
- *Teacher talks too fast and switches subjects- she goes too fast.*
- *I love Ms. X- she's so nice.*

Lifelong Learning: *Students perspective on how coursework is preparing them to learn as the world changes*

Students crave more 'real world' learning, questioning value of academic content

- *We need to do more real-life things.*
- *It gives us knowledge, but it doesn't get you through for your future. It's basically just preparing us for college.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Real-world learning

Electives - *they used to have more but now we don't. Different languages (not just Spanish), woodshop, business (learning how to sell things and how businesses work), drama, taking care of animals.*

Non-academic Identity & Interests: *How students develop their own interests and passions*

Arts, drama ,PE skills.

- *They took away art and drama.*
- *I think in PE we could do more fun things.*
- *They should teach us how to ride a bike. I can, but I know others can't. Seems like a life skill.*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help you thrive now and in the future- adapting, interacting*

Communication

- *The pandemic made actual interactions hard.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Bias incidents/bullying

- *At least be polite. Don't say mean things (slurs).*
- *Yes, lots of slurs*
- *They get away with it- I've seen a teacher nearby who didn't do anything.*
- *I don't want to get into an argument. All it does is mean two hours of talking, and they don't actually get in trouble.*
- *Scolding is not enough.*

ELL Advanced Class @ BSHS (5)

Post-School Plans & Goals: *The experiences and opportunities most helpful in pursuing future goals and plans*

Positive- tutorials help

- *Teacher helps you understand more*

What could be better: options for classes that fit interests and build needed skills

- *I couldn't choose the classes that I wanted to take*
- *We don't get the classes that we need to prepare us for the future.*
- *They don't put you in the classes that you choose, they think that it's not the best for you.*

Rigor & Relevance: *How challenging and interesting and applicable is learning from student perspectives*

Class topics and content could be more relevant

- *more interesting classes, more fun classes*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Adulting 101: Taxes, loans, investing, how to manage money

- *Manage bank accounts, how to build your credit*
- *They should be mandatory classes*
- *How to get ID, birth certificate*
- *What's necessary for buying a car*

Non-academic Identity & Interests: *How students develop their own interests and passions*

- *Playing soccer*
- *Hanging out with family*
- *Clubs and sports*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help you thrive now and in the future*

Adult life skills: *how to budget, find a good job, get along with your family*

Community Involvement: *The value of involvement in the community and helpful experiences*

It's important to be involved: *Church, Avanza are two examples.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Experiences of racial difference, with other students in class, with teachers

- *If a white teacher asks a question to a brown student, they don't pay as much attention as they would to white students.*
- *Some teachers have pet students, especially if they are from the same race*
- *Teachers don't ask questions to students of color*

Assumptions: about student's primary language

- *a teacher gave me a test in Spanish assuming that I don't speak English. And the translation of the test sucked! It was really bad.*
- *They shouldn't assume before asking.*

Newcomer Program @ Mountain View High School (10)

Post-School Plans & Goals: *The experiences and opportunities most helpful in pursuing future goals and plans*

Student Experiences

- *Supporting students and others who come from abroad and do not speak English.*
- *Students are taking the initiative to learn so that they can have a job to survive.*
- *It would be good if this program had (academic) levels so that students can learn based on what they know and their abilities. Not everyone is at the same (academic level), regardless of their level of English. There should be more advanced coursework for those who are ready for it.*
- *I want to go to college. At first I didn't think I could because I didn't understand English. But now I'm learning English and I see that it's possible.*

Ways to improve:

- *It would be good if there were more Latino and bilingual people. Here at this school, there are more people who speak Spanish and my grades are now better.*
- *It would be nice if there were Peer Mentors here like at Pilot Butte.*
- *I wish they would teach more English, like focusing on teaching just English language skills.*

Knowledge & Skills: *What young people should know and be able to do by the time they graduate*

Financial savviness

- *They should teach us about economics/finance; how to manage money, not to waste it.*
- *They should teach us how to save for and purchase a house. How to invest money*
- *How to do taxes.*

System navigation and real world know how

- *Learn the "systems" here in the United States.*

Mindsets, Character Traits, & Dispositions: *What personal qualities will help you thrive now and in the future*

Newcomer students are seeking orientation and guidance to be successful in a new culture and context

- *Learn the rules of this country. Sometimes we don't know and we make mistakes. What is allowed in our countries is sometimes not allowed here.*
- *Adaptation to culture. There should be a class that prepares us for school culture and the country. It's difficult socially, especially when you don't speak English.*

Rigor & Relevance: *How challenging and interesting and applicable is learning from student perspectives*

Newcomer students express a need and desire to focus on more technical language learning

- *More support to learn English. In other subjects, teachers should know that we don't speak and understand well, but we are doing our best. We do double, first in Spanish and then in English.*
- *It would be nice to have classes that teach English vocabulary for specific subjects, like math. Perhaps having a list of specialized language keywords for each class would be helpful.*

Newcomer students want more detailed and instruction and feedback to know they are on track

- *Most teachers don't explain why your homework or answers are wrong. They don't offer to help us or tell us what we are doing wrong.*
- *At the high school, I had a teacher who was teaching me to write in English, but she didn't explain it to me, and that's why I always did it wrong. Now I've learned how to write.*

Non-academic Identity & Interests: *How students develop their own interests and passions*

Teacher advocates are important in helping families academically, socially, and to find interests

- We told Chelsea that we were interested in playing the guitar and she bought us guitars.
- The only teacher that supports us here at school is Chelsea.
- The teacher has been there for us for everything. In our personal problems, school needs.
- I don't know if it is part of the program for her to be how she is, but she supports us in everything and is always willing to help in everything; Or maybe it's just who she is.

Sport are motivators and entry points

- *I don't like to play anything other than soccer, but they make me try other sports that I don't like.*
- *You also have to play sports you don't like to get credit. It's important to play them, even if you don't like them.*

Community Involvement: *The value of involvement in the community and helpful experiences*

Students in the Newcomer Program are seeking more meaningful connections with their peers in and out of school

- *If the kids at this school socialized with us, they would know us and that we are not all bad. Maybe we would be able to hang out together.*
- *Before, in Mexico, even at age 5 we would go outside to play. But since I've arrived here, a year ago, I haven't gone outside (to play) at all. When you get to know people you start hanging out.*
- *What I see is that people go to school and to work. It's not like in Mexico where you go out to meet people and spend time together.*
- *It's not like in Mexico, there, when you finish the school day - you immediately start playing with your friends even if you are still wearing your school uniform.*

Students in the Newcomer Program are also navigating different contexts and expectations

- *I don't like it here. At my age I would have already graduated; here I'm barely in 10th grade. It's demotivating.*
- *There is a lot of opportunity here, but I'm always worrying about adult things - we have bills to pay. We don't have our own house. I have to work and get out at 11:30 p.m. I work 20 hours on the weekend. I'm really tired when I leave work.*

Experiences to expose students to the community and opportunities are valued

- *Ms. Chelsea and Mr. Contreras have taken us to OSU Cascades and to hike in Tumalo.*

Belonging & Inclusion: *Experiences of students that schools should know about: Race, ethnicity & culture; ability and disability; gender identity & the LGBTQ+ community*

Students in the Newcomer Program experience discrimination from (white) peers

- *It's not easy being here. It's a struggle. People don't see it, and I think, 'put yourself in my shoes and you will see how difficult it is.' Many Americans judge us and believe we don't deserve certain opportunities. But they don't know me, they don't know what we've been through.*
- *Our white classmates look at us weird.*
- *A white student threw a phone at me. I asked him why, and he told me it was a joke. But why?!*
- *When I first got here, I didn't speak English. I felt their looks and contempt. They did not want me in their group or to be near to me.*
- *We don't look for problems, it's them. The white students look to make trouble for us*

Students in the Newcomer Program haven't always felt like they get back up from staff, so they don't always report issues and incidents

- *One time we were walking down the street and a group of white students threw food at us from their car. They only threw food at us, there were white kids walking too. We didn't tell anyone at school, and we won't tell them because we're always the first ones to get in trouble. If we told a teacher they would probably say we started it. They believe them and do nothing.*

School-Family Partnerships: How students' families support them and ways for schools and families to partner

Students in the Newcomer Program feel a lot of pressure in getting their basic needs met, like housing.

- *Put a roof over my head*
- *Give me what I need.*
- *Right now we are sharing a house with another family. It is not the same as having your own house.*

Many Students in the Newcomer Program live with extended family here and don't have the same level support or advocacy from their parents that they'd like

- *If my parents were here they'd be more involved. But because I live with my cousins or uncles, they're not as involved or aren't able to do much.*
- *My parents are engaged, but they don't live here.*
- *My aunt doesn't care, but my mom does.*

Learning Leadership Council meeting – January 30, 2023

Attendees: Superintendent, Deputy Superintendent, Executive Directors of High School, Middle School and Elementary Level Programs, HR, SPED, SEL, Curriculum and Instruction, DEI, College and Career Readiness, IT, plus key union representatives (certified and classified).

Three high level questions and topics for small group discussion:

- Q1: In what ways have district needs changed since the 2019 Equity and Excellence needs assessment?**
- Q2: Does the district's current prioritization of SIA & HSS spending support the Board Ends: a) Strong Academic Foundation, b) Passion/Purpose/Plan for Future, and c) Wellness, Inclusion and Belonging)? Why or why not?**
- Q3: How would the plan be adjusted in the event of a reduction in funding?**

High Level Summary (general consensus of all respondees)

Q1: In what ways have district needs changed since the 2019 Equity & Excellence needs assessment?

Mental health needs have increased substantially since 2019 (prepandemic). This probably is the most agreed upon theme among all the participants. Stressors to mental health impact both students and staff and cut across all demographics, but is most pronounced among our most vulnerable populations. Key supports the district has provided include employing staff specifically focused on supporting the needs of those struggling with mental health issues (e.g., school counselors) and increasing all staff's competence in addressing mental health needs through professional learning (e.g., Effective and trauma informed behavior management and instructional practices).

Students' belief that school is valuable and that attendance matters took a hit during the pandemic. Part of restoring value to school is investing in programs that add value to school and that students recognize as adding value (e.g., CTE, internships, future centers, school to work connections, etc.). Part of restoring this value requires improving staff professional development and support. Students aren't always wrong when they perceive school as lacking value. Attendance doesn't matter equally for all students. Meaningful learning is not a given in all classes. Everyone understands that academics underlie the purpose of schools. Any students who don't see value and experience success in the classroom, where they spend roughly 80% of every day, are unlikely to value school and see it as important to their future.

Additional commentary and notes

Staff seem to use terms like "mental health" and "SEL" somewhat interchangeably. The lens for this document is that SEL refers to an instruction and support process of sorts and mental health is one outcome supported by SEL processes.

Q2: Does the District's current prioritization of SIA & HSS spending support the Board End: a) Strong Academic Foundation, b) Passion/Purpose/Plan for Future, and c) Wellness, Inclusion and Belonging)? Why or why not?

Participants generally see that currently planned investments, especially among the "big ticket" items (SIA and HSS), support the District's Board Ends.

Q3: How would the plan be adjusted in the event of a reduction in funding?

There was not one dominant theme for this question. About half the groups specifically emphasized mental health and SEL support. The other half of group's comments were geared more generally toward academics.

Additional commentary and notes

Some comments seem to overcompartmentalize the Board Ends. While each Board End has distinct components, there is substantial overlap. Improving academic success (End #1) is an important lever for improving wellness and belonging (End #3). Improving things like relationships, respect, and acceptance in schools is a key to improving academic success. One need only examine the work of Paul Tough, Zaretta Hammond, Doug Lemov, and many others to see how deeply reciprocal the ends are. For example, Geoffrey Cohen, among the foremost experts on "Belonging", describes belonging as "the sense that you're accepted and respected in a domain." In that description, belonging is specific to your environment and is impacted both by how others treat you and your own competence and success within that environment. Viewing each Board Ends as too distinctly different risks promoting impoverished views of them.

Misc comments (these are individual opinions and ideas expressed)

Needs changed?

- More SEL needs community wide. Communication with families - concerns with mode and direction of communication. More community desire for "Real life training" (e.g., Adulting 101 - Personal Finance).
- Pandemic-related struggles. Mental health needs greater. Technology needs. Human connection need. Attendance is down, do students have a reason and connection to come to school? Greater awareness of bias incidents. Capacity building for staff to support students with behavior. Demand for more learning options.
- Demand for more diverse options and formats for learning. Human interaction & relationships. Awareness and response to bias. Mental health for both adults and students. Visibility/normalizing needs and skill development.
- Is class size still a need? Mental health for all. Adult tolerance levels. Systems and skills needed for normalizing behaviors. Spotlight on financial disadvantages (access to education at home). Canvas & virtual (Did pandemic push us to virtual on a semi-permanent basis?) Human connection and relationships. Demand responses and resources (maybe referring to bias?). Full SSC @ MS. All elementary schools have counselors.

- Just wondering (Have staff needs changed as a result of COVID?). Student needs seem fairly similar to 2019. District needs to know the answer to this questions and be able to break down data and how do we track it
- Greater mental health needs. Historically Underserved were hit hardest by the pandemic (food insecurity, digital access, finances, etc.). Attendance - we actively pushed kids and families away and how do we now bring them back?
- Intensity and frequency of high behavioral needs. Growing distrust in the community of schools - greater transparency of what students are learning should be communicated. The level of training of staff has been decreased (teachers, admin, custodial. etc.) and onboarding of new staff is missing. We should pay staff to go to "soft skills" stuff (team building, culture, family nights, etc.) District culture has been to go to these things w/o compensation. How do we support a workforce where resiliency is low?

Prioritization adequate?

- Yes (HS CTE, internship coordinator, extra counseling, TOSAs). No (CTE in MS, more support for Well-being/Inclusion/Belonging, Class size concern in some MS classes).
- Yes
- Yes. Board Ends are very broad.
- Generally yes. Need more Professional Development. Build systems. Not as supported at elementary in counseling. At MS, there is a need for academic acceleration.
- *Idea-don't start SIWs (School Improvement Wednesday – early release) until November, front load 1 full PD day in Sept/Oct. Elementary school counselors in all schools - high need for school separate of social skills program.

Funding adjustments?

- SEL would be the last thing reduced. Trained staff who work with Historically Underserved populations should be prioritized.
- Not answered
- Small adjustments across the board. Eliminate one-time costs (e.g., REALMS facility), "braiding" other funds, move costs into other grants (CTE). World language TOSA?
- Remove one-time \$. Prioritize within each "area" w/ equitable lens in each. HSS. World Languages & Social Studies TOSA. EDCO Internship Coordinator/Future Center. Dual Immersion & ELL staff coordination.
- Train all staff in trauma informed instruction.
- Mental wellness first. Give kids a reason to be at school.

Bend-La Pine School District - Synthesis Report - January 2022

Generated on January 3, 2023

YouthTruth

— STUDENT SURVEY —

A NATIONAL NONPROFIT

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The online version of this report can be accessed at youthtruth.surveyresults.org

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SNAPSHOT OF FEEDBACK

Youth Truth

STUDENT SURVEY

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This report synthesizes feedback from **14829** respondents across multiple stakeholder groups and/or school levels at Bend-La Pine School District.

- First, in the Snapshot of Feedback section, this report shows high-level feedback for every survey theme asked of each stakeholder group.
- Next, in the Alignment Across Groups section, the report introduces the survey themes that are included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: engagement, relationships, and culture.
- Finally, in the subsequent sections, the report examines each theme and question asked across stakeholder groups in greater detail.

This report does not include data on questions that are not asked of all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

Snapshot of Feedback: Percent Positives

The table below shows the proportion of positive ratings on each survey theme from each participating stakeholder group in your district.*

Colors are used to show the theme's percentile rank.** See the key below.

Arrows refer to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Survey Theme	Elementary	Middle	High
Student	Engagement	N/A	50% ↓ 4	48% ↓ 5
	Academic Challenge	N/A	56% ↓ 6	56% ↓ 7
	Relationships	N/A	52% ↓ 17	37% ↓ 9
	Culture	N/A	38% ↓ 21	32% ↓ 12
	Belonging	N/A	55%	50% ↑ 14
	Instructional Methods	N/A	N/A	N/A
	College & Career Readiness	N/A	N/A	21% ↑ 3
	Health & Well-Being	N/A	N/A	N/A
Family	Engagement	41% ↓ 17	31% ↓ 11	28% ↓ 7
	Relationships	89% ↓ 1	75% ↓ 2	68%
	Culture	81% ↑ 1	63% ↓ 4	57% ↑ 3
	Communication & Feedback	63% ↓ 1	49% ↓ 1	40% ↓ 5
	Resources	69% ↑ 2	55% ↑ 2	54% ↑ 3

Group	Survey Theme	Elementary	Middle	High
Staff	School Safety	62% ↓ 1	50% ↓ 1	52% ↑ 3
	Engagement	83% ↓ 3	83% ↓ 4	75% ↓ 2
	Relationships	91% ↓ 3	87% ↓ 6	84%
	Culture	80%	72% ↓ 11	53% ↓ 6
	Professional Development & Support	61% ↓ 9	58% ↓ 13	47% ↓ 11

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Snapshot of Feedback: Average Ratings

Snapshot of Feedback: Average Ratings

The table below shows the average ratings on each survey theme from each participating stakeholder group in your district.

Colors are used to show the theme's percentile rank.* See the key below.

Arrows refer to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Survey Theme	Elementary	Middle	High
Student	Engagement	N/A	3.43 ↓ 0.08	3.41 ↓ 0.08
	Academic Challenge	N/A	3.63 ↓ 0.09	3.65 ↓ 0.1
	Relationships	N/A	3.59 ↓ 0.32	3.29 ↓ 0.18
	Culture	N/A	3.41 ↓ 0.33	3.31 ↓ 0.22
	Belonging	N/A	3.53 ↓ 0.02	3.42 ↑ 0.19
	Instructional Methods	N/A	N/A	N/A
	College & Career Readiness	N/A	N/A	2.86 ↑ 0.05
	Health & Well-Being	N/A	N/A	N/A
	Family	Engagement	3.27 ↓ 0.34	3.01 ↓ 0.3
Relationships		4.32 ↑ 0.01	3.95 ↓ 0.04	3.81 ↓ 0.01
Culture		4.12 ↑ 0.03	3.73 ↓ 0.06	3.63 ↑ 0.03
Communication & Feedback		3.68 ↓ 0.01	3.29 ↓ 0.01	3.11 ↓ 0.12
Resources		3.86 ↑ 0.02	3.55 ↑ 0.01	3.57 ↑ 0.06
School Safety		3.85 ↓ 0.06	3.54 ↓ 0.08	3.56
Staff		Engagement	4.15 ↓ 0.07	4.1 ↓ 0.11
	Relationships	4.24 ↓ 0.09	4.1 ↓ 0.18	3.96 ↓ 0.06
	Culture	4.02 ↓ 0.02	3.86 ↓ 0.24	3.5 ↓ 0.13
	Professional Development & Support	3.68 ↓ 0.18	3.57 ↓ 0.25	3.39 ↓ 0.19

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

ALIGNMENT ACROSS GROUPS:

This section of the report hones in on the three survey themes that are included in all three YouthTruth surveys (student, family, and staff).

Alignment on Engagement, Relationships, and Culture

The table below shows the percent of positive responses on Engagement, Relationships, and Culture.*

Please note that the questions and themes being compared in this report are not always identical to one another. For example, questions are sometimes worded differently for different stakeholder groups, or grouped under different survey themes due to the statistical structure of the surveys. For more information on alignment between surveys, please refer to YouthTruth's page on [Survey Instrument Alignment](#), and please refer to your other reports for a deeper dive into your data.

Colors are used to show the theme's percentile rank.** See the key below.

Arrows refer to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Survey Theme	Elementary	Middle	High
Student	Engagement	N/A	50% ↓ 4	48% ↓ 5
	Relationships	N/A	52% ↓ 17	37% ↓ 9
	Culture	N/A	38% ↓ 21	32% ↓ 12
	Belonging	N/A	55%	50% ↑ 14
Family	Engagement	41% ↓ 17	31% ↓ 11	28% ↓ 7
	Relationships	89% ↓ 1	75% ↓ 2	68%
	Culture	81% ↑ 1	63% ↓ 4	57% ↑ 3
Staff	Engagement	83% ↓ 3	83% ↓ 4	75% ↓ 2
	Relationships	91% ↓ 3	87% ↓ 6	84%
	Culture	80%	72% ↓ 11	53% ↓ 6

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Covid Effect

The table below shows the percent of 4 and 5 responses on the Covid Effect Question.*:

- **Elementary School Student:** How much has the virus changed your life?
- **Secondary School Student:** How much has the COVID-19 pandemic affected you?
- **Family:** How much has the COVID-19 pandemic affected you?
- **Staff:** How much has the COVID-19 pandemic affected you?

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

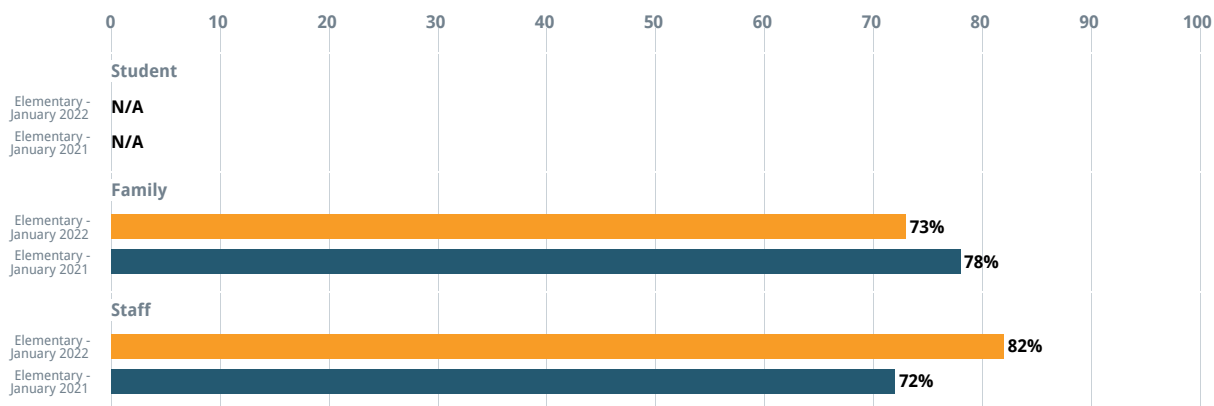
Group	Elementary	Middle	High
Student	N/A	51% ↓ 4	58% ↓ 7
Family	73% ↓ 5	71% ↓ 1	71% ↓ 1
Staff	82% ↑ 10	82% ↑ 13	76% ↑ 1

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Covid 4s and 5s

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

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Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Not very much 2: Somewhat, 3: A lot. Middle and High School Student questions in use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: Not at all, 2: A little, 3: Somewhat, 4: A moderate amount, 5: A lot.

• Engagement

The table below shows the percent of positive responses on the Engagement theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition of engagement. The Engagement theme is defined as follows:

- **Elementary School Student:** the degree to which students perceive high expectations and feel engaged with their school and their education.
- **Secondary School Student:** the degree to which students perceive themselves as engaged with their school and their education.
- **Family:** the degree to which families are engaged in their school and empowered to influence decision making.
- **Staff:** the degree to which staff feel engaged in their work and empowered to influence their schools.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

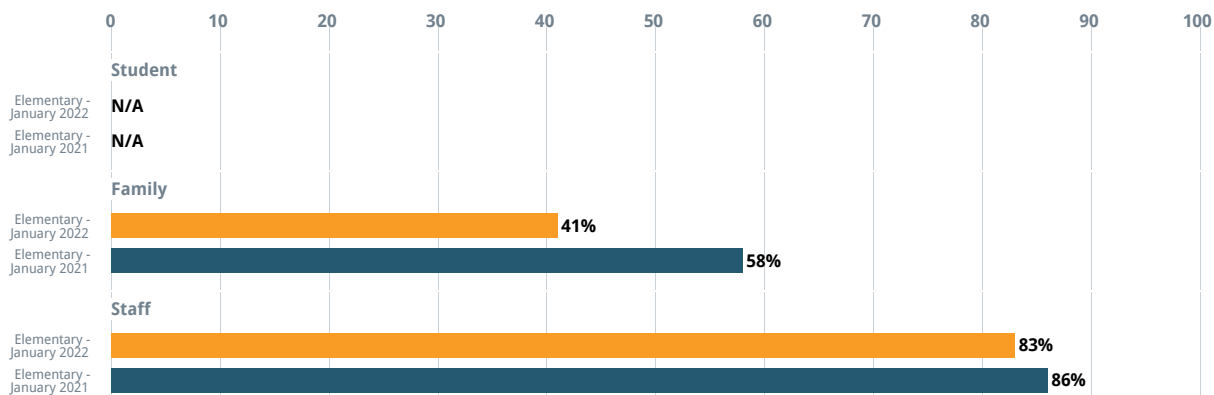
Group	Elementary	Middle	High
Student	N/A	50% ↓ 4	48% ↓ 5
Family	41% ↓ 17	31% ↓ 11	28% ↓ 7
Staff	83% ↓ 3	83% ↓ 4	75% ↓ 2

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Engagement

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

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Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Education Quality

The table below shows the percent of positive responses to questions about education quality.* These questions differ somewhat between surveys:

- **Elementary & Middle School Student:** *no equivalent question*
- **High School Student:** "I am getting a high quality education at this school." (In **Engagement** section)
- **Family:** "My child is getting a high quality education at this school." (In **General** section)
- **Staff:** "Students are getting a high quality education at this school." (In **General** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

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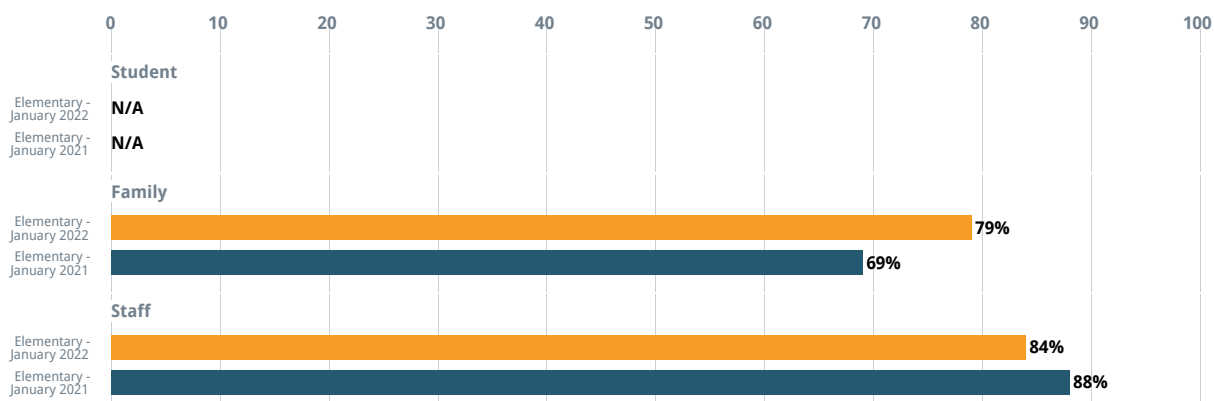
Group	Elementary	Middle	High
Student	N/A	N/A	54% ↓ 11
Family	79% ↑ 10	65% ↑ 7	67% ↑ 13
Staff	84% ↓ 4	78% ↓ 3	68% ↓ 1

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Education Quality

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

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Expectations

The table below shows the percent of positive responses to questions about expectations.* These questions differ somewhat between surveys:

- **Elementary School Students:** "Does your teacher ask you to keep trying when the work gets hard?" (In **Engagement** section)
- **Secondary School Students:** "Most of my teachers don't let people give up when the work gets hard." (In **Academic Rigor** section)
- **Family:** "My school sets high expectations for students." (In **Resources** section)
- **Staff:** "My school sets high expectations for students." (In **Culture** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

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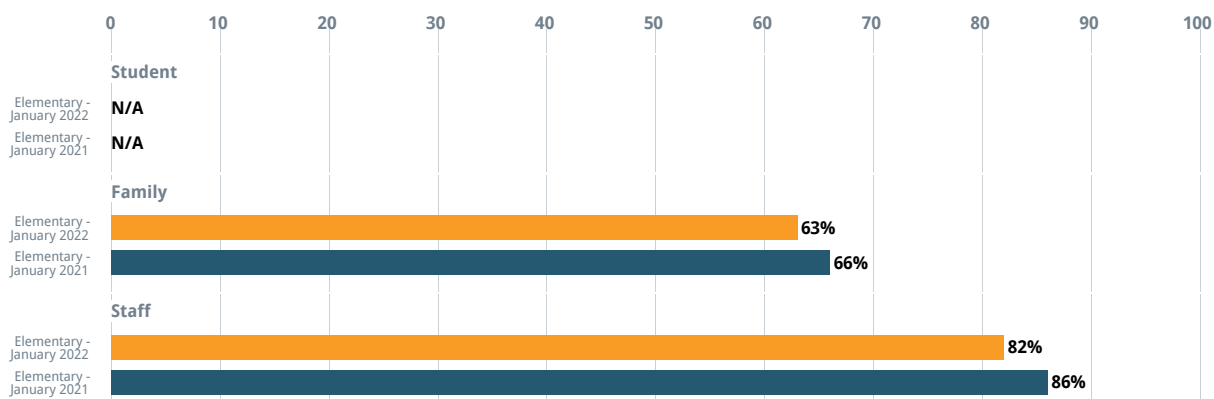
Group	Elementary	Middle	High
Student	N/A	68% ↓ 6	53% ↓ 4
Family	63% ↓ 3	52% ↓ 1	55%
Staff	82% ↓ 4	67% ↓ 15	49% ↓ 11

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Expectations

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

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• Relationships

The table below shows the percent of positive responses on the Relationships theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition relationships. The Relationships theme is defined as follows:

- **Elementary School Student:** the degree to which students have strong, supportive relationships with their teachers.
- **Secondary School Student:** the degree to which students feel they receive support and personal attention from their teachers.
- **Family:** the degree to which families experience positive relationships in their school based on respect, care and approachability.
- **Staff:** the degree to which staff experience positive relationships in their school based on respect, care and approachability.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

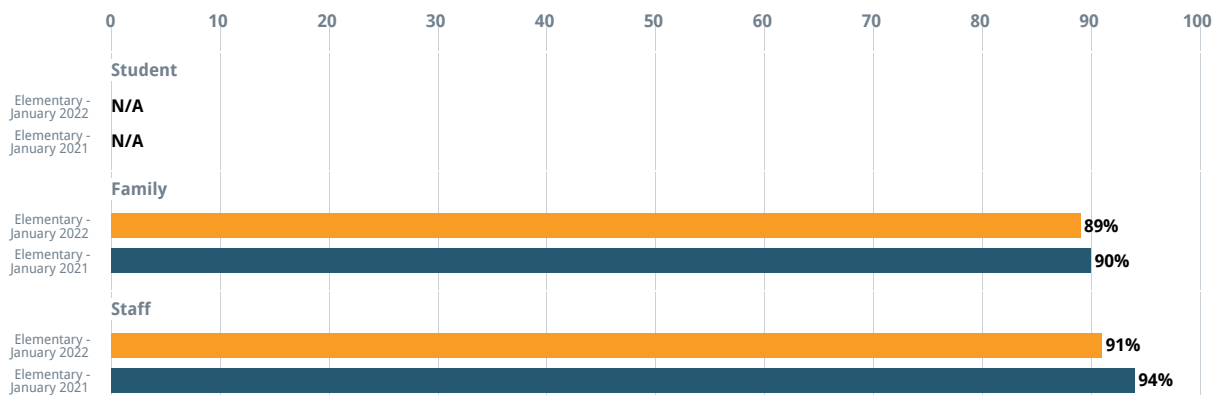
Group	Elementary	Middle	High
Student	N/A	52% ↓ 17	37% ↓ 9
Family	89% ↓ 1	75% ↓ 2	68%
Staff	91% ↓ 3	87% ↓ 6	84%

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Relationships

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Respect for Students

The table below shows the percent of positive responses to questions about respect for students.* These questions differ slightly between surveys:

- **Elementary School Students:** "Does your teacher treat you with respect?" (In **Relationships** section)
- **Secondary School Students:** "Most adults in this school treat students with respect." (In **Culture** section)
- **Family:** *no equivalent question*
- **Staff:** "Staff treat students with respect." (In **Relationships** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

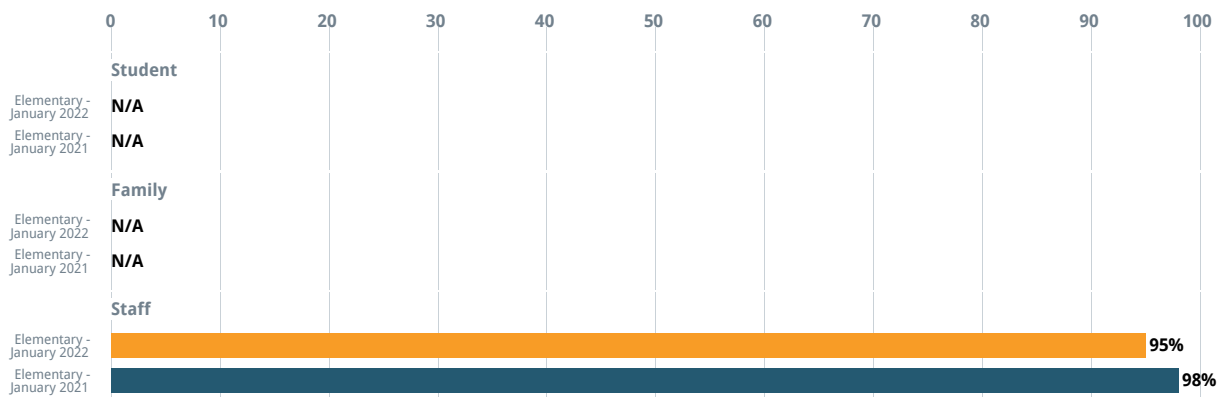
Group	Elementary	Middle	High
Student	N/A	69% ↓ 14	65% ↓ 12
Family	N/A	N/A	N/A
Staff	95% ↓ 3	89% ↓ 2	88% ↑ 1

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Respect for Students

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Respect for Staff

The table below shows the percent of positive responses to questions about respect for staff members.* These questions differ slightly between surveys:

- **Elementary School Students:** "Do students in your class treat the teacher with respect?" (In **Culture** section)
- **Secondary School Students:** "Most students in this school treat adults with respect." (In **Culture** section)
- **Family:** "Families treat teachers with respect." (In **Relationships** section)
- **Staff:** "Students treat staff with respect." (In **Relationships** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

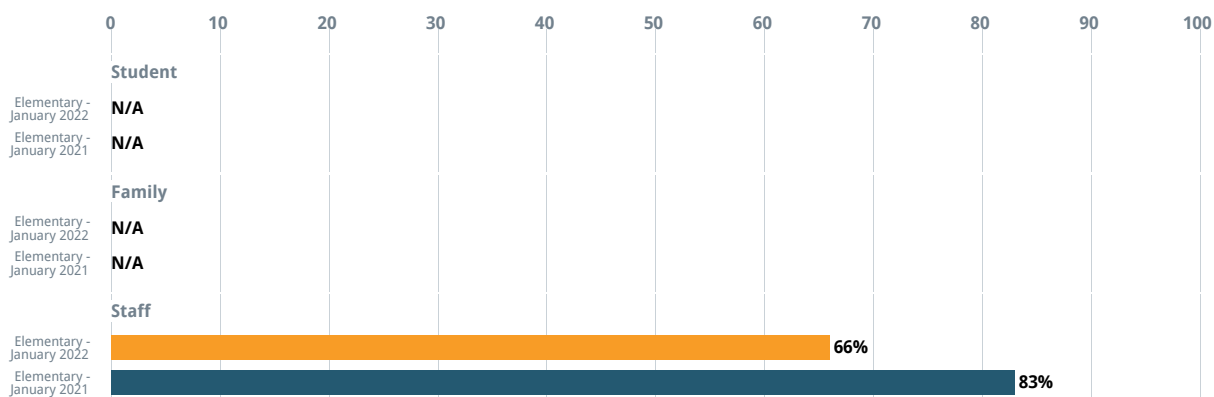
Group	Elementary	Middle	High
Student	N/A	34% ↓ 22	35% ↓ 12
Family	N/A	N/A	N/A
Staff	66% ↓ 17	48% ↓ 26	49% ↓ 21

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Respect for Staff

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Teacher's Care

The table below shows the percent of positive responses to questions about respect for staff members.* These questions differ slightly between surveys:

- **Elementary School Students:** "Do you think your teacher cares about you?" (In Culture section)
- **Secondary School Students:** No equivalent question.
- **Family:** "Teachers and Students care about each other." (In Relationships section)
- **Staff:** "Staff and students care about each other." (In Relationships section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

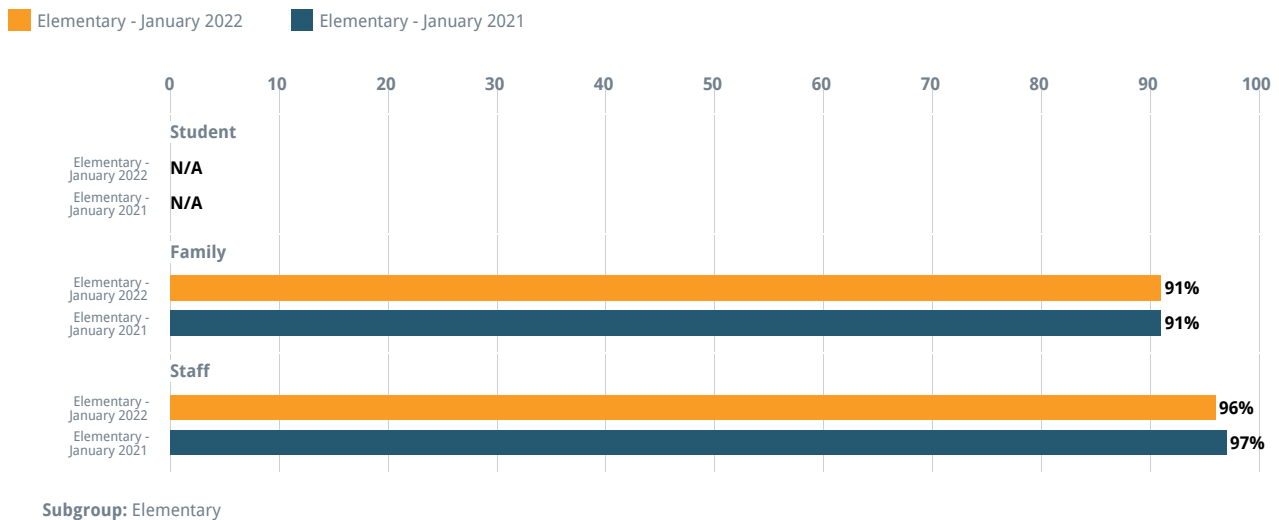
Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Elementary	Middle	High
Student	N/A	N/A	N/A
Family	91%	75% ↓ 3	69% ↑ 2
Staff	96% ↓ 1	86% ↓ 10	80% ↓ 7

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Teacher's Care Percent Positive



*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

**Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Culture

The table below shows the percent of positive responses on the Culture theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition of culture. The Culture theme is defined as follows:

- **Elementary School Student:** the degree to which students experience an orderly, respectful classroom environment.
- **Secondary School Student:** the degree to which students believe that their school fosters a culture of respect and fairness.
- **Family:** the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.
- **Staff:** the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

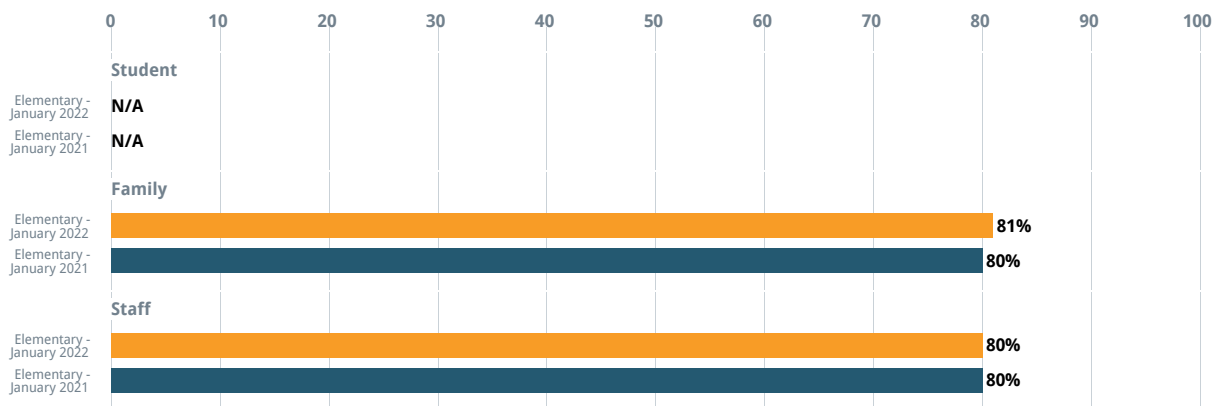
Group	Elementary	Middle	High
Student	N/A	38% ↓ 21	32% ↓ 12
Family	81% ↑ 1	63% ↓ 4	57% ↑ 3
Staff	80%	72% ↓ 11	53% ↓ 6

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Culture

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Respect for Different Backgrounds

The table below shows the percent of positive responses from respondents to questions about respect for different backgrounds.* These questions differ slightly between surveys. Here are the questions:

- **Elementary School Students:** No equivalent question.
- **Secondary School Student:** "Adults in my school respect people from different ... (Religions/ Faiths, Sexual Orientations, Gender Identities, Family Incomes, Countries of Origin, Learning Abilities, Races/Ethnicities) " (In **Culture** section)
- **Family and Staff:** "My school is respectful of different ... (Religions/ Faiths, Sexual Orientations, Gender Identities, Family Incomes, Countries of Origin, Learning Abilities, Races/Ethnicities) " (In **Culture** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Theme	Elementary	Middle	High
Student	Religion	N/A	80% ↓ 2	76% ↓ 3
	Sexual Orientation	N/A	77% ↓ 2	77% ↓ 3
	Abilities	N/A	82%	76%
	Gender	N/A	76% ↓ 4	74% ↓ 3
	Family Income	N/A	74% ↓ 4	75% ↓ 2
	Race/Ethnicity	N/A	81% ↓ 3	78% ↓ 3
	Country of Origin	N/A	83% ↓ 1	79% ↓ 2
Family	Religion	71%	60%	56% ↑ 2
	Sexual Orientation	63% ↑ 2	64% ↑ 7	64% ↑ 6
	Abilities	N/A	N/A	N/A
	Gender	61% ↑ 5	62% ↑ 8	61% ↑ 9
	Family Income	68% ↑ 3	58% ↑ 2	50% ↑ 1
	Race/Ethnicity	72% ↑ 2	62% ↑ 2	57% ↑ 5
	Country of Origin	70% ↑ 2	61% ↑ 4	55% ↑ 4
Staff	Religion	86%	83% ↓ 2	76% ↑ 2
	Sexual Orientation	86% ↑ 2	88% ↓ 2	80% ↑ 5
	Abilities	91%	86%	85%
	Gender	85% ↑ 4	86%	78% ↑ 5
	Family Income	87% ↓ 1	83% ↓ 5	79% ↑ 5
	Race/Ethnicity	91% ↑ 1	84% ↓ 2	78% ↑ 6
	Country of Origin	91% ↑ 1	83% ↓ 4	80% ↑ 7

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

**Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because

this is in the top quartile it will appear **dark blue**.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

Is Discipline Fair?

The table below shows the percent of positive responses from respondents to questions about discipline.*

- **Elementary School Student:** *no equivalent question*
- **Secondary School Student:** "Discipline in this school is fair." (In **Culture** section)
- **Family:** "Discipline in this school is fair." (In **School Safety** section)
- **Staff:** "Discipline in this school is fair." (In **Culture** section)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

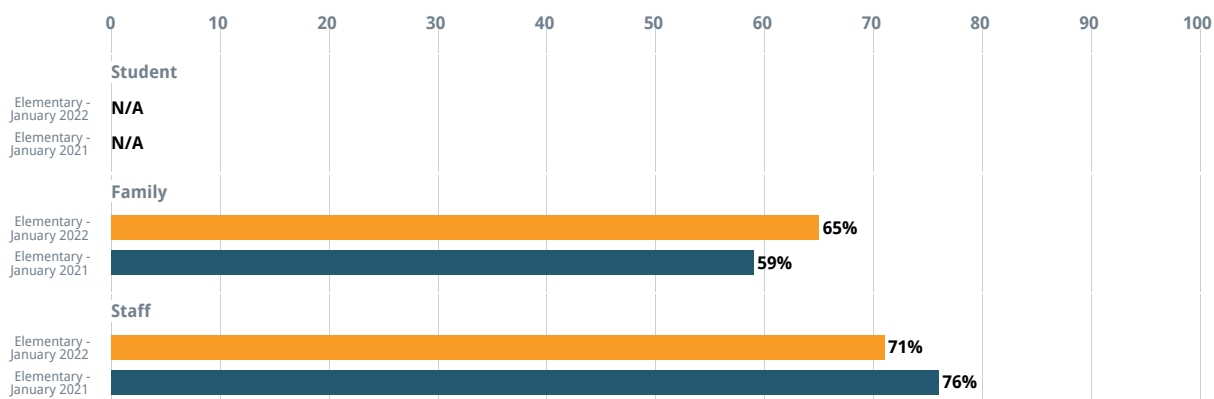
Group	Elementary	Middle	High
Student	N/A	45% ↓ 11	39% ↓ 6
Family	65% ↑ 6	52% ↑ 2	45% ↑ 3
Staff	71% ↓ 5	63% ↓ 8	44% ↓ 13

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Discipline

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

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Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Belonging

The table below shows the percent of positive responses on the Belonging theme.* Since stakeholder groups have different types of interactions with their school, there is some variation in the definition of belonging. The Belonging theme is defined as follows:

- **Elementary School Student:** the degree to which students feel welcome at their school.
- **Secondary School Student:** the degree to which students feel welcome at their school and have collaborative relationships with their classmates.
- **Family:** No equivalent measure.
- **Staff:** No equivalent measure.

Colors are used to show the theme's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

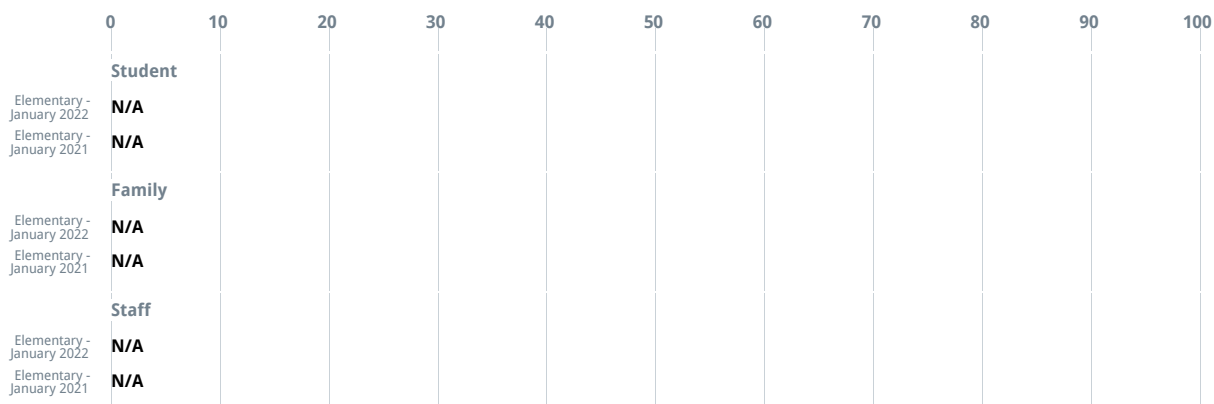
Group	Elementary	Middle	High
Student	N/A	55%	50% ↑ 14

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Percent Positives on Belonging

Elementary - January 2022 Elementary - January 2021



Subgroup: Elementary

*Percent positives for individual questions indicate the percentage of responses that are a 4 or a 5, or in the Elementary Student survey the percentage of responses that are a 3. Percent positives for a theme indicate the percentage of responses with a mean rating across all questions in the theme greater than 3.5 out of 5, or in the Elementary Student survey greater than a 2.5 out of 3.

Percentile rank shows how your average rating compares to the other schools of the same level (elementary, middle, or high schools) that have administered the same survey and make up YouthTruth's comparative dataset. For example, if your percentile rank is 80th, your survey result is higher than 80% of the other schools in the comparative dataset. Because this is in the top quartile it will appear **dark blue.

Respondents chose one from five available answer choices for each question: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree. For age appropriateness, Elementary Student questions are asked on a 1-3 scale instead: 1: Yes, very often, 2: Sometimes, 3: No, hardly ever. Middle and High School Student questions in the Relationships theme use a different scale than other questions in those surveys. These anchors refer to a number of teachers rather than to strength of agreement. They are: 1: None, 2: Very little, 3: Some, 4: A moderate amount, 5: All.

• Diversity, Equity, and Inclusion (DEI)

The table below shows the percent of positive responses from respondents to questions about how students value people of different cultures.* These questions differ slightly between surveys. Here are the questions:

Elementary School Students: No equivalent question.

Secondary School Student: "My school encourages students to speak out against racism. "

Staff: "My school encourages staff to speak out against racism."

Family: "My school encourages families to speak out against racism."

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Elementary	Middle	High
Student	N/A	59% ↓ 2	52%
Family	52% ↑ 3	49% ↑ 1	47% ↓ 1
Staff	79% ↑ 5	84%	78%

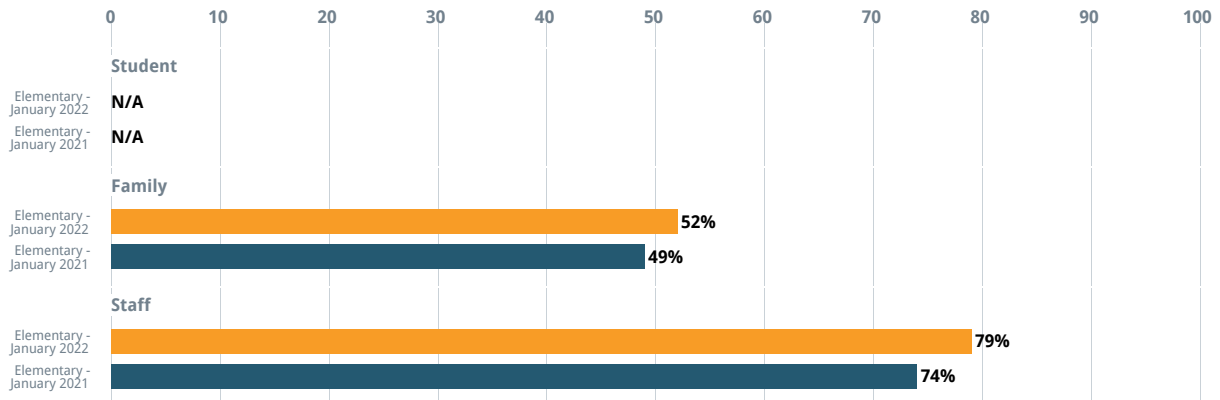
Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Encourage respondents to speak out against racism

Elementary - January 2022

Elementary - January 2021



Subgroup: Elementary

Comfort Discussing Background

The table below shows the percent of positive responses from respondents to questions about how comfortable students feel about talking about their backgrounds.* These questions differ slightly between surveys. Here are the questions:

Elementary School Students, Staff and Family: No equivalent question.

Secondary School Student: **"When talking to students from my school, I feel comfortable talking about ...** (my religions/faiths, my sexual orientation, my gender identity, my family income, where I am from, my learning abilities, my Race/Ethnicity)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Theme	Elementary	Middle	High
Student	Religion	N/A	52% ↑ 4	51% ↑ 2
	Sexual Orientation	N/A	56% ↑ 5	61% ↑ 1
	Abilities	N/A	47% ↑ 3	44% ↑ 2
	Gender	N/A	59%	61% ↓ 2
	Family Income	N/A	40% ↑ 2	43% ↑ 4
	Race/Ethnicity	N/A	61% ↓ 2	64% ↓ 1
	Country of Origin	N/A	70% ↓ 2	68% ↓ 2
Family	Religion	N/A	N/A	N/A
	Sexual Orientation	N/A	N/A	N/A
	Abilities	N/A	N/A	N/A
	Gender	N/A	N/A	N/A
	Family Income	N/A	N/A	N/A
	Race/Ethnicity	N/A	N/A	N/A
	Country of Origin	N/A	N/A	N/A
Staff	Religion	N/A	N/A	N/A
	Sexual Orientation	N/A	N/A	N/A
	Abilities	N/A	N/A	N/A
	Gender	N/A	N/A	N/A
	Family Income	N/A	N/A	N/A
	Race/Ethnicity	N/A	N/A	N/A
	Country of Origin	N/A	N/A	N/A

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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The table below shows the percent of positive responses from respondents to questions about how comfortable respondents feel when talking with adults from school about their background.* These questions differ slightly between surveys. Here are the questions:

Elementary School Students, Staff and Family: No equivalent question.

Secondary School Student: **"When talking to adults from my school, I feel comfortable talking about ...** (my religions/faiths, my sexual orientation, my gender identity, my family income, where I am from, my learning abilities, my Race/Ethnicity)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Theme	Elementary	Middle	High
Student	Religion	N/A	58% ↓ 3	53% ↓ 1
	Sexual Orientation	N/A	55% ↓ 2	55% ↓ 1
	Abilities	N/A	52% ↓ 4	48% ↓ 1
	Gender	N/A	59% ↓ 4	57% ↓ 3
	Family Income	N/A	46% ↓ 4	48%
	Race/Ethnicity	N/A	62% ↓ 6	61% ↓ 3
	Country of Origin	N/A	68% ↓ 6	64% ↓ 4
	Family	Religion	N/A	N/A
	Sexual Orientation	N/A	N/A	N/A
	Abilities	N/A	N/A	N/A
	Gender	N/A	N/A	N/A
	Family Income	N/A	N/A	N/A
	Race/Ethnicity	N/A	N/A	N/A
	Country of Origin	N/A	N/A	N/A
Staff	Religion	N/A	N/A	N/A
	Sexual Orientation	N/A	N/A	N/A
	Abilities	N/A	N/A	N/A
	Gender	N/A	N/A	N/A
	Family Income	N/A	N/A	N/A
	Race/Ethnicity	N/A	N/A	N/A
	Country of Origin	N/A	N/A	N/A

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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Value Different Backgrounds

The table below shows the percent of positive responses from respondents to questions about how students value people of different cultures.* These questions differ slightly between surveys. Here are the questions:

Elementary School Students and Family: No equivalent question.

Secondary School Student and Staff: **"Students from my school value people of diverse ...** (Religions/ Faiths, Sexual Orientations, Gender Identities, Family Incomes, Countries of Origin, Abilities, Races/Ethnicities)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Theme	Elementary	Middle	High
Student	Religion	N/A	54% ↓ 3	48% ↓ 3
	Sexual Orientation	N/A	48% ↓ 4	47% ↓ 5
	Abilities	N/A	54% ↓ 4	49% ↓ 3
	Gender	N/A	50% ↓ 4	45% ↓ 4
	Family Income	N/A	48% ↓ 4	47% ↓ 1
	Race/Ethnicity	N/A	56% ↓ 4	52% ↓ 2
	Country of Origin	N/A	58% ↓ 3	53% ↓ 3
	Family	Religion	N/A	N/A
Sexual Orientation		N/A	N/A	N/A
Abilities		N/A	N/A	N/A
Gender		N/A	N/A	N/A
Family Income		N/A	N/A	N/A
Race/Ethnicity		N/A	N/A	N/A
Country of Origin		N/A	N/A	N/A
Staff		Religion	65% ↑ 13	53% ↑ 4
	Sexual Orientation	53% ↑ 11	56% ↑ 4	57% ↑ 10
	Abilities	73% ↑ 6	63% ↑ 5	68% ↑ 11
	Gender	54% ↑ 11	56% ↑ 5	55% ↑ 8
	Family Income	65% ↑ 14	56% ↑ 10	58% ↑ 14
	Race/Ethnicity	70% ↑ 9	56% ↑ 4	58% ↑ 10
	Country of Origin	70% ↑ 9	53%	60% ↑ 9

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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The table below shows the percent of positive responses from respondents to questions about how students value people of different cultures.* These questions differ slightly between surveys. Here are the questions:

Elementary School Students: No equivalent question.

Secondary School Student, Family, and Staff: **"Adults from my school value people of diverse ...** (Religions/ Faiths, Sexual Orientations, Gender Identities, Family

Incomes, Countries of Origin, Abilities, Races/Ethnicities)

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Group	Theme	Elementary	Middle	High
Student	Religion	N/A	70%	64% ↓ 2
	Sexual Orientation	N/A	69% ↑ 1	66%
	Abilities	N/A	72%	67% ↓ 1
	Gender	N/A	69% ↑ 1	64% ↓ 1
	Family Income	N/A	65% ↓ 2	64%
	Race/Ethnicity	N/A	71%	66% ↓ 2
	Country of Origin	N/A	71%	67% ↓ 1
	Family	Religion	61% ↑ 7	54% ↑ 7
Sexual Orientation		57% ↑ 7	59% ↑ 13	55% ↑ 7
Abilities		66% ↑ 9	60% ↑ 12	55% ↑ 7
Gender		55% ↑ 6	58% ↑ 12	53% ↑ 6
Family Income		60% ↑ 8	56% ↑ 12	48% ↑ 5
Race/Ethnicity		65% ↑ 9	59% ↑ 11	54% ↑ 7
Country of Origin		64% ↑ 7	58% ↑ 10	52% ↑ 5
Staff		Religion	84% ↑ 12	79% ↑ 6
	Sexual Orientation	87% ↑ 17	85% ↑ 9	83% ↑ 15
	Abilities	89% ↑ 7	86% ↑ 2	86% ↑ 10
	Gender	84% ↑ 16	82% ↑ 7	80% ↑ 15
	Family Income	86% ↑ 13	85% ↑ 8	83% ↑ 15
	Race/Ethnicity	90% ↑ 10	87% ↑ 7	85% ↑ 14
	Country of Origin	90% ↑ 10	87% ↑ 5	84% ↑ 12

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
---------------------	----------------------	----------------------	-----------------------

Representation

The table below shows the percent of positive responses from respondents to questions about how comfortable students feel about talking about their backgrounds.* These questions differ slightly between surveys. Here are the questions:

Elementary School Students: No equivalent question.

Secondary School Student: **Within your school, how often do you see people of diverse backgrounds represented...** (In artworks, posters and/or pictures?, In publications?, In textbooks and other class materials?, In your classmates' work?, During school events?)

Staff: **Within your school, how often do you see people of diverse backgrounds represented...** (In artwork, posters and/or pictures around the school?, In instructional materials?, In student work and projects?, During school events? In staff leadership roles?)

Family: **Within your school, how often do you see people of diverse backgrounds represented...** (In artworks, posters and/or pictures?, In publications?, In materials sent by the school, During school events?)

Any arrows you see refer to the difference between the current survey round's percent positives and those from the previous survey round. For example, a 75% displayed with ↑ 2, indicates that the previous survey round's percent positive was 73%.

Colors are used to show the question's percentile rank.** See the key below for what each color means.

Group	Theme	Elementary	Middle	High
Student	Artwork, Posters, Pictures	N/A	41% ↓ 4	49% ↑ 7
	Publications	N/A	40% ↓ 2	42% ↑ 3
	Textbooks or Class Materials	N/A	41% ↓ 3	46%
	Classmates' Work	N/A	34% ↓ 2	35% ↑ 4
	School Events	N/A	39% ↓ 3	36% ↑ 3
	Leadership	N/A	N/A	N/A
Family	Artwork, Posters, Pictures	51% ↑ 5	41% ↑ 3	42% ↑ 6
	Publications	51% ↑ 8	42% ↑ 3	43% ↑ 8
	Textbooks or Class Materials	51% ↑ 7	41% ↑ 4	42% ↑ 10
	Classmates' Work	N/A	N/A	N/A
	School Events	44% ↑ 6	38% ↑ 4	38% ↑ 6
	Leadership	N/A	N/A	N/A
Staff	Artwork, Posters, Pictures	57% ↑ 8	53% ↑ 5	51% ↑ 13
	Publications	N/A	N/A	N/A
	Textbooks or Class Materials	57%	59% ↑ 11	49% ↑ 5
	Classmates' Work	50% ↑ 8	49% ↑ 11	46% ↑ 6
	School Events	41% ↑ 1	39% ↑ 3	47% ↑ 12
	Leadership	34% ↑ 5	32% ↑ 1	38% ↑ 4

Color Key

0th-24th percentile	25th-49th percentile	50th-74th percentile	75th-100th percentile
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APPENDIX

YouthTruth gathered the following numbers of responses from your district.

Total

Group	Survey Population	Number of Responses Received	Response Rate
Family	17670	5909	33%
Student	10413	7433	71%
Staff	1739	1487	86%

Elementary School Family Responses

School Name	Survey Population	Number of Responses Received	Response Rate
William E. Miller Elementary School	518	239	46%
La Pine Elementary School	341	93	27%
Pine Ridge Elementary School	512	93	18%
Bear Creek Elementary School	539	358	66%
Desert Sky Montessori	170	42	25%
Ensworth Elementary School	165	33	20%
Highland at Kenwood School	369	146	40%
Juniper Elementary School	413	212	51%
North Star Elementary School	285	134	47%
Lava Ridge Elementary School	409	61	15%
Rosland Elementary School	233	72	31%
Silver Rail Elementary School	445	210	47%
High Lakes Elementary School	478	224	47%
RE Jewell Elementary School	419	219	52%
Ponderosa Elementary School	436	149	34%
Amity Creek at Thompson School	149	65	44%
Elk Meadow Elementary School	450	170	38%
Buckingham Elementary School	385	54	14%
Total	6716	2574	38%

High School Family Responses

School Name	Survey Population	Number of Responses Received	Response Rate
Summit High School	1551	577	37%
Realms High School	190	114	60%
Bend Tech at Marshall High School	132	57	43%
Mountain View High School	1240	222	18%
Bend Senior High School	1369	259	19%
Caldera High School	670	229	34%
La Pine Senior High School	448	21	5%

School Name	Survey Population	Number of Responses Received	Response Rate
Total	5600	1479	26%

Middle School Family Responses

School Name	Survey Population	Number of Responses Received	Response Rate
La Pine Middle School	295	96	33%
Cascade Middle School	632	393	62%
Pilot Butte Middle School	648	142	22%
Bend-La Pine Online (Grades 6-8)	879	53	6%
Sky View Middle School	584	228	39%
High Desert Middle school	709	223	31%
Pacific Crest Middle School	607	336	55%
Three Rivers School	411	176	43%
Bend International School	216	55	25%
Westside Village Magnet School	229	70	31%
Realms Middle School	144	84	58%
Total	5354	1856	35%

High School Student Responses

School Name	Survey Population	Number of Responses Received	Response Rate
Summit High School	1551	1082	70%
Realms High School	190	144	76%
Bend Tech at Marshall High School	132	107	81%
Bend-La Pine Online (Grades 9-12)	732	35	5%
Mountain View High School	1240	859	69%
Bend Senior High School	1369	903	66%
Caldera High School	670	373	56%
La Pine Senior High School	448	300	67%
Total	6332	3803	60%

Middle School Student Responses

School Name	Survey Population	Number of Responses Received	Response Rate
La Pine Middle School	295	246	83%
Cascade Middle School	632	559	88%
Pilot Butte Middle School	648	511	79%
Bend-La Pine Online (Grades 6-8)	147	31	21%
Sky View Middle School	584	602	103%
High Desert Middle school	709	711	100%
Pacific Crest Middle School	607	534	88%
Three Rivers School	149	180	121%

School Name	Survey Population	Number of Responses Received	Response Rate
Bend International School	82	51	62%
Westside Village Magnet School	84	65	77%
Realms Middle School	144	140	97%
Total	4081	3630	89%

Elementary School Staff Responses

School Name	Survey Population	Number of Responses Received	Response Rate
William E. Miller Elementary School	52	45	87%
La Pine Elementary School	46	44	96%
Pine Ridge Elementary School	50	39	78%
Bear Creek Elementary School	64	52	81%
Desert Sky Montessori	22	14	64%
Ensworth Elementary School	32	17	53%
Highland at Kenwood School	36	21	58%
Juniper Elementary School	50	53	106%
North Star Elementary School	35	23	66%
Lava Ridge Elementary School	50	33	66%
Rosland Elementary School	36	34	94%
Silver Rail Elementary School	48	46	96%
High Lakes Elementary School	48	33	69%
RE Jewell Elementary School	48	34	71%
Ponderosa Elementary School	51	55	108%
Amity Creek at Thompson School	16	15	94%
Elk Meadow Elementary School	51	52	102%
Buckingham Elementary School	45	22	49%
Total	780	632	81%

High School Staff Responses

School Name	Survey Population	Number of Responses Received	Response Rate
Summit High School	111	93	84%
Realms High School	29	26	90%
Bend Tech at Marshall High School	20	14	70%
Mountain View High School	106	96	91%
Bend Senior High School	135	111	82%
Caldera High School	66	47	71%
La Pine Senior High School	58	48	83%
Total	525	435	83%

Middle School Staff Responses

School Name	Survey Population	Number of Responses Received	Response Rate
La Pine Middle School	36	42	117%
Cascade Middle School	59	58	98%
Pilot Butte Middle School	62	61	98%
Bend-La Pine Online (Grades 6-8)	16	19	119%
Sky View Middle School	57	51	89%
High Desert Middle school	64	66	103%
Pacific Crest Middle School	51	49	96%
Three Rivers School	41	42	102%
Westside Village Magnet School	30	17	57%
Realms Middle School	18	15	83%
Total	434	420	97%

*Percentages over 100% are likely the result of fluctuations in enrollment between the time enrollment numbers were shared and survey completion. This does not indicate that anyone took the survey more than once.



REPORT ITEM: Strategic Priorities Budget Workshop Kickoff

PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

As we migrate into the 2023-2024 budget season, we need to set the stage for the budget building process. This starts with the current financial state of the district, including goals and priorities and how general fund dollars are being allocated towards our goals. This presentation officially kicks off the process that aligns the general fund dollars that we are allocated to the goals that we set for the upcoming school year. Additionally, it signals to our Budget committee for the beginning of the budget building process that terminates in the final presentation of the budget to the board and approval in June.



BUDGET MESSAGE 2023-24

Dr. Steven Cook, Superintendent





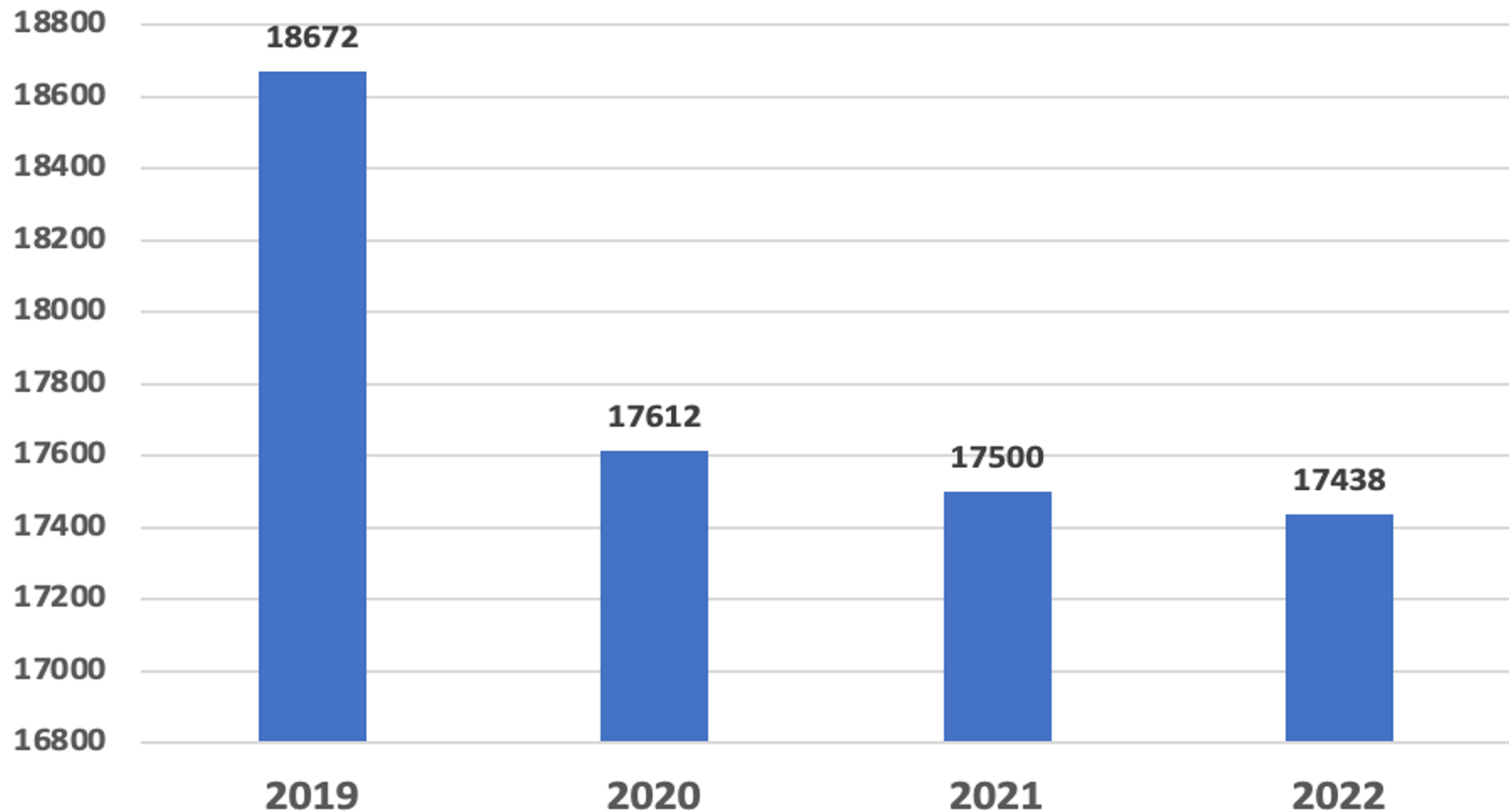
Where we have been



Oregon State School Fund
 State budget by biennium and by year
 2011-2025

Year	Biennial amount	biennial increase	Biennial split	Annual amount	YOY change %
2011-12	5,713,160,000		49/51???	2,867,830,000	
2012-13				2,845,330,000	-0.8%
2013-14	6,650,400,826	16.4%	49/51	3,209,696,405	12.8%
2014-15				3,440,704,421	7.2%
2015-16	7,376,260,692	10.9%	49/51	3,629,130,346	5.5%
2016-17				3,747,130,346	3.3%
2017-18	8,200,000,000	11.2%	50/50	4,100,000,000	9.4%
2018-19				4,100,000,000	0.0%
2019-20	8,996,000,000	9.7%	49/51	4,408,040,000	7.5%
2020-21				4,587,960,000	4.1%
2021-22	9,296,000,000	3.3%	49/51	4,555,040,000	-0.7%
2022-23				4,740,960,000	4.1%
2023-24	9,900,000,000	6.5%	49/51	4,851,000,000	2.3%
2024-25				5,049,000,000	4.1%

October 1 Enrollment



Operating Budget

General Fund 2022–23: \$210 million resources available

**Student Investment Account/High School Success
2022–23:** \$18.4 million

ESSR3*: \$18.9 million (to use over 3 years)

***2023–24 last year for these funds**



Board Goals



Board Goal #1

Students are engaged and develop a **strong academic foundation** as measured by the following, overall and for historically underserved subgroups:

1. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
2. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
3. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
4. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
5. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
6. Efficacy of academic programs, as measured by surveys and/or focus groups



Board Goal #2

Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:

- a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years
- b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
 - Oregon State Seal of Biliteracy
 - Two years of Junior ROTC
 - CTE Concentrator (Two or more credits in a program)
 - Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - Meets automatic admission requirements for all Oregon Public Universities
- c. Students' preparedness for their future, as measured by surveys and/or focus groups



Board Goal #3

Students, families, and staff **experience wellness, inclusion, and belonging**, in our schools as measured by the following, overall and for historically underserved groups:

- a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
- b. Bias incident data and trends



Board Goal #4

Operational systems align and support an academically effective and sustainable organization



Investing in People

- 85% of our budget is invested in the people who serve our students
- 15% of our budget provides services and materials: textbooks, computers, power and water, and more.



General Fund Cost Factors

Personnel:

- Same class size targets
- Lower enrollment will reduce staffing



Student Investment Account (SIA)

Allowable Use

➔ Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

➔ Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

➔ Reduce Class Size and Caseloads

➔ Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics



SIA Current Plan & Resource Allocations

Strategy (Budget)	Major Investments
Support Students' Social, Emotional and Mental Health Needs (\$6 million)	<ul style="list-style-type: none">● Hire/train additional certified staff● Hire/train additional classified staff (Student success programming, counselors, mental health support, interventionists)
Expand Students' Access to a Well-Rounded Education (\$3.5 million)	<ul style="list-style-type: none">● Hire/train additional certified & classified staff (DEI, ELL, SPED, coaching)
Reduce Class Size at Schools with Largest Numbers of HU Students (\$3 million + 3 million ESSER)	<ul style="list-style-type: none">● Hire additional certified staff
Promote Student and Staff Safety (\$1 million)	<ul style="list-style-type: none">● Hire safety staff (SRO's, campus monitors, district support)




High School Success (HSS)



High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

- 
- Dropout Prevention
 - Career & Technical Education
 - College-Level Education Opportunities



HSS Current Plan & Resource Allocations

Strategy (Budget)	Major Investments
Support Teaching and Learning (\$2.4 million, including HU building allocations)	<ul style="list-style-type: none">● Deans● Graduation Coaches● MTSS and Tier II support● Content area TOSA's● Support for credit recovery● Dual Immersion and ELL support● Support for access to accelerated coursework● IB Professional Development
Provide Mental Health/SEL Support and Safety (\$1 million)	<ul style="list-style-type: none">● Student Success Coordinators and Instructors (Tier III)● Counseling ICCL's and COSA
Support Life and Career Readiness Programming (\$1.5 million)	<ul style="list-style-type: none">● Realms HS staffing, facilities and support● CTE staffing, equipment/repair, travel and transportation● EDCO partnership/Internship Coordinator● MS Allocations to support CTE pathways





Graduation Rates Continue Positive Trend





Embedded, Long-Term Community Engagement



A photograph of three students in a science laboratory. They are all wearing light blue surgical masks. The student on the left is a young man with long brown hair, wearing a dark blue hoodie with a white logo that says 'Lakers'. He is focused on adjusting a small metal ring on a string. The student in the middle is a young woman with long, wavy brown hair, wearing a dark grey hoodie. The student on the right is a young woman with long dark hair, wearing a black t-shirt and a grey skirt. She is looking towards the camera. A clear plastic container is suspended from a stand in the background. The background shows wooden cabinets and shelves with books.

How We Have Invested





Targeted Class Size Reductions





Health and Safety Investments





Increasing Student Opportunities





Where We Are Headed





Continue with our 3 student
outcomes goals & our 1
systems goal

- Academic excellence
- Purpose, Plan, and Passion
- Safety and Belonging
- Aligned systems



Goal 1

Academic excellence

- Foundational reading skills
- Access to rigorous learning opportunities



Goal 2

Passion, Purpose, and Plan

- K-12 alignment
- Life and career readiness continuum
- Advanced courses and pathways



Goal 3

Welcoming and Belonging

- School safety
- Mental health supports
- Bias training and reporting
- SEL curriculum



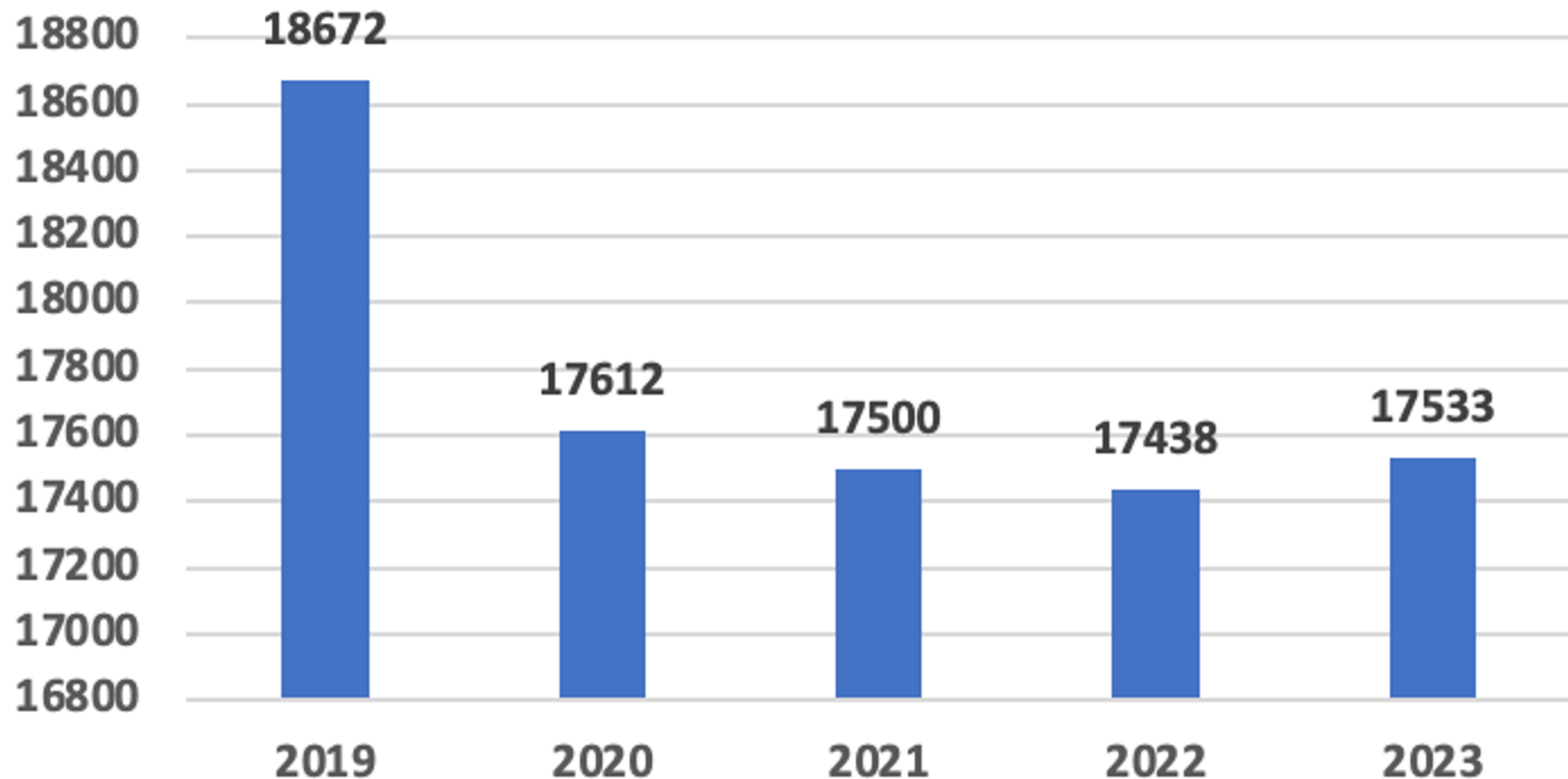
Goal 4

Aligned Systems

- Staff feedback
- Student voice
- Clear, consistent, efficient systems



October 1 Enrollment



Fulfilling Our Promise



“

Every student in Bend-La Pine
Schools is known by name,
strengths and needs and
graduates ready for college,
career and civic engagement.



Timeline for Budget

- **April 11** – Proposed budget to committee
- **May 9** – Second Budget Committee meeting and committee approval
- **May 23** – Budget hearing at School Board meeting
- **June 20** – Budget adoption at School Board meeting



Thank you.
Questions?





MENSAJE DEL PRESUPUESTO 2023-24

Dr. Steven Cook, superintendente





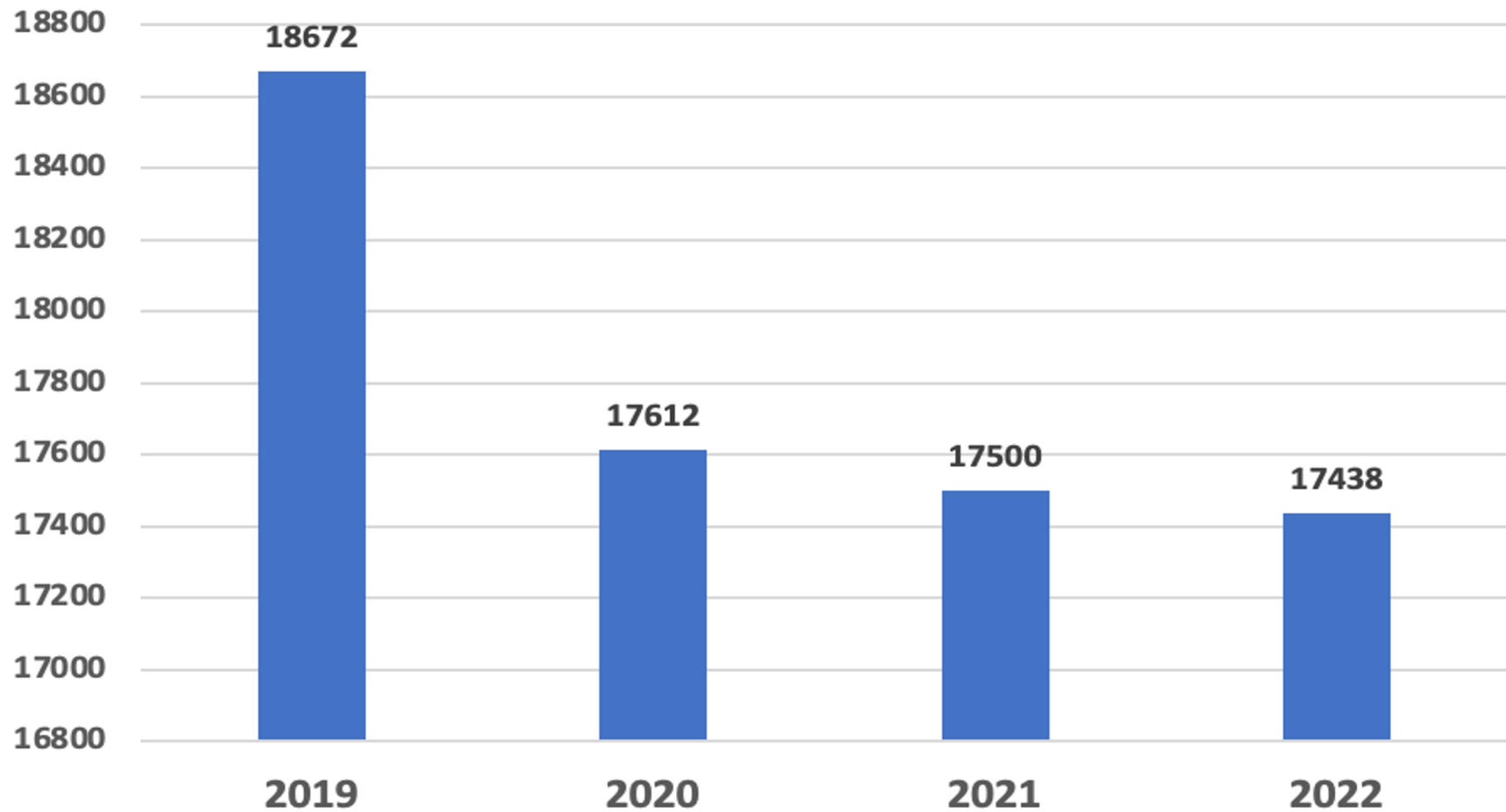
Dónde hemos estado



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2024-25				5,049,000,000	4.1%

October 1 Enrollment



Presupuesto operativo

Fondo General 2022-23: \$210 millones de recursos disponibles

Cuenta de inversión estudiantil/Éxito de la escuela preparatoria 2022-23: \$18,4 millones

ESSR3*: \$18.9 millones (para usar durante 3 años)

***2023-24 último año para estos fondos**





Objetivos de la Mesa Directiva



Meta #1 del Consejo Escolar

Los estudiantes se involucran y desarrollan una **base académica sólida** medida por lo siguiente, en general y para los subgrupos históricamente carenciados:

1. Dominio de las Artes del Idioma inglés-Lengua y Literatura (ELA por sus siglas en inglés) y conocimientos básicos y habilidades de Matemáticas hacia el final de Primer grado, medido por evaluaciones estándares.
2. Índices de dominio de Tercero a Octavo grados en Artes del Idioma Inglés, Matemáticas y Ciencia, medido por el Sistema Evaluativo del Estado de Oregón (OSAS por sus siglas en inglés)
3. Índices de crecimiento en Artes del Lenguaje y en Matemáticas en los grados de Cuarto a Octavo medido por el Sistema Evaluativo del Estado de Oregón (OSAS por sus siglas en inglés)
4. El porcentaje de estudiantes de Noveno grado encaminados hacia la graduación, medido en base a la obtención de créditos requeridos para la graduación.
5. El porcentaje de estudiantes designados como aprendices del idioma inglés que están en camino a lograr el dominio del idioma (inglés), medido por la Evaluación de Dominio del idioma Inglés del Estado de Oregón (ELPA por sus siglas en inglés)
6. Eficacia de los programas académicos, medidos por encuestas y/o grupos de orientación.



Meta #2 del Consejo Escolar

Los estudiantes tienen una pasión, un propósito y un plan para sus futuros medido por lo siguiente, en general y para los subgrupos históricamente carenciados:

- a. El porcentaje de estudiantes que se gradúan en cuatro años, en cinco años y los que terminan la escuela preparatoria en cinco años.
- b. El porcentaje de graduados que obtienen el diploma y agregan la concreción de por lo menos una de las siguientes carreras e indicadores de calidad de vida:
 - Dos o más créditos de Ubicación Avanzada (AP por sus siglas en inglés), Bachillerato Internacional (IB por sus siglas en inglés) o cursos que cumplen con los requisitos de créditos para el colegio
 - Sello de Alfabetización Bilingüe del Estado de Oregón
 - Dos años de entrenamiento como Joven del Cuerpo de Entrenamiento de Oficiales de la Reserva
 - Concentrador de cursos de Educación Técnica (CTE por sus siglas en inglés), (dos o más créditos en un programa)
 - Satisface el parámetro de preparación para el colegio en ambos, artes del idioma inglés y en matemáticas de las evaluaciones de la preparatoria Sistema Evaluativo del Estado de Oregón (OSAS por sus siglas en inglés), American College Test (ACT por sus siglas en inglés) o el Scholastic Aptitud Test (SAT por sus siglas en inglés)
 - Satisface los requisitos automáticos de admisión para todas las universidades públicas de Oregón
- c. Preparación del estudiante para su futuro medido por encuestas o grupos de orientación



Meta #3 del Consejo Escolar

- a. Los estudiantes, las familias y el personal de nuestras escuelas **gozan de un bienestar saludable**, se sienten **incluidos y que pertenecen**, medido por lo siguiente, en general y para los subgrupos históricamente carenciados:
 - a. Los estudiantes, familias y personal experimentan los elementos esenciales de la cultura de la escuela (incluyendo hacerse escuchar, pertenencia y bienestar emocional y psicológico), medido por encuestas y/o grupos de orientación
 - b. Datos sobre incidentes de prejuicios y tendencias



Meta #4 del Consejo Escolar

Los sistemas operativos se alinean y apoyan una organización académicamente eficaz y sustentable



Invertir en las personas

- El 85% de nuestro presupuesto se invierte en las personas que atienden a nuestros alumnos
- El 15% de nuestro presupuesto proporciona servicios y materiales: libros de texto, computadoras, energía y agua, y más.



Factores de costo del fondo general

Personal:

- Objetivos del mismo tamaño de clase
- Una inscripción más baja reducirá la dotación de personal



Cuenta de Inversión para el estudiante (SIA por sus siglas en inglés)

Allowable Use

➔ Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

➔ Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

➔ Reduce Class Size and Caseloads

➔ Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians.

Performance Growth Targets will be set in collaboration between participants and ODE in these metrics:

- On-time graduation and 5-year completion rates
- Ninth grade on-track rates
- Third grade reading proficiency rates
- Regular attender rates
- Other applicable local metrics



Plan actual de la Cuenta de Inversión para el estudiante (SIA por sus siglas en inglés) y asignación de recursos

Estrategia (Presupuesto)	Principales inversiones
Apoyo para necesidades sociales, emocionales y de salud mental de los estudiantes (\$6 millones)	<ul style="list-style-type: none">● Contratar/entrenar personal certificado extra● Contratar/entrenar personal clasificado extra (Programas para el éxito académico de los estudiantes, consejeros, apoyo para salud mental, intervenciones)
Ampliación del acceso de los estudiantes para una educación completa (\$3.5 millones)	<ul style="list-style-type: none">● Contratar/entrenar personal certificado y clasificado extra (DEI, Desarrollo del Idioma Inglés (ELL por sus siglas en inglés), Educación especial (SPED por sus siglas en inglés), mentoría)
Reducción del tamaño de las clases en las escuelas con alto número de estudiantes históricamente desventajados (HU por sus siglas en inglés) (\$3 millones + 3 millones para el Fondo Paliativo para Emergencia de las escuelas primarias y preparatorias (ESSER por sus siglas en inglés))	<ul style="list-style-type: none">● Contratar personal certificado extra
Promoción de la seguridad para estudiantes y personal (\$1 millón)	<ul style="list-style-type: none">● Contratar personal de seguridad (Oficial de Recursos Escolares (SRO por sus siglas en inglés), monitores del campus, apoyo a los distritos)


Éxito en la Escuela Preparatoria (HSS por sus siglas en inglés)



High School Success

High School Success is a fund initiated by ballot Measure 98 in November 2016. The intent of High School Success is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates' readiness for college and career. All High School Success recipients must meet eligibility requirements in order to receive and spend funds. Eligibility requirements ensure schools and districts put systems into place designed to look at what data they collect and begin the process of improving data literacy.

Funding is provided to establish or expand programs in three specific areas:

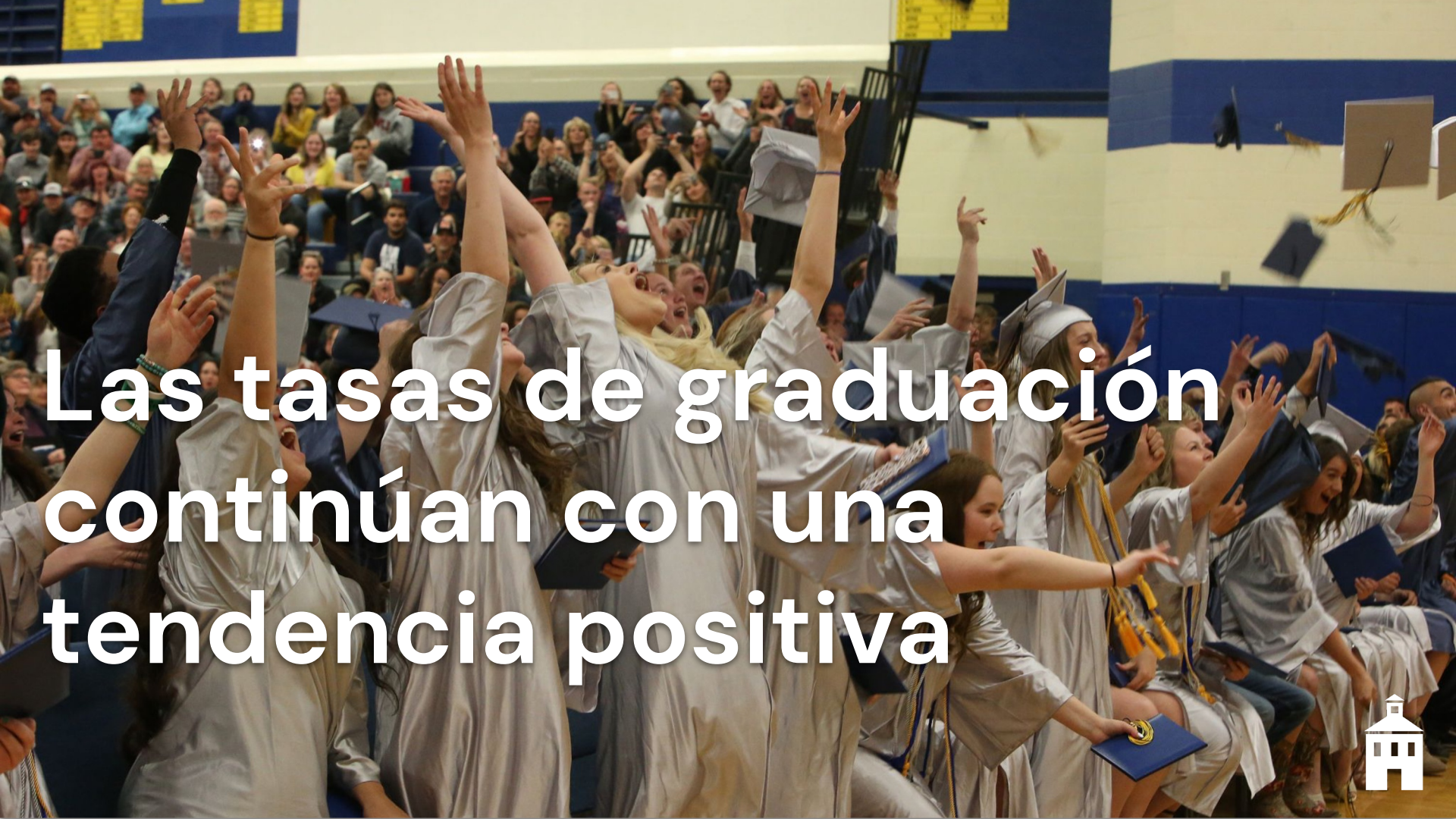
- 
- Dropout Prevention
 - Career & Technical Education
 - College-Level Education Opportunities



Plan actual de HSS y Asignaciones de recursos

Estrategia (Presupuesto)	Principales inversiones
Apoyar la enseñanza y el aprendizaje (\$2.4 millones, incluyendo asignaciones para desarrollar el apoyo a estudiantes históricamente desventajados)	<ul style="list-style-type: none">● Decanos● Preparador para la graduación● Sistema multinivel de apoyo (MTSS por sus siglas en inglés) y apoyo para el Nivel II● Contenido de área para maestros con tareas especiales (TOSA por sus siglas en inglés)● Apoyo para la recuperación de créditos● Apoyo para Doble inmersión y para Desarrollo del idioma inglés (ELL por sus siglas en inglés)● Apoyo para el acceso a cursos acelerados● Perfeccionamiento profesional para el Bachillerato Internacional (IB por sus siglas en inglés)
Proveer ayuda para Salud mental/Aprendizaje socio emocional (SEL por sus siglas en inglés (\$1 millón))	<ul style="list-style-type: none">● Coordinadores e instructores para Éxito del Estudiante (Nivel III)● Cosejería para el Centro de Información y Biblioteca Central (ICCL por sus siglas en inglés) y para el Coordinador de Actividades para el Estudiante (COSA por sus siglas en inglés)
Programas de apoyo vital y preparación para carreras (\$1.5 millones)	<ul style="list-style-type: none">● Personal, edificio y ayuda para la Preparatoria Realms● Personal para Educación Técnica (CTE por sus siglas en inglés), equipamiento/repares, viajes y transporte● Colaboración con Desarrollo Económico de Oregón del Centro (EDCO por sus siglas en inglés) /Coordinador de pasantías● Asignaciones para MS para apoyar distintas formas de educación técnica (CTE por sus siglas en inglés)





Las tasas de graduación
continúan con una
tendencia positiva






Participación integrada de la comunidad a largo plazo



Cómo hemos invertido



A photograph of a classroom where several young children are raising their hands, suggesting an active learning environment. The room is decorated with educational posters and charts on the walls. The text 'Reducciones específicas del tamaño de las clases' is overlaid in the center of the image.

Reducciones específicas del tamaño de las clases





Inversiones en salud y seguridad





**Aumentar las
oportunidades para los
estudiantes**





Hacia dónde nos dirigimos





Continuar con nuestras 3 objetivos de resultados estudiantiles y nuestra objetivo único de sistemas

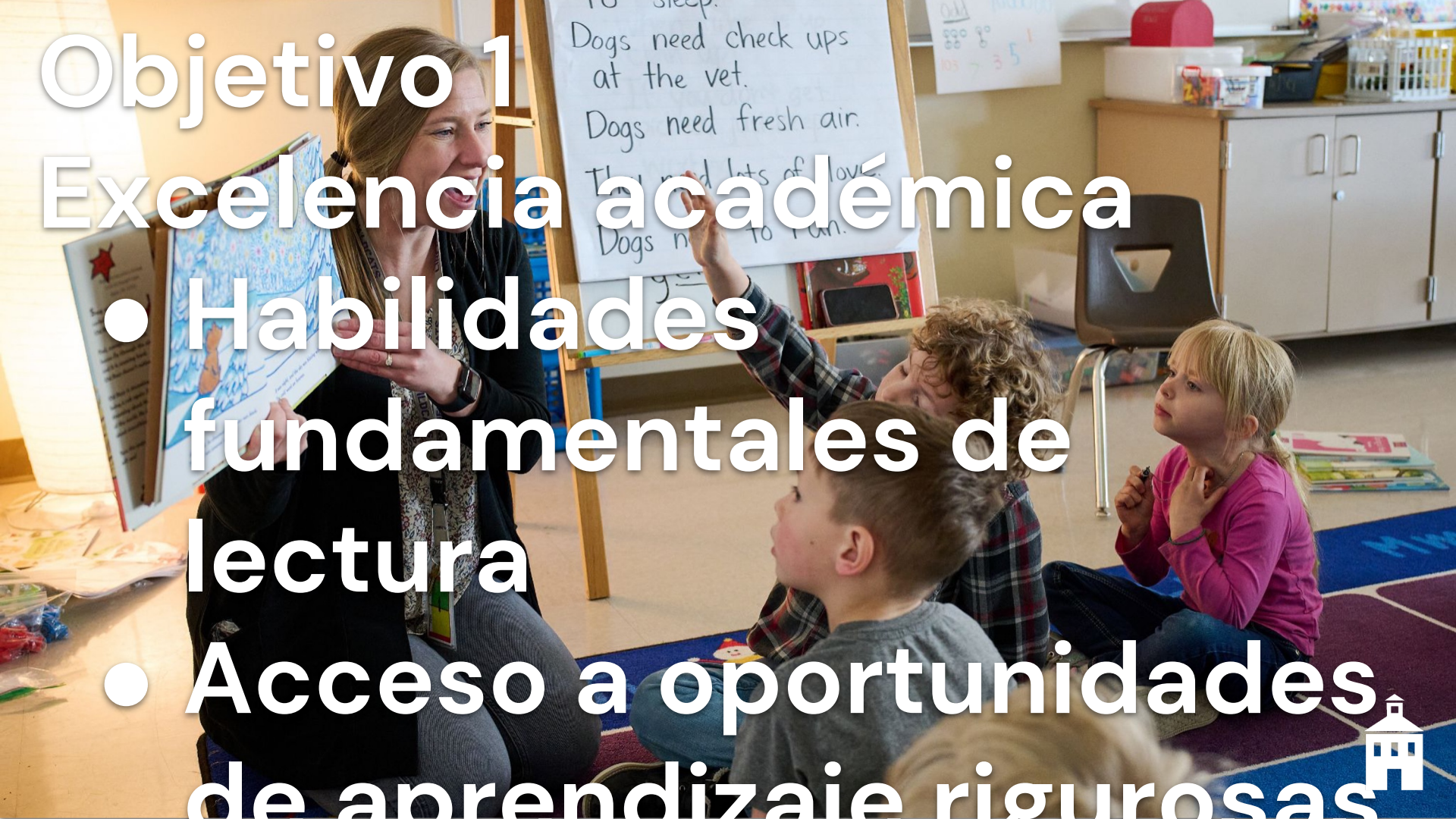
- Excelencia académica
- Propósito, plan y pasión
- Seguridad y Pertenencia
- Sistemas alineados



Objetivo 1

Excelencia académica

- Habilidades fundamentales de lectura
- Acceso a oportunidades de aprendizaje rigurosas



Objetivo 2

Pasión, propósito y plan

- Alineación K-12
- Continuidad de la preparación para la vida y la carrera
- Cursos avanzados y



Objetivo 3

Hospitalidad y pertenencia

- Seguridad escolar
- Apoyos de salud mental
- Capacitación e reportes de prejuicio
- Plan de estudios SEL



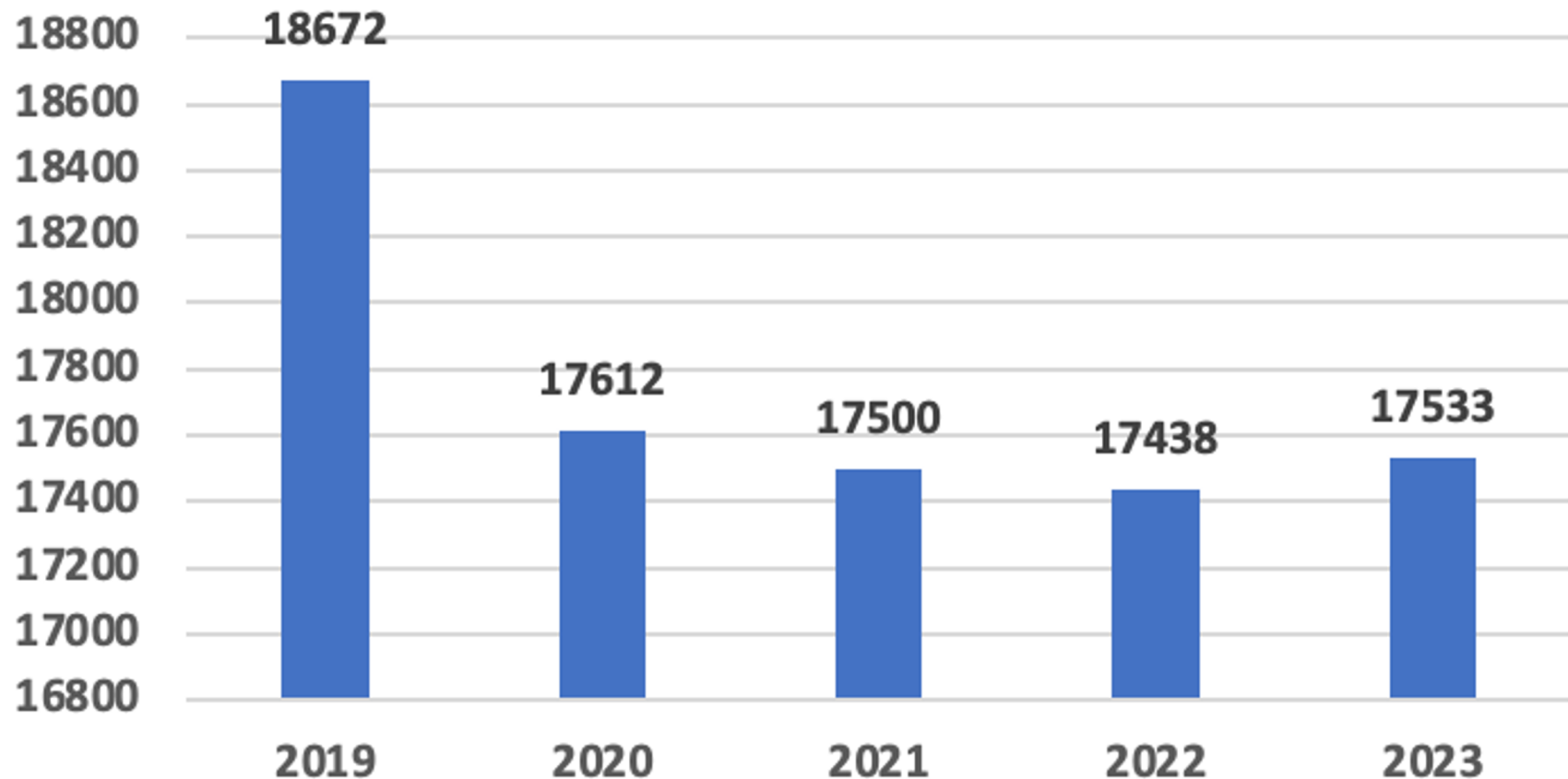
Objetivo 4

Sistemas Alineados

- Retroalimentación del personal
- Voz estudiantil
- Sistemas claros, consistentes y eficientes



October 1 Enrollment





Cumpliendo nuestra
promesa



“

Todos los alumnos de Escuelas de Bend-La Pine son conocidos por su nombre, fortalezas y necesidades, y se gradúan listos para la universidad, la carrera y la participación cívica.



Línea de tiempo para el presupuesto

- **11 de abril** – Presupuesto propuesto al comité
- **9 de mayo** – Segunda reunión del Comité de Presupuesto y aprobación del comité
- **23 de mayo** – Audiencia presupuestaria en la reunión de la Mesa Directiva Escolar
- **20 de junio** – adopción del presupuesto en la reunión de la Mesa Directiva Escolar



Gracias.
¿Preguntas?





REPORT ITEM: Update - Student, Staff, and Family Wellness and Belonging

PRESENTED BY: Sean Reinhart, Executive Director of Student Services
Kinsey Martin, Director of Diversity, Equity and Inclusion

EXECUTIVE SUMMARY:

The Forward project is a grant in service of the District's Adi's Act suicide prevention, intervention, and postvention plan. The work related to The Forward Project is an identified strategy under board end #3 -"Students, families, and staff experience wellness, inclusion, and belonging in our schools as measured by the following, overall and for historically underserved subgroups." The four strategies/initiatives are:

1. Hire Suicide Prevention coordinator
2. Implement Sources of Strengths
3. Contract with Care Solace
4. Provide Gender affirming practices training to staff

One critical indicator of our progress toward creating a sense of belonging is our bias incident data. The district snapshot of the 2022-2023 Semester 1 Bias Incident Report data indicates several trends across levels and sites, as well as differences by age groups and identities.

Strengths and celebrations include a steady increase in reports submitted year by year, which indicates increased awareness, access, and trust in the system; as well as usage by all stakeholder groups, including students, staff, families, and community members. An additional celebration is the dedication, energy, and time that leaders are investing into response, repair, and communication throughout the course of each incident. Areas for growth include the continued refinement of data collection in order to better understand and monitor the nuances of each bias incident, as well as increased calibration across sites at each level.

Improvement of response processes will be an ongoing effort for many months and years ahead, and substantial resources, via school and Office of DEI staff time and effort, will be necessary to achieve this goal, as well as to use this data for the ultimate goal of preventing future incidents of this nature in the first place.



Wellness and Belonging

March 14, 2023

Board End #3

Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups



Strategic Initiatives

- Forward Project
- Bias Incident reporting teaching and tracking



Forward Project

Adi's Act – SB 52

School districts must have a comprehensive suicide prevention, intervention, and postvention plan



Data to inform the Strategies

For students who have seriously considered attempting suicide in the last 12 months...

Compared to the dominant group (non-Hispanic, white, straight, above federal poverty level):

46% higher for all other race/ethnicities

275% higher for all other sexual orientations

101% higher for students eligible for Free and Reduced Lunch program

Compared to students who meet OR's Positive Youth Development benchmark:

497% higher for students who do not meet the benchmark



Strategy #1

Suicide Prevention Coordinator









Strategy #2

care/solace



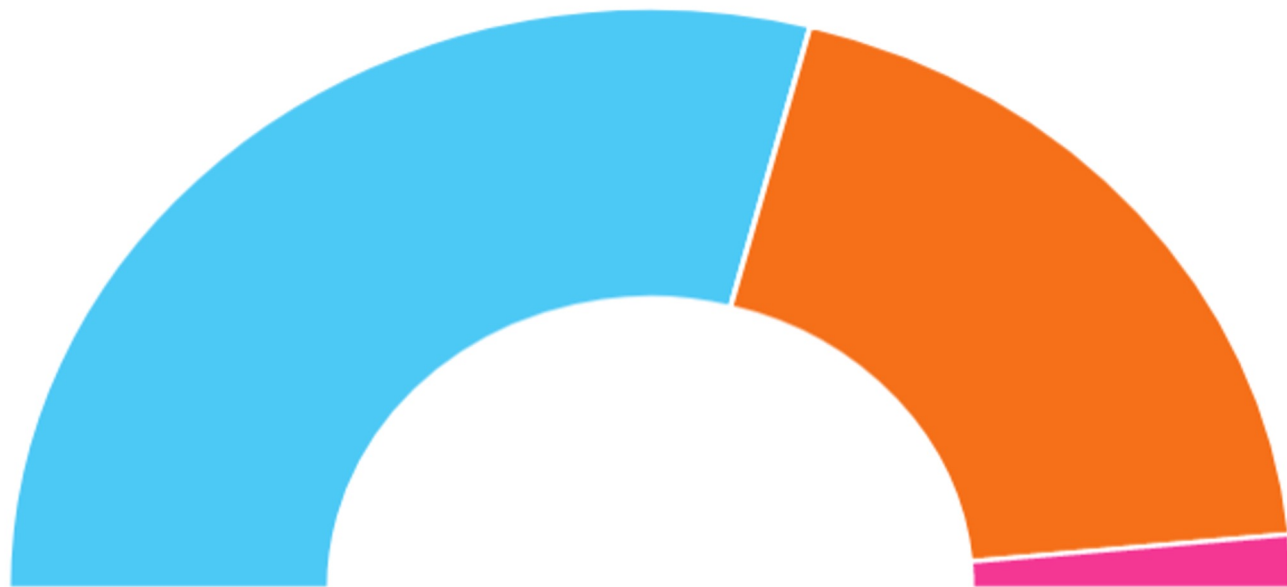
Key Performance Indicators (KPIs)

Report 3/1/23

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
Inbound interactions 	0	336	659	606	575	594	685	6	3,461
Communications saved 	0	1,973	4,280	4,045	3,123	3,813	4,736	56	22,026
Warm Handoffs* 	0	57	118	53	48	83	70	0	429
Family-initiated cases 	0	14	12	17	10	17	18	0	88
Total appointments into care 	0	24	46	41	38	45	50	0	244
Anonymous searches 	7	89	60	52	53	52	37	0	350



Genders

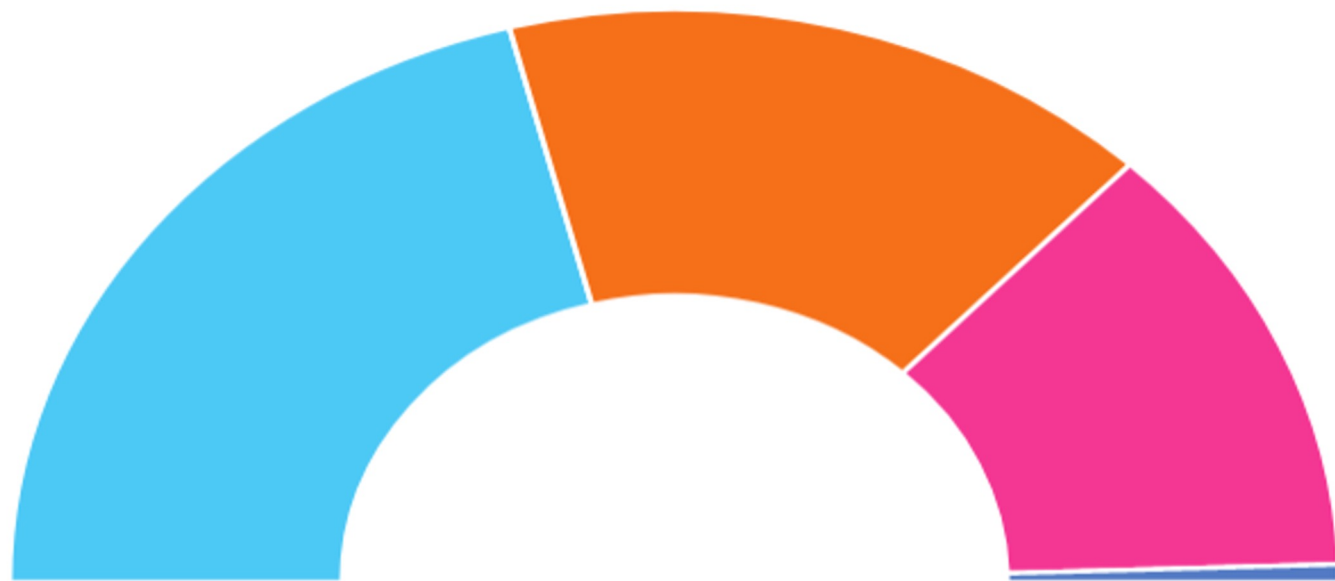


Female: 58%
Non-binary: 3%

Male: 39%



Age groups



Adolescents (12-17): 42%

Adults (18-64): 25%

Children (3-11): 32%

Seniors (65+): 1%



Ethnicities



White / Caucasian: 83%

Other: 3%

Black / African American: 2%

Native American / American Indian: 1%

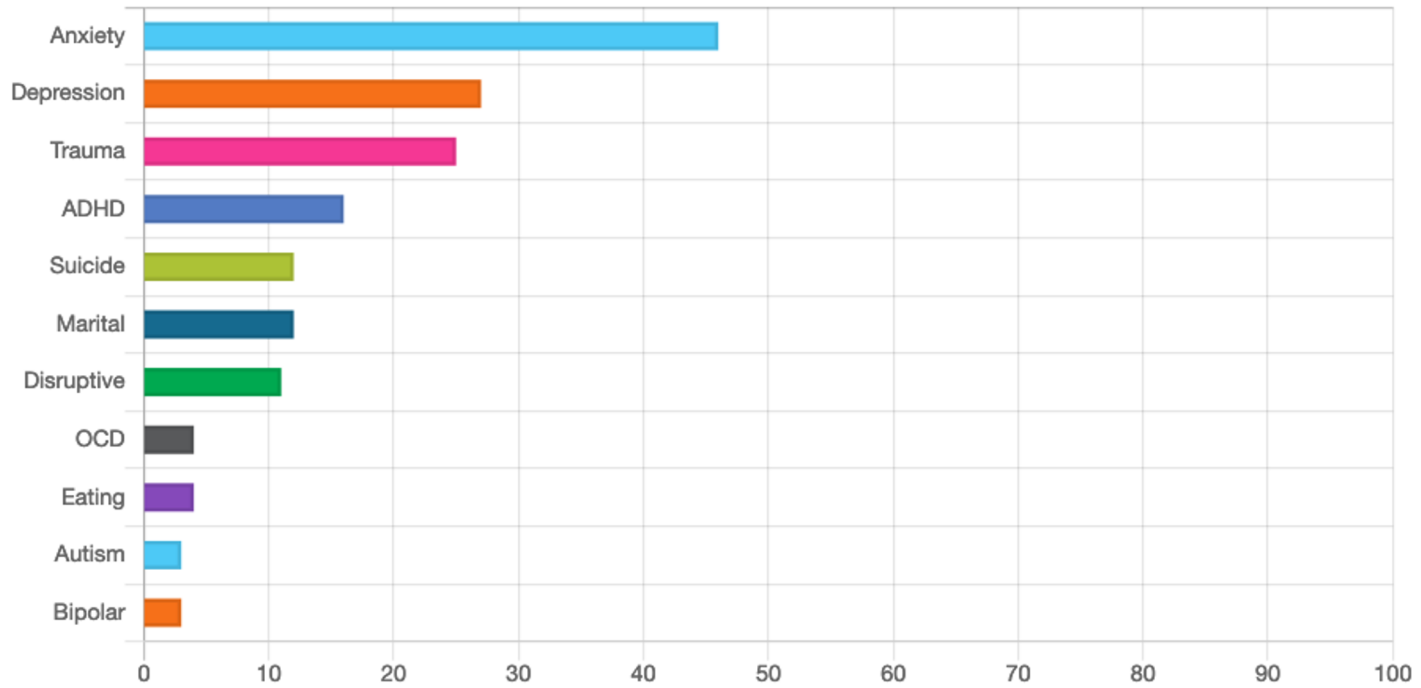
Hispanic / Latino: 7%

Decline to Answer: 3%

Asian / Pacific Islander: 1%



Mental health



Strategy #3

Sources of Strength

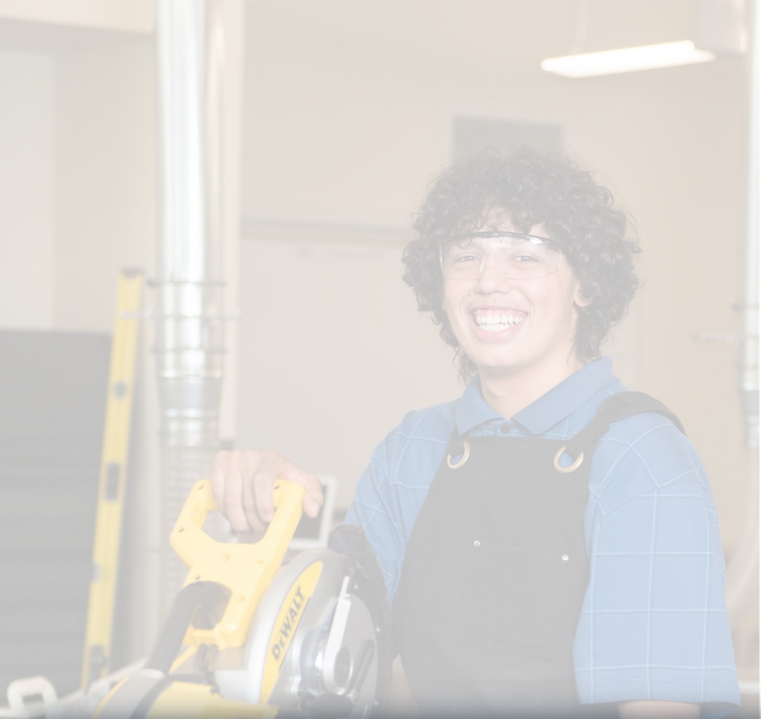


Strategy #4

Gender Affirming Practices Training

Data: Usage of chosen name resulted in a 29% decrease in suicidal ideation and a 56% decrease in suicidal behavior (The Trevor Project)





Bias Incident Data

District-Wide Snapshot: 22-23 Semester 1

Our Equity Stance

We expect all members of Bend-La Pine Schools to uphold our collective commitment to equity. We are committed to ensuring each student, family, and employee experiences a sense of belonging, inclusion, and wellbeing as members of our learning community.

We recognize the ongoing social change faced by our region and country will bring uncertainty, disagreement, and mistakes as we learn and grow. We commit to tackling these challenges with dignity and grace, even when it is difficult. We firmly believe in the power of public education to support our community in embracing and navigating collective change together.

Review the entire Bend-La Pine Schools Equity Stance and related policies [here](#).



Why report?

District stance

Purpose of reporting tool:

1. Activation of resources and support for response
2. Data for analysis and decision-making



Context and Scope

Number of reports \neq Number of incidents

Duplicate reports

Mis-reported complaints

Unreported incidents

This data represents reports submitted between:

September 7, 2022 – Feb 10, 2023



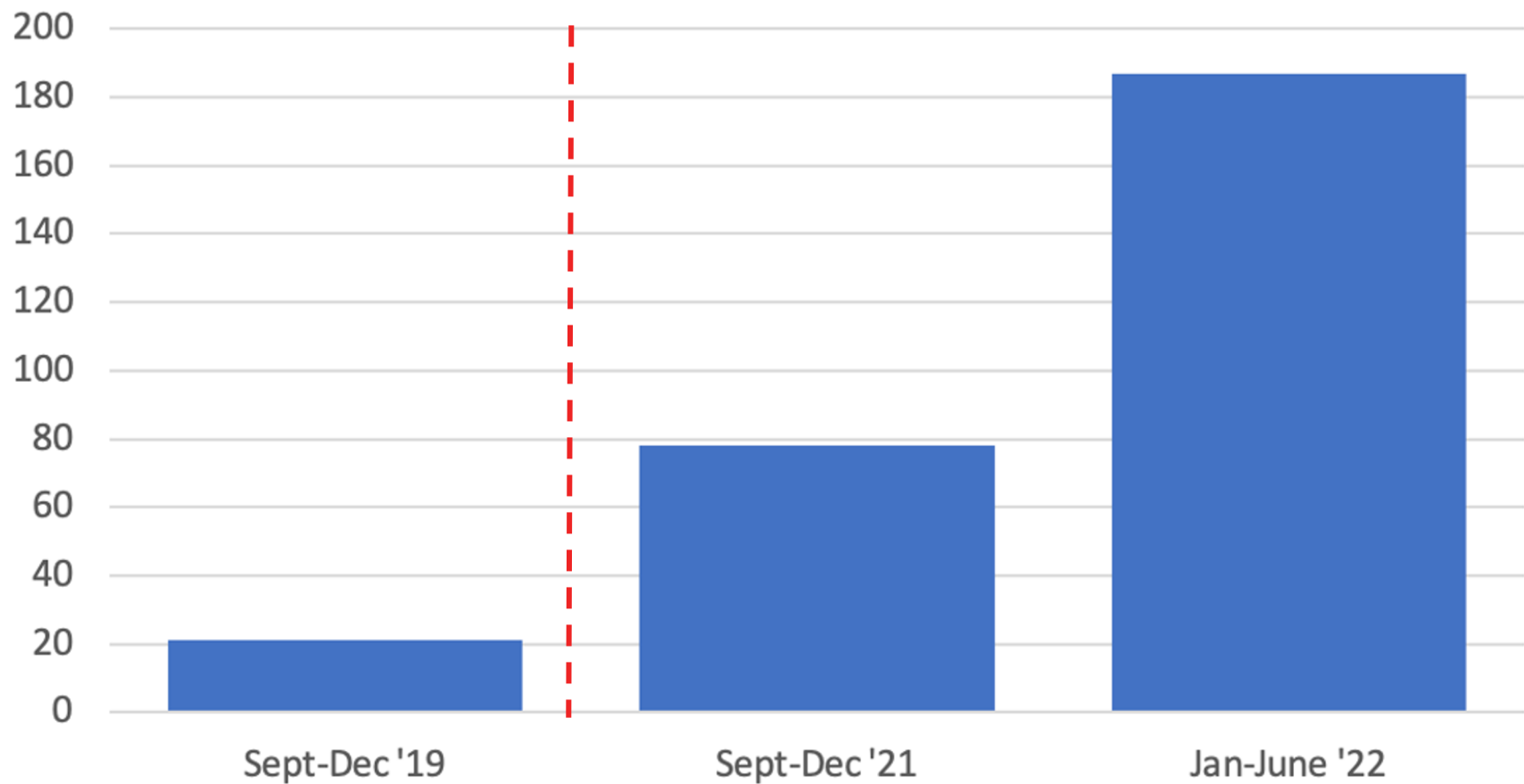
One of the best things data can
enable us to do is to ask
questions we didn't know to ask.



**How many incidents were
reported in prior years?**



Bias Incidents Reported

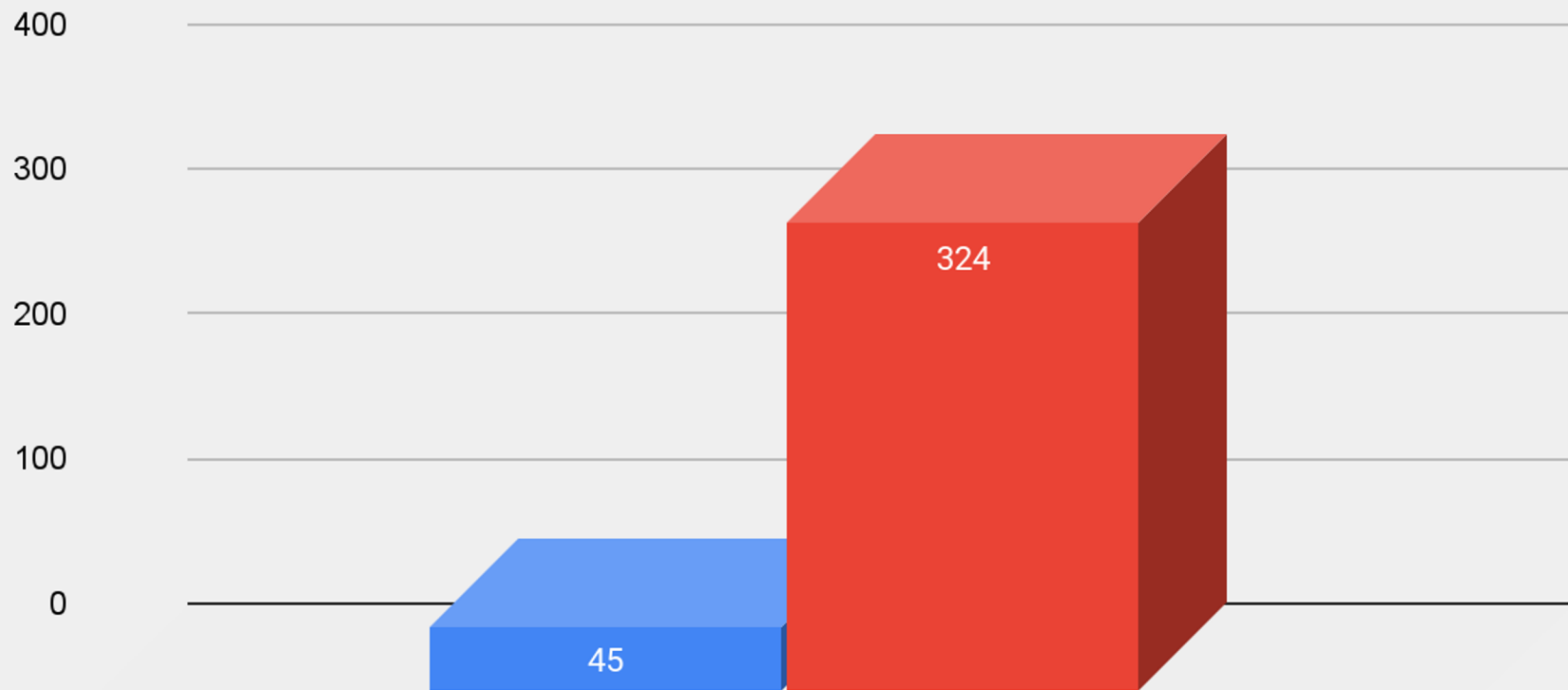


**How many bias incidents have
been reported this semester?**



Form Submission Type

■ General Concern/Complaint Reported ■ Bias Incident Reported

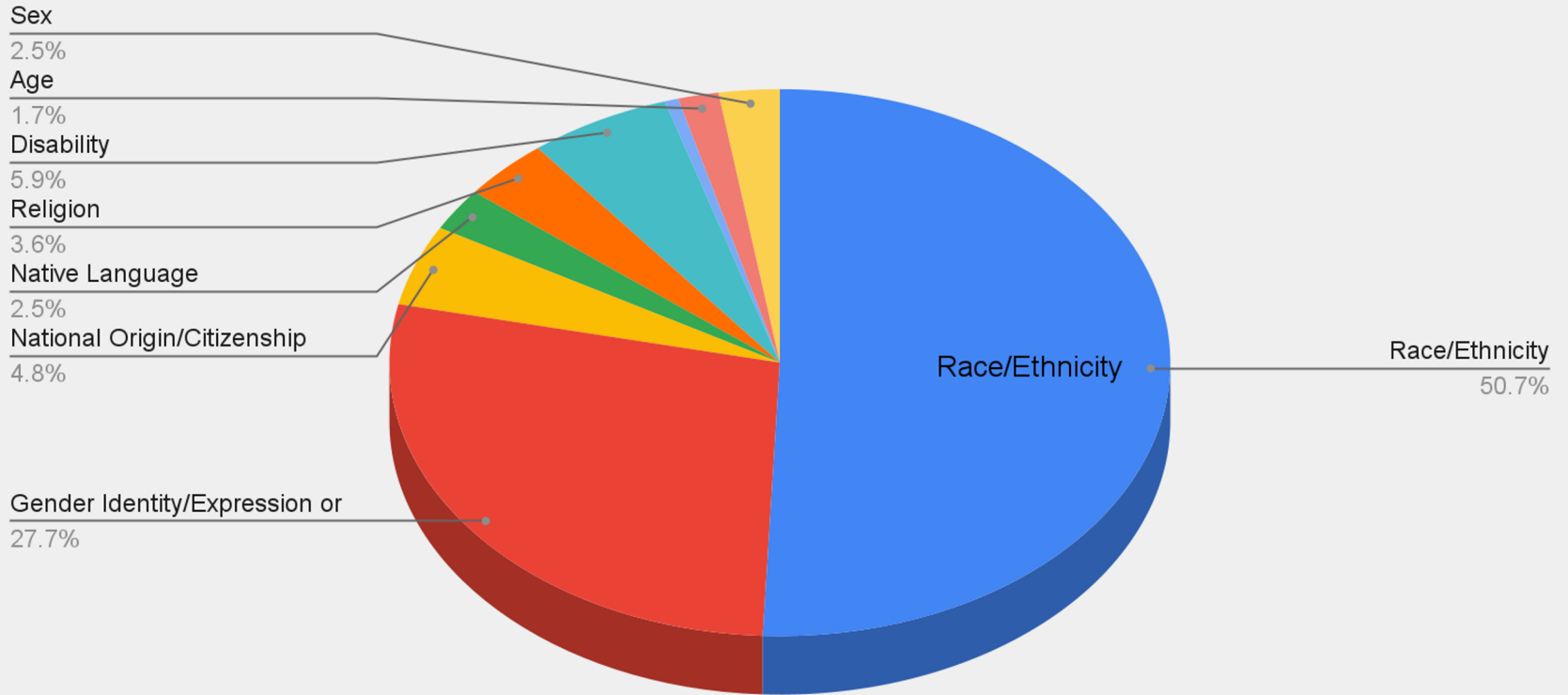


**What types of incidents have
been reported?**



Bias Report Breakdown

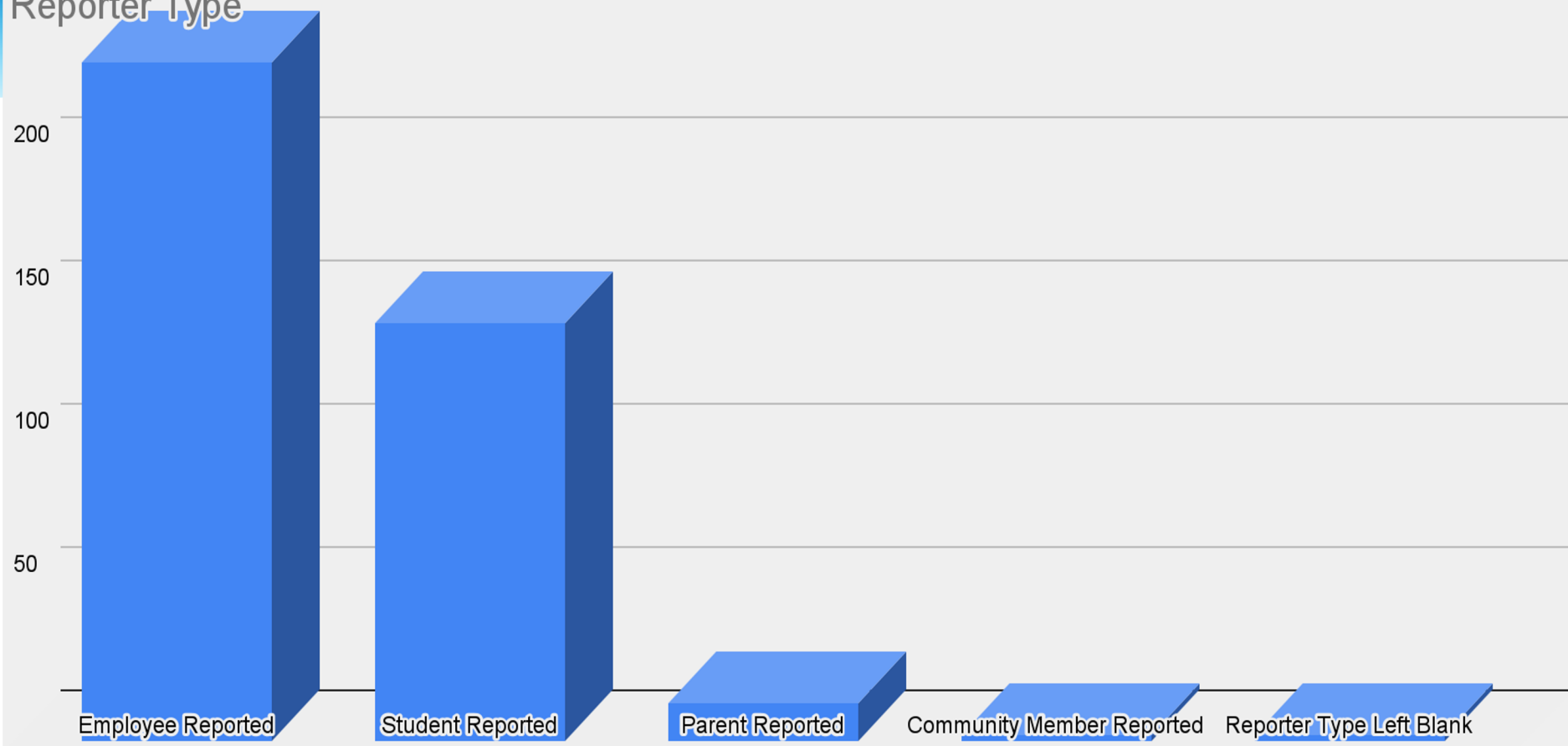
Some Forms Reported Multiple Responses



Who is making reports?



Reporter Type



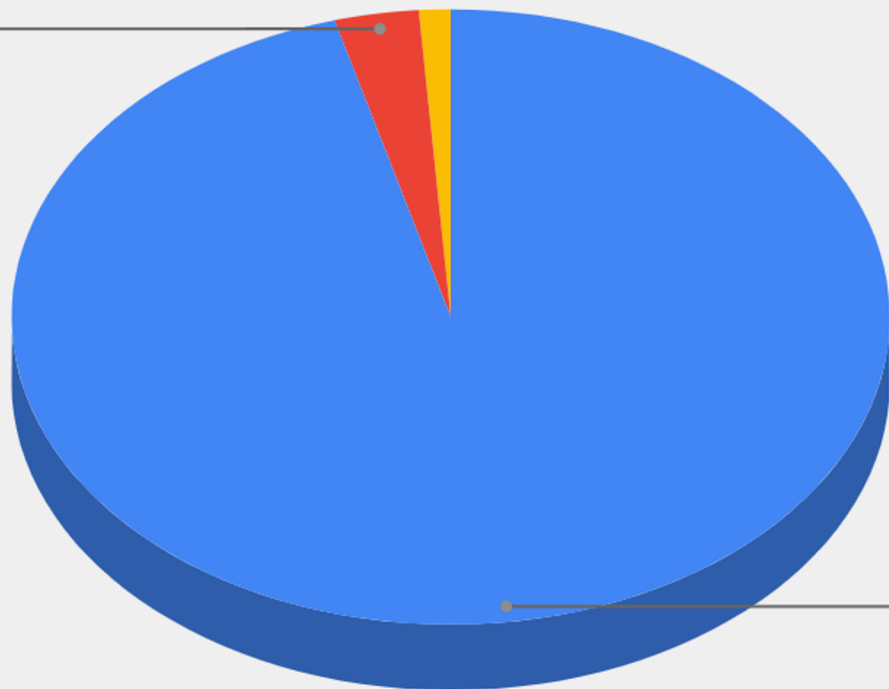
Who are the targets?



District Target Types

Target = Staff

3.1%



Target = Student

95.7%



Who are the offenders?



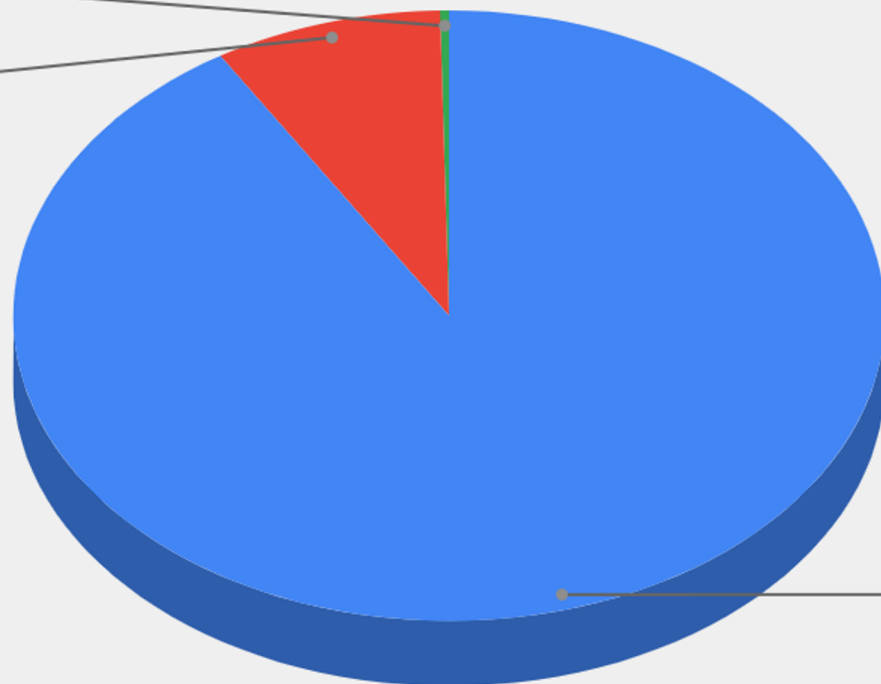
District Offender Types

Offender = Other

0.3%

Offender = Staff

8.5%



Offender = Student

91.2%



Where are the incidents occurring?

- Hallways
- Classrooms
- Outside/Recess
- School Bus
- Events/Activities
- Devices



What response is taking place?

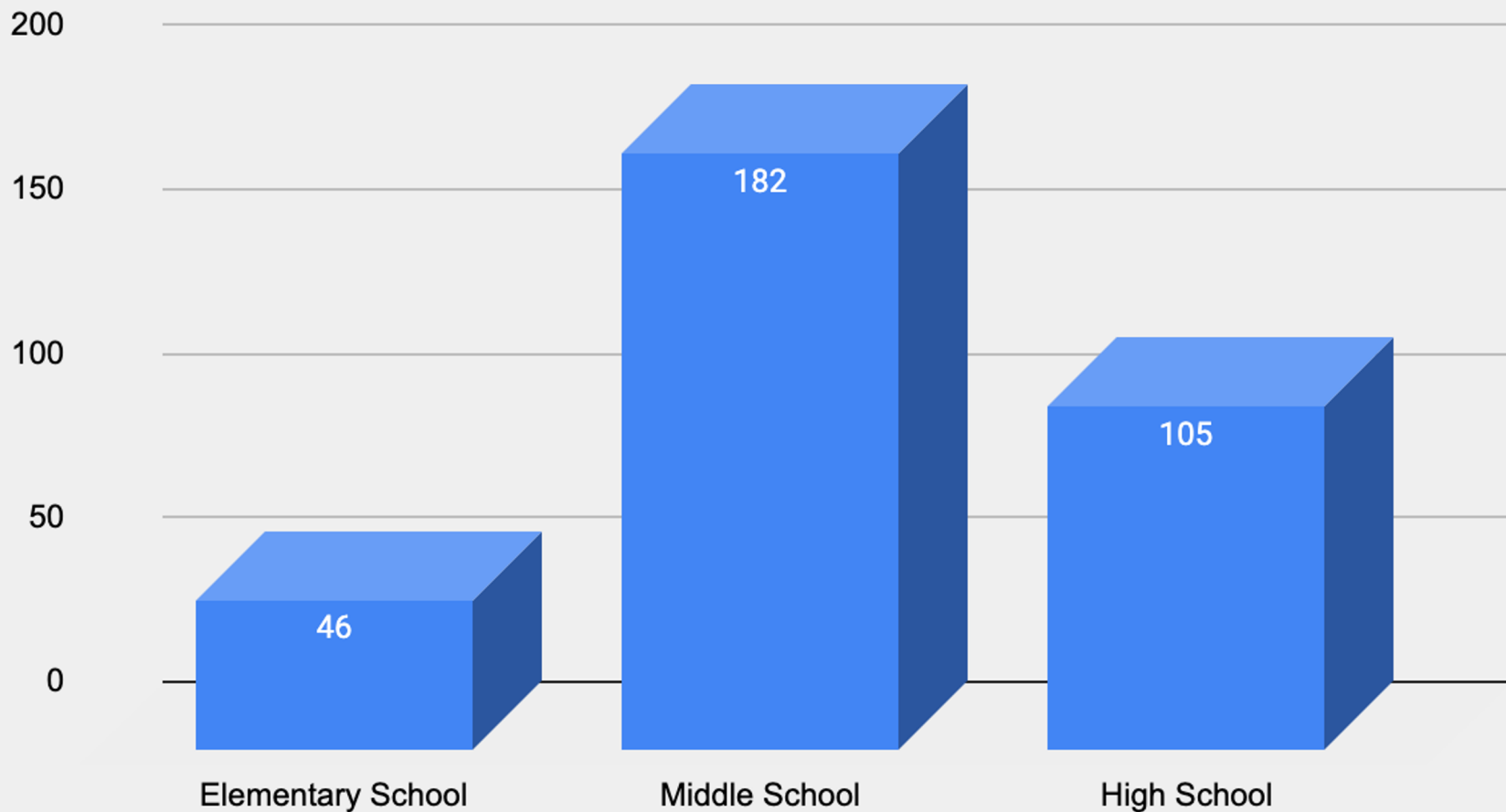
- Immediate support for target (relationship-based)
- Compassionate and comprehensive investigation
- Family communication and partnership
- Suspension (in- or out-of-school)
- Loss of privilege (social or extracurricular)
- Education and reflection (offender, bystanders)
- Repair and restorative practices



**How many bias incidents have
been reported this semester, by
level?**



Bias Reports Submitted by Level

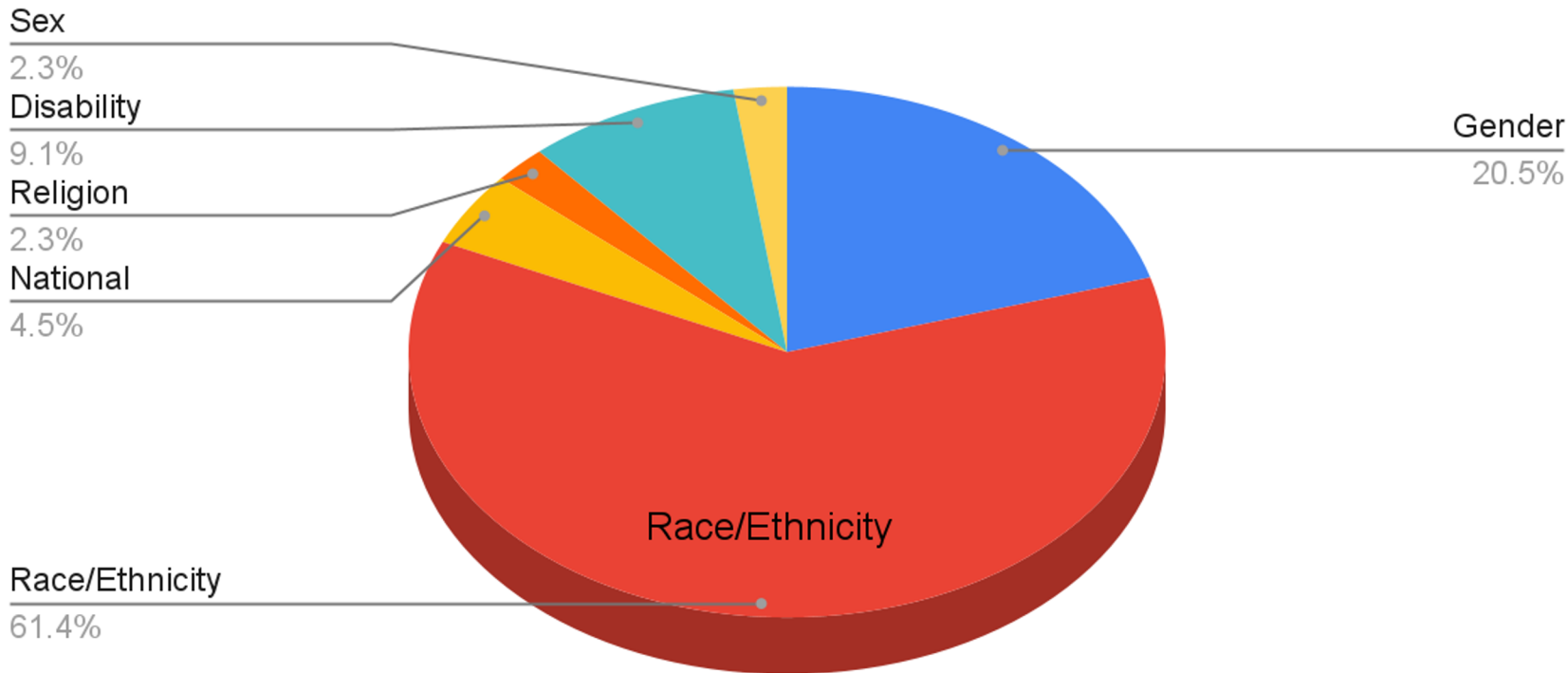


**What types of incidents have
been reported, by level?**



Elementary Bias Report Breakdown

Some Forms Reported Multiple Responses



Middle School Bias Report Breakdown

Some Forms Reported Multiple Responses

Sex

3.4%

Disability

4.0%

Religion

2.3%

Native Language

2.8%

National Origin/Citizen...

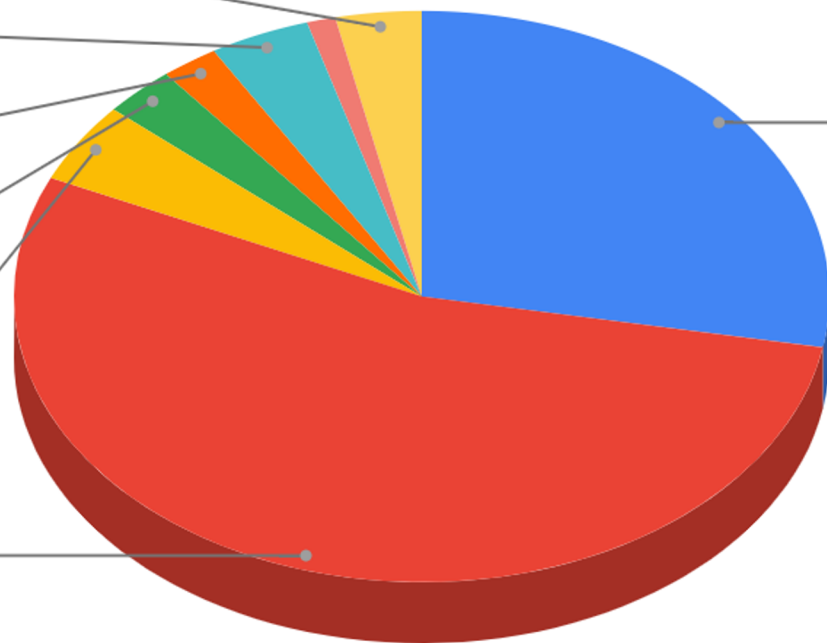
4.5%

Race/Ethnicity

54.0%

Gender Identity/Exres...

27.8%



High School Bias Report Breakdown

Some Forms Reported Multiple Responses

Sex

1.8%

Age

2.7%

Disability

8.0%

Religion

5.4%

Native Language

2.7%

National Origin/Citizen...

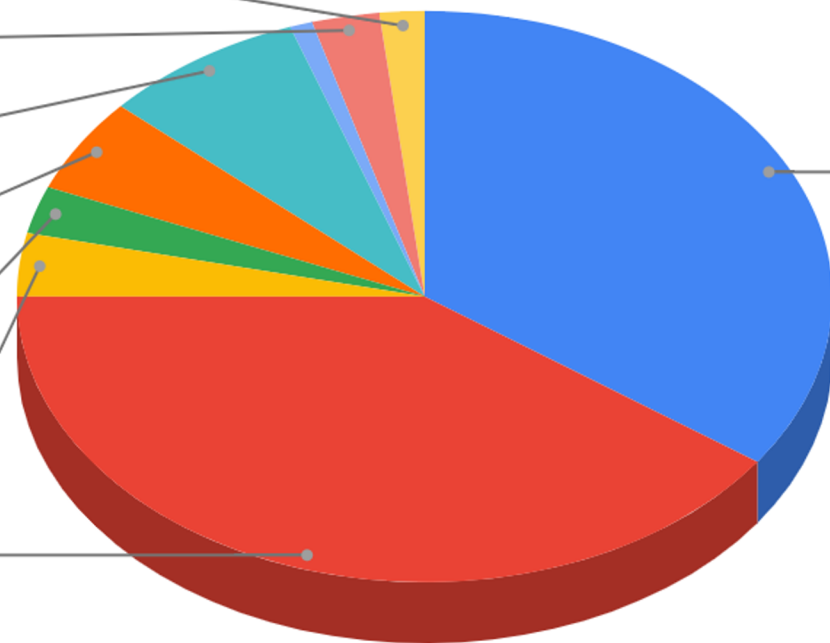
3.6%

Race/Ethnicity

40.2%

Gender Identity/Exres...

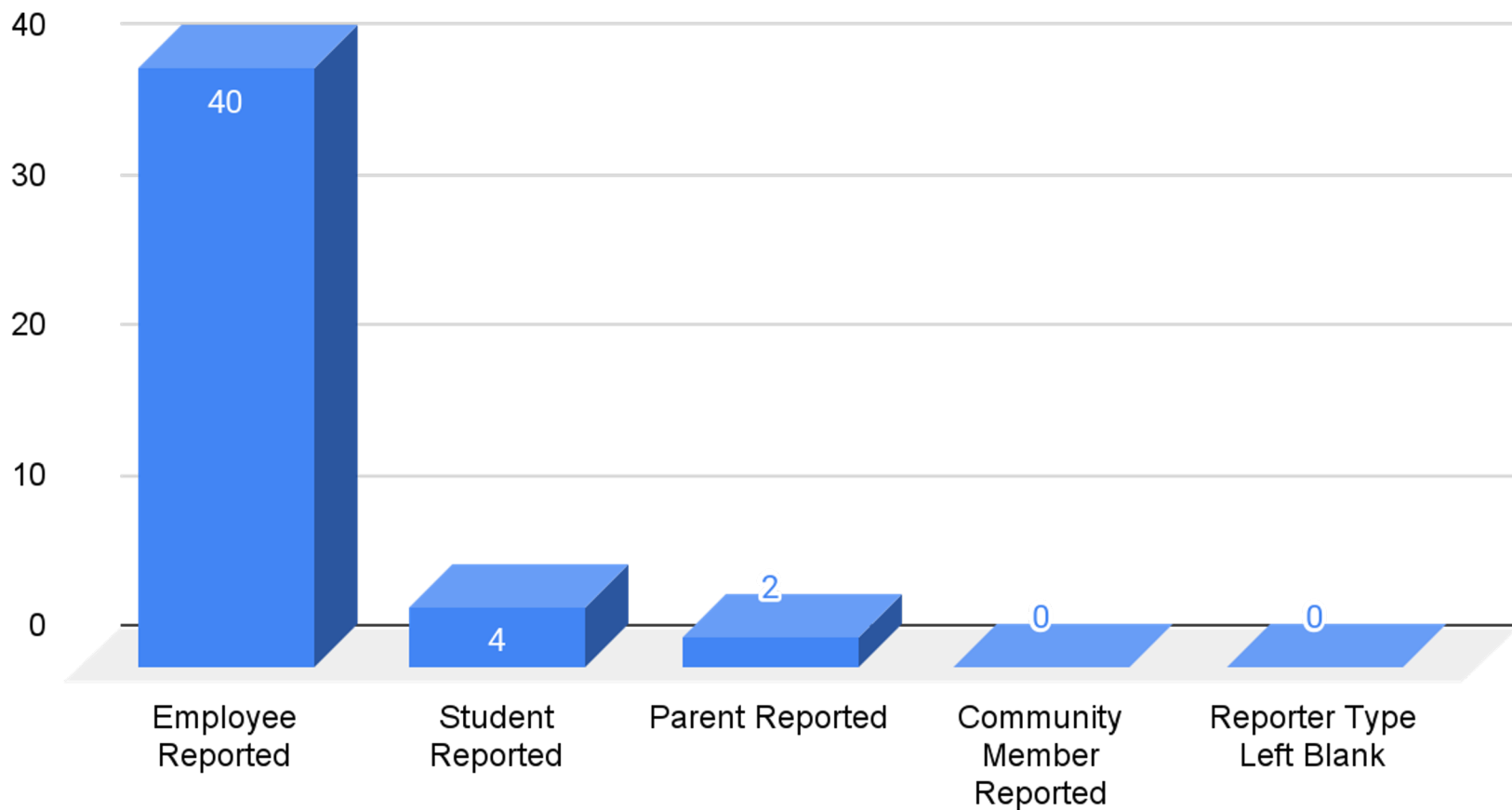
34.8%



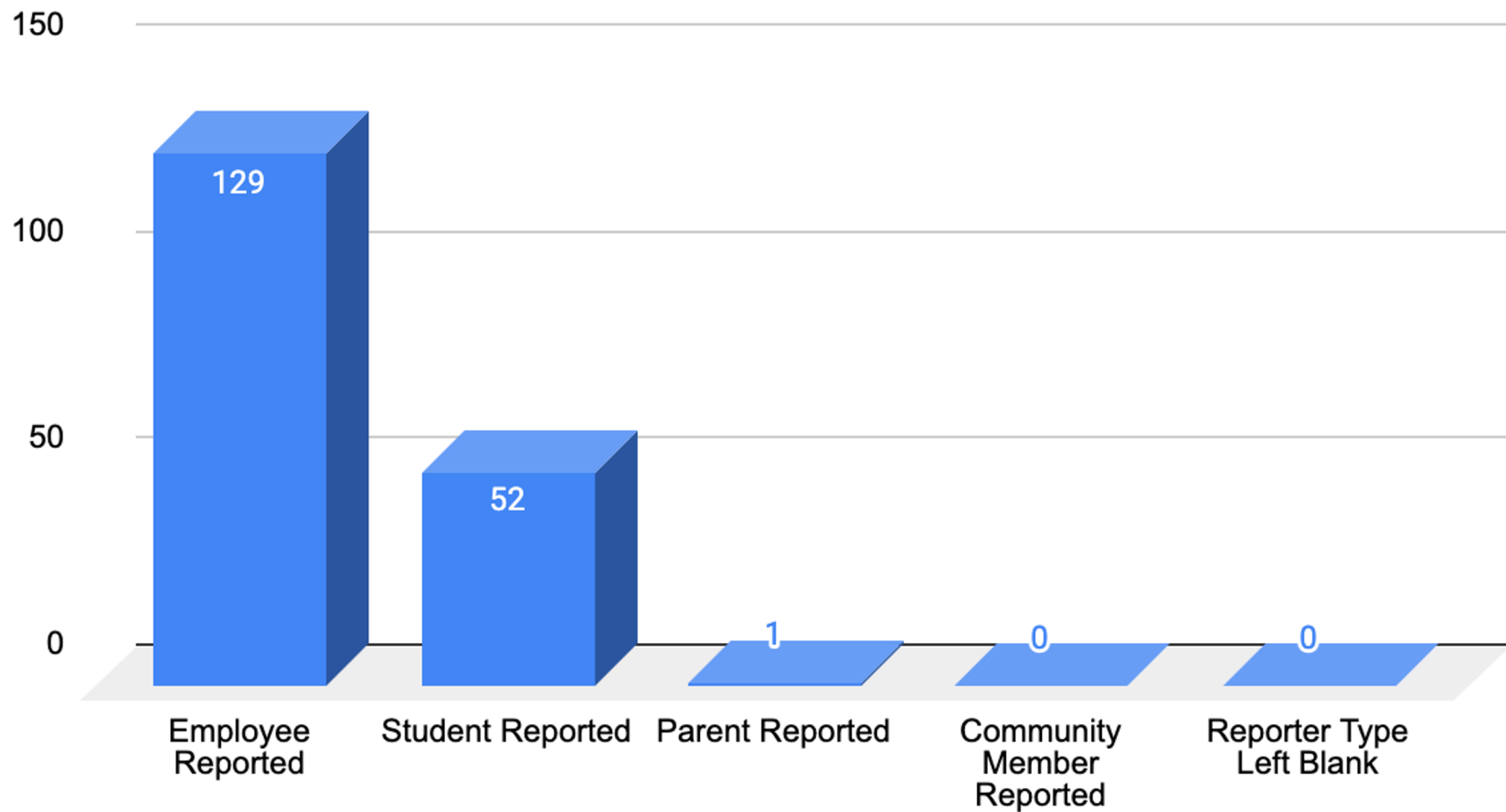
Who is making reports, by level?



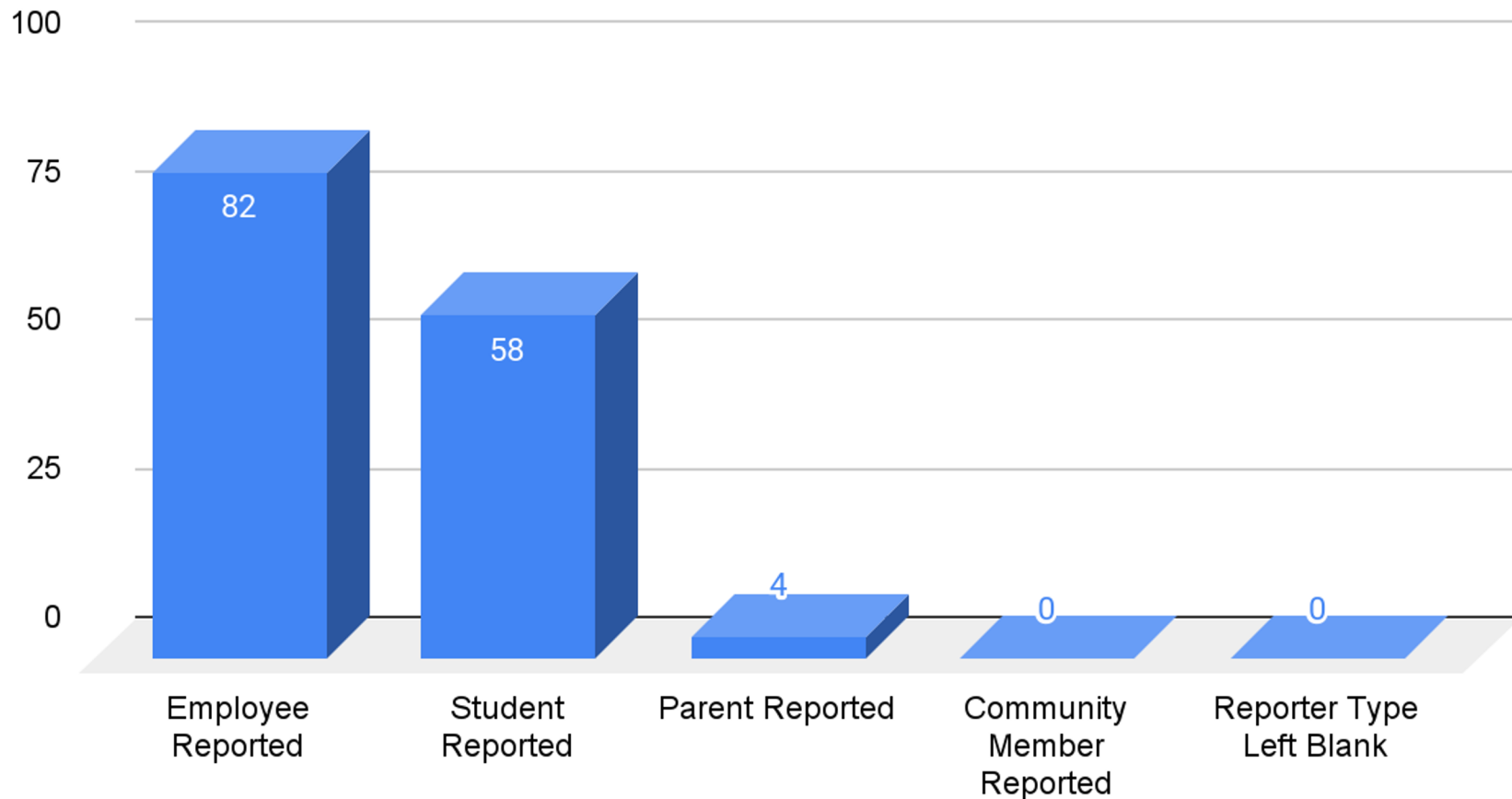
Elementary Reporter Type



Middle School Reporter Type



High School Reporter Type



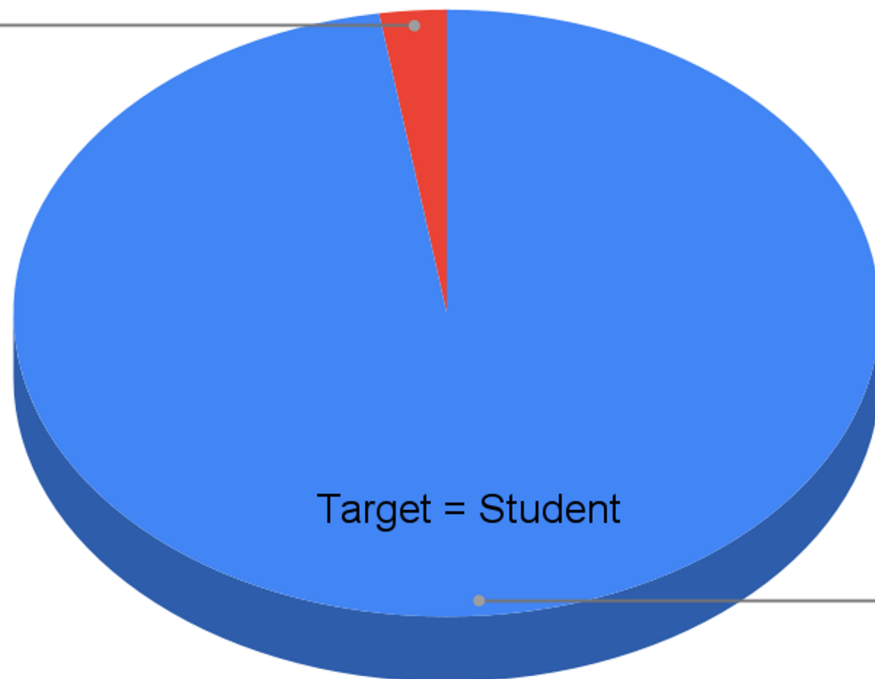
Who are the targets, by level?



Elementary Target Type

Target = Staff

2.5%



Target = Student

Target = Student

97.5%



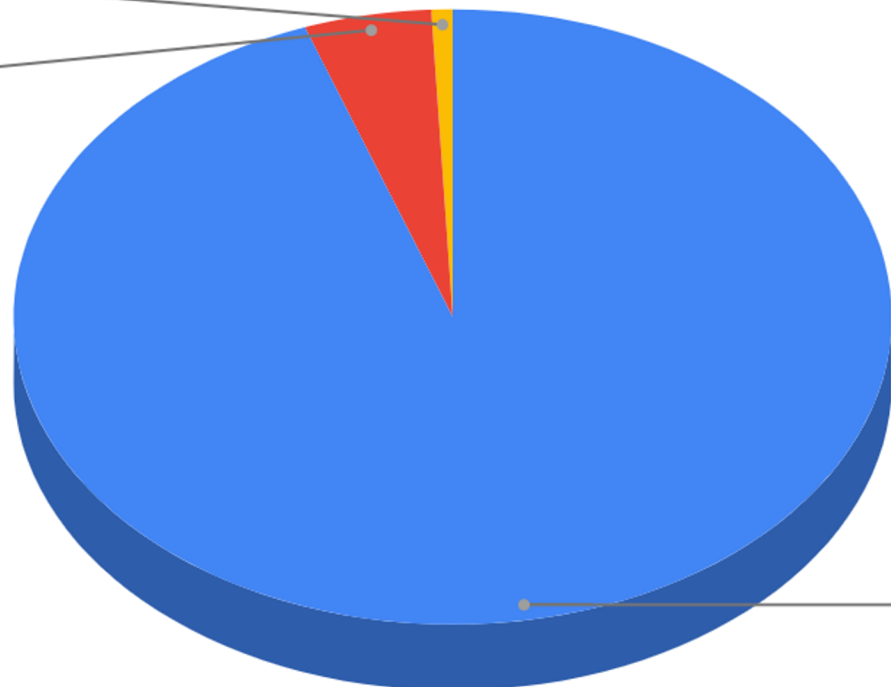
Middle School Target Type

Target = Family

0.8%

Target = Staff

4.7%



Target = Student

94.5%



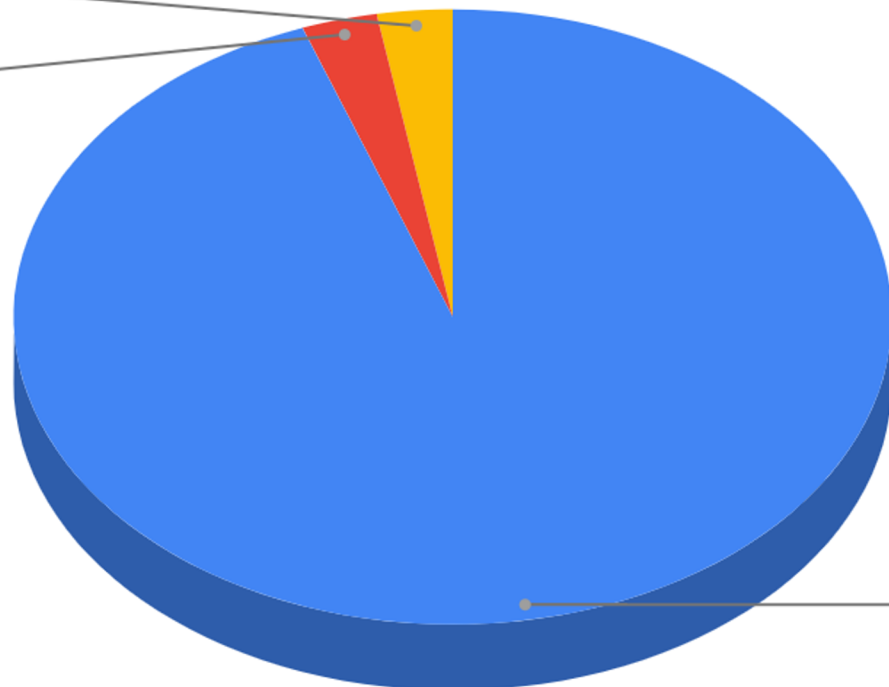
High School Target Type

Target = Family

2.8%

Target = Staff

2.8%



Target = Student

94.4%



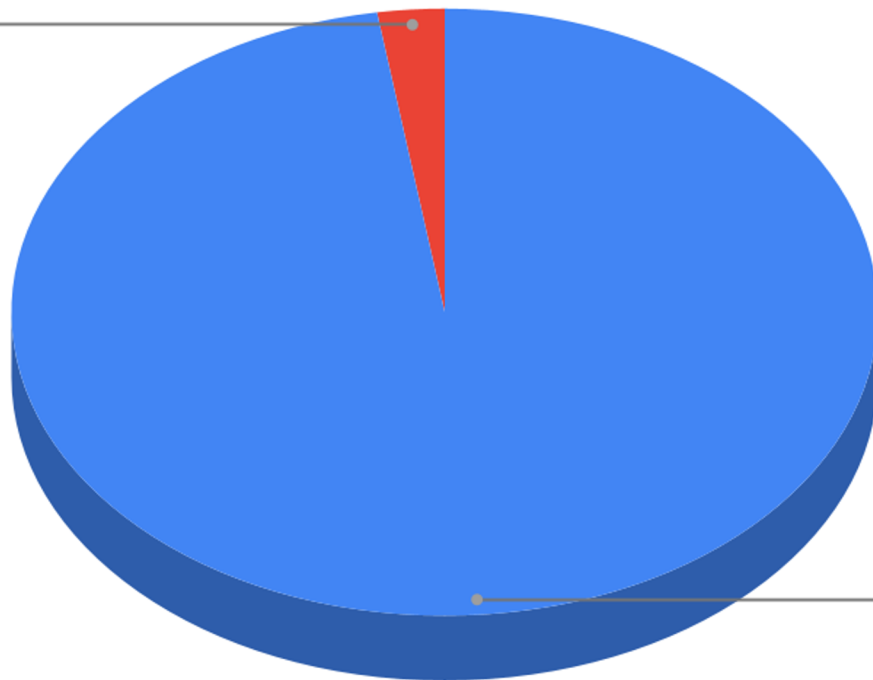
Who are the offenders, by level?



Elementary Offender Type

Offender = Staff

2.5%



Offender = Student

97.5%



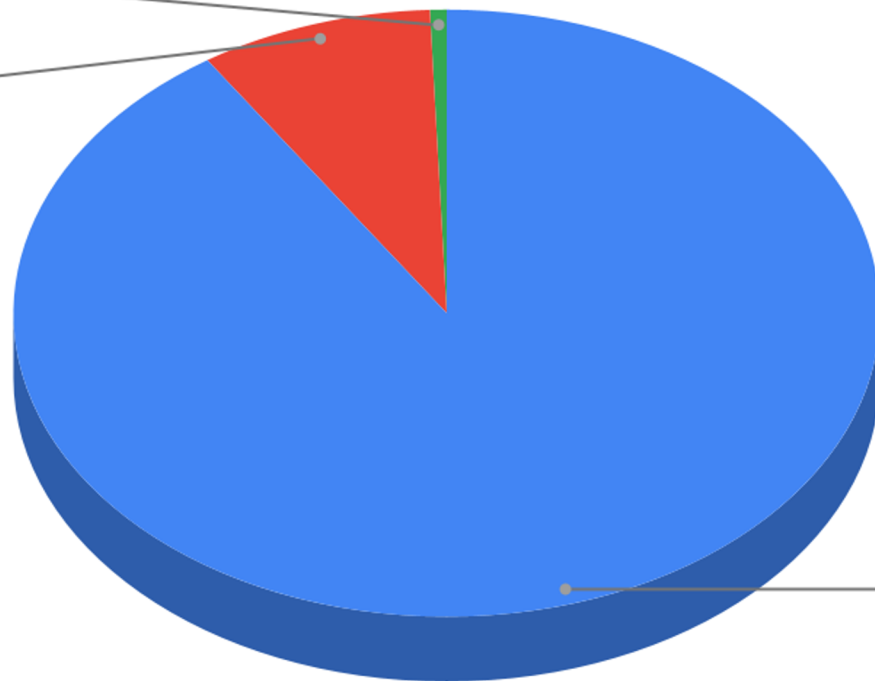
Middle School Offender Type

Offender = Other

0.6%

Offender = Staff

8.7%



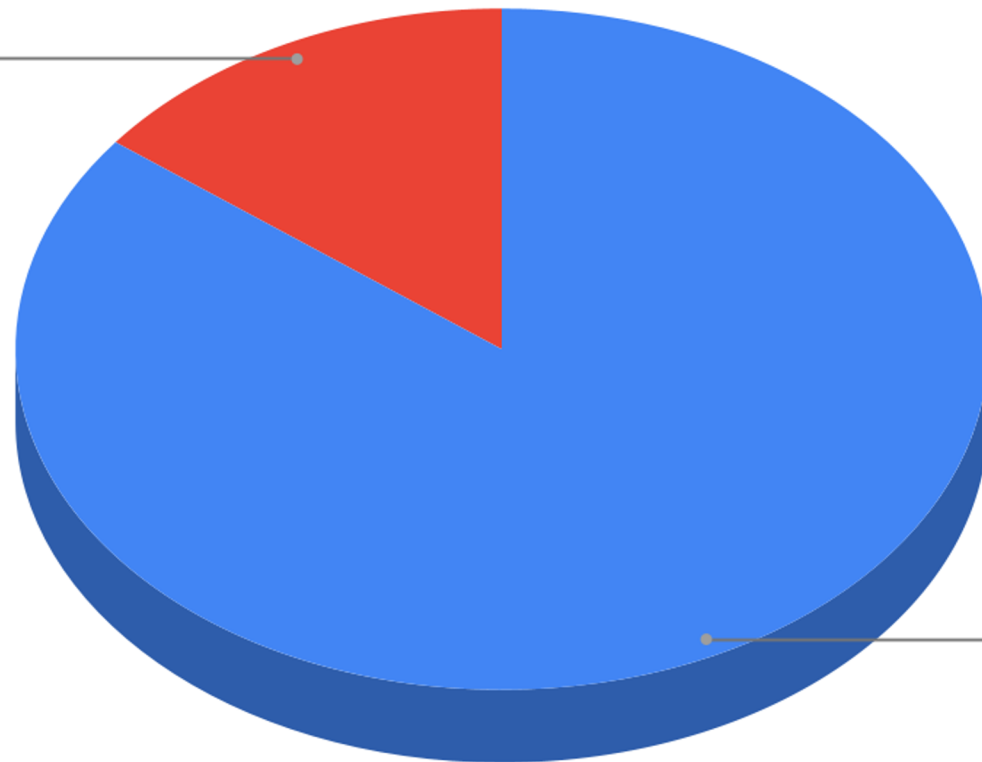
Offender = Student

90.7%



Offender = Staff

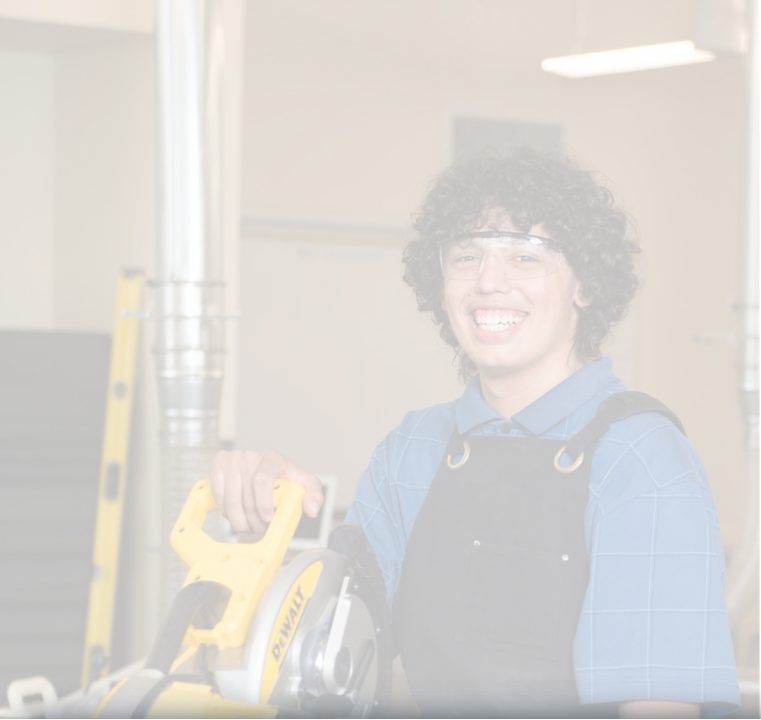
14.6%



Offender = Student

85.4%





[Bias Incident webpage and reporting tool](#)

[Equity Stance and policies](#)

[Contact us](#)



Bienestar y pertenencia

14 de marzo de 2023

Meta #3 de la Mesa Directiva

Los alumnos, las familias y el personal **experimentan bienestar, inclusión y pertenencia** en nuestras escuelas según lo medido por lo siguiente, en general y para subgrupos históricamente desatendidos



Iniciativas estratégicas

- Proyecto de avance
- Enseñanza y seguimiento de informes de incidentes de prejuicio



Proyecto de avance

Ley de Adi – SB 52

Los distritos escolares deben tener un plan integral de prevención, intervención y postvención del suicidio.



Datos para informar las Estrategias

Para los alumnos que han considerado seriamente intentar suicidarse en los últimos 12 meses...

Comparado con el grupo dominante (no hispano, blanco, heterosexual, por encima del nivel federal de pobreza):

46% más alto para todas las demás razas/etnias

275% más alto para todas las demás orientaciones sexuales

101% más alto para alumnos que califican para el programa de Almuerzo Gratis o Reducido

En comparación con los alumnos que cumplen con el punto de referencia de Positive Youth Development (Desarrollo Juvenil Positivo, por su traducción al español) de OR:

497% más alto para los alumnos que no alcanzan el punto de referencia



Estrategia #1

Coordinador de Prevención del Suicidio









Estrategia #2

care/solace



Key Performance Indicators (KPIs)

Report 3/1/23

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
Inbound interactions 	0	336	659	606	575	594	685	6	3,461
Communications saved 	0	1,973	4,280	4,045	3,123	3,813	4,736	56	22,026
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Genders

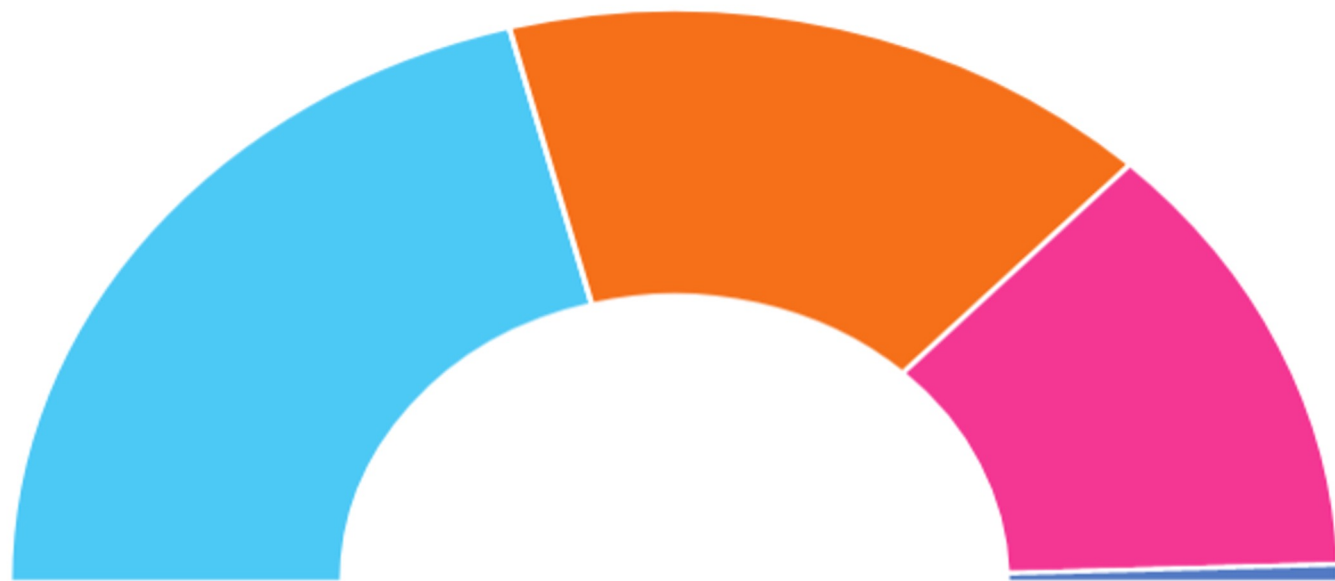


Female: 58%
Non-binary: 3%

Male: 39%



Age groups



Adolescents (12-17): 42%

Adults (18-64): 25%

Children (3-11): 32%

Seniors (65+): 1%



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Black / African American: 2%

Native American / American Indian: 1%

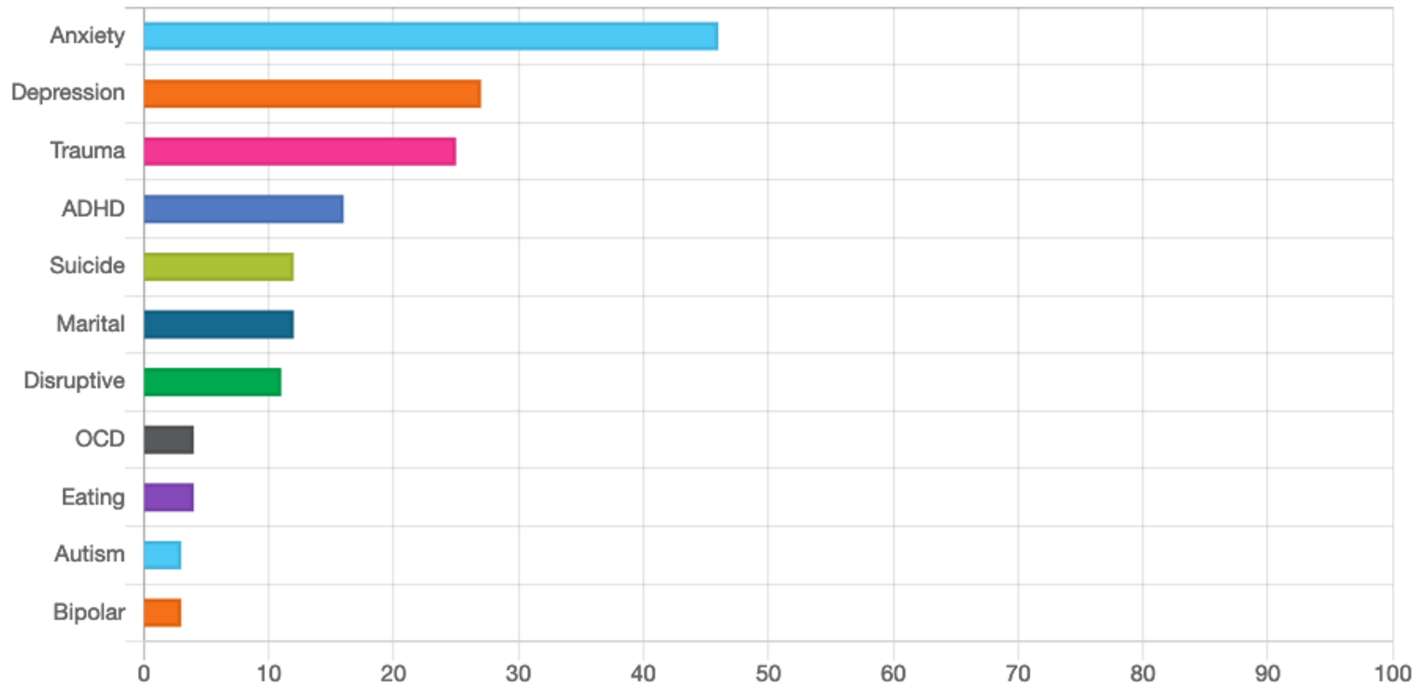
Hispanic / Latino: 7%

Decline to Answer: 3%

Asian / Pacific Islander: 1%



Mental health



Estrategia #3

Fuentes de fortaleza

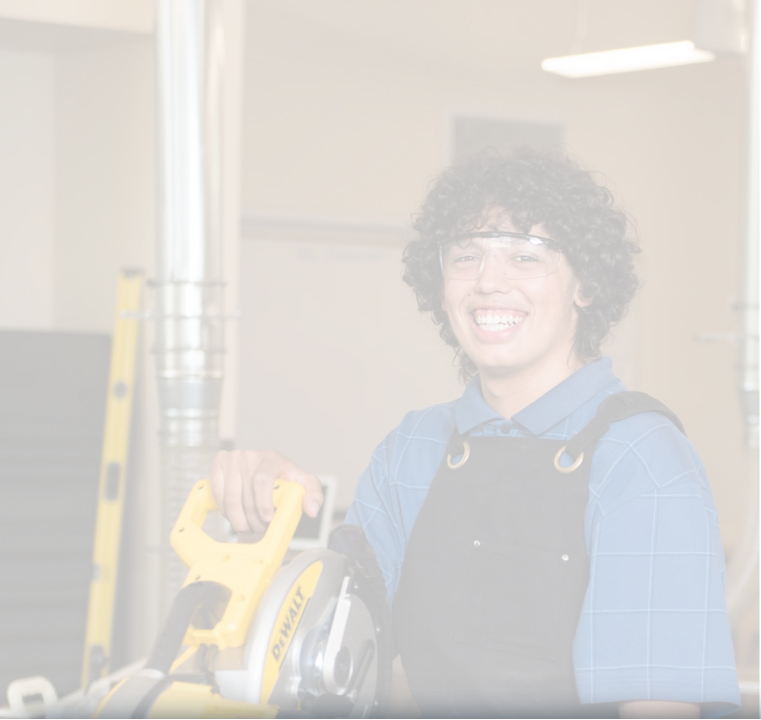


Estrategia #4

Capacitación en prácticas de afirmación de género

Datos: El uso del nombre elegido dio como resultado una disminución del 29 % en la ideación suicida y una disminución del 56 % en el comportamiento suicida (The Trevor Project)





Datos de incidentes de prejuicio

Resumen de todo el distrito: 22-23 Semestre 1

Nuestra postura de equidad

Esperamos que todos los miembros de Escuelas de Bend-La Pine mantengan nuestro compromiso colectivo con la equidad. Estamos comprometidos a asegurar que cada estudiante, familia, y empleado experimente un sentido de pertenencia, inclusión y bienestar como miembros de nuestra comunidad de aprendizaje.

Reconocemos que el cambio social en curso que enfrenta nuestra región y nuestro país traerá incertidumbre, desacuerdo y errores a medida que aprendemos y crecemos. Nos comprometemos a enfrentar estos desafíos con dignidad y gracia, incluso cuando sea difícil. Creemos firmemente en el poder de la educación pública para ayudar a nuestra comunidad a aceptar y navegar juntos por el cambio colectivo.

Revise la postura de equidad de Escuelas de Bend-La Pine y las políticas relacionadas en su totalidad aquí.



¿Por qué reportar?

Postura del distrito

Propósito de la herramienta de reportes:

1. Activación de recursos y apoyo a la respuesta
2. Datos para análisis y toma de decisiones



Contexto y alcance

Número de reportes \neq Número de incidentes

Reportes duplicados

Reportes reportados incorrectamente

Incidentes no reportados

Estos datos representan reportes enviados entre:
el 7 de septiembre de 2022 y el 10 de febrero de 2023



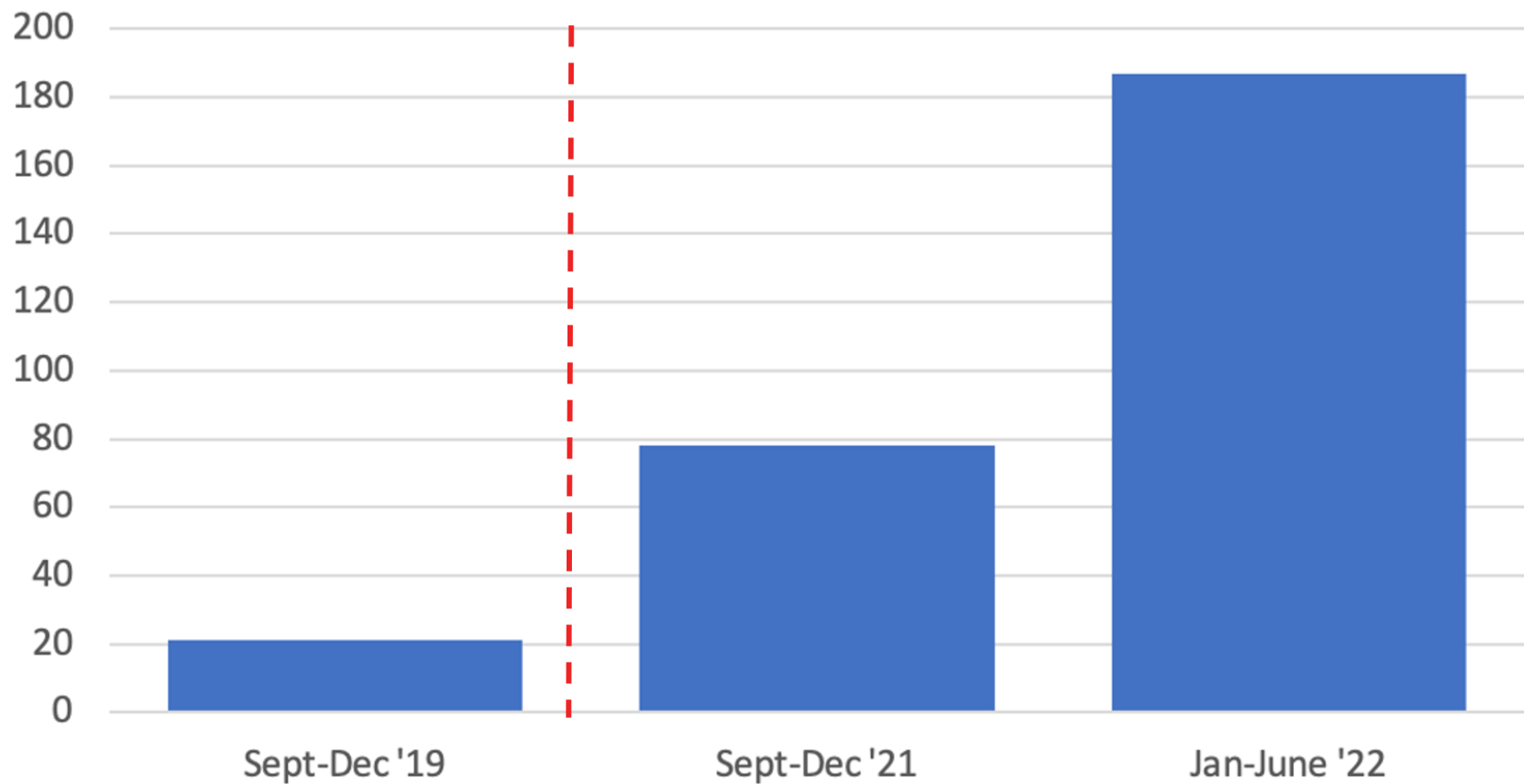
One of the best things data can enable us to do is to ask questions we didn't know to ask.



**¿Cuántos incidentes se
reportaron en años anteriores?**



Bias Incidents Reported

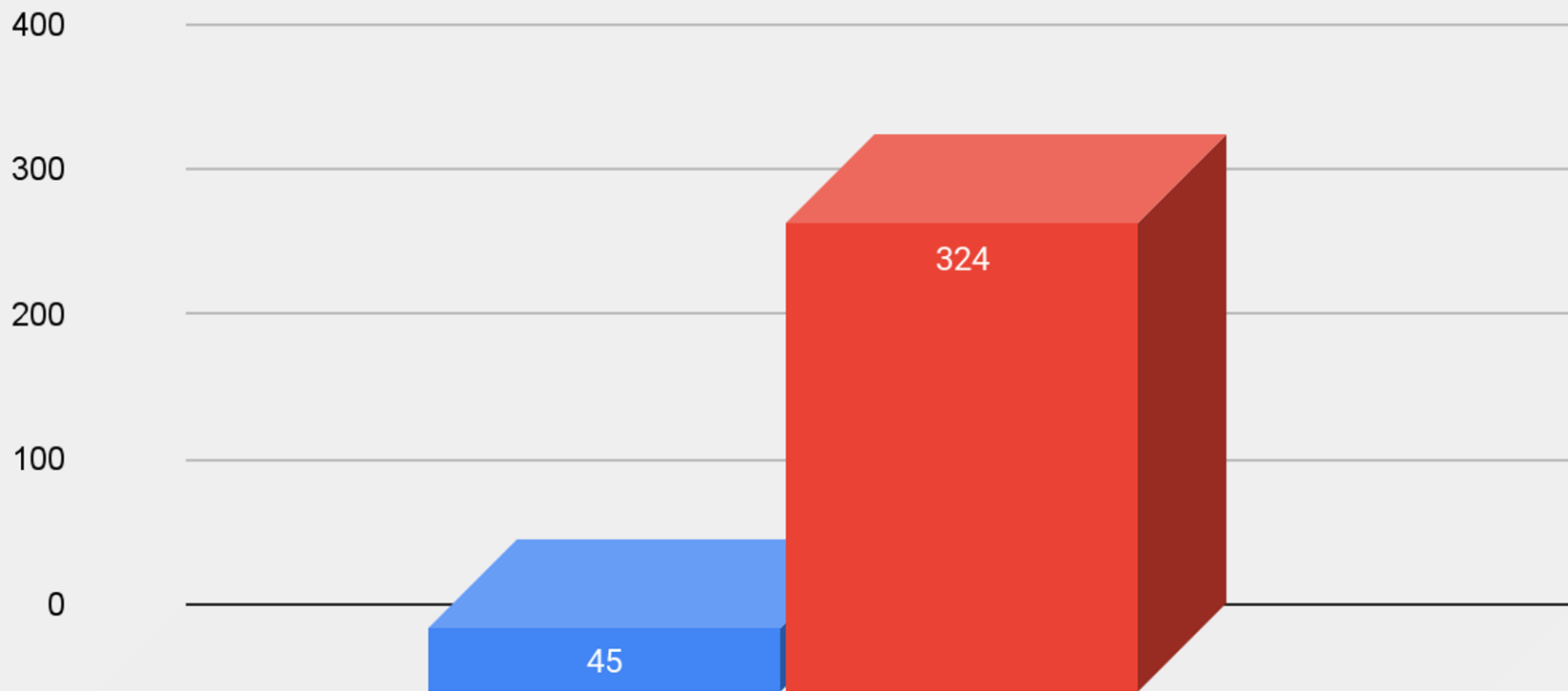


**¿Cuántos incidentes de
prejuicios se han reportado este
semestre?**



Form Submission Type

■ General Concern/Complaint Reported ■ Bias Incident Reported

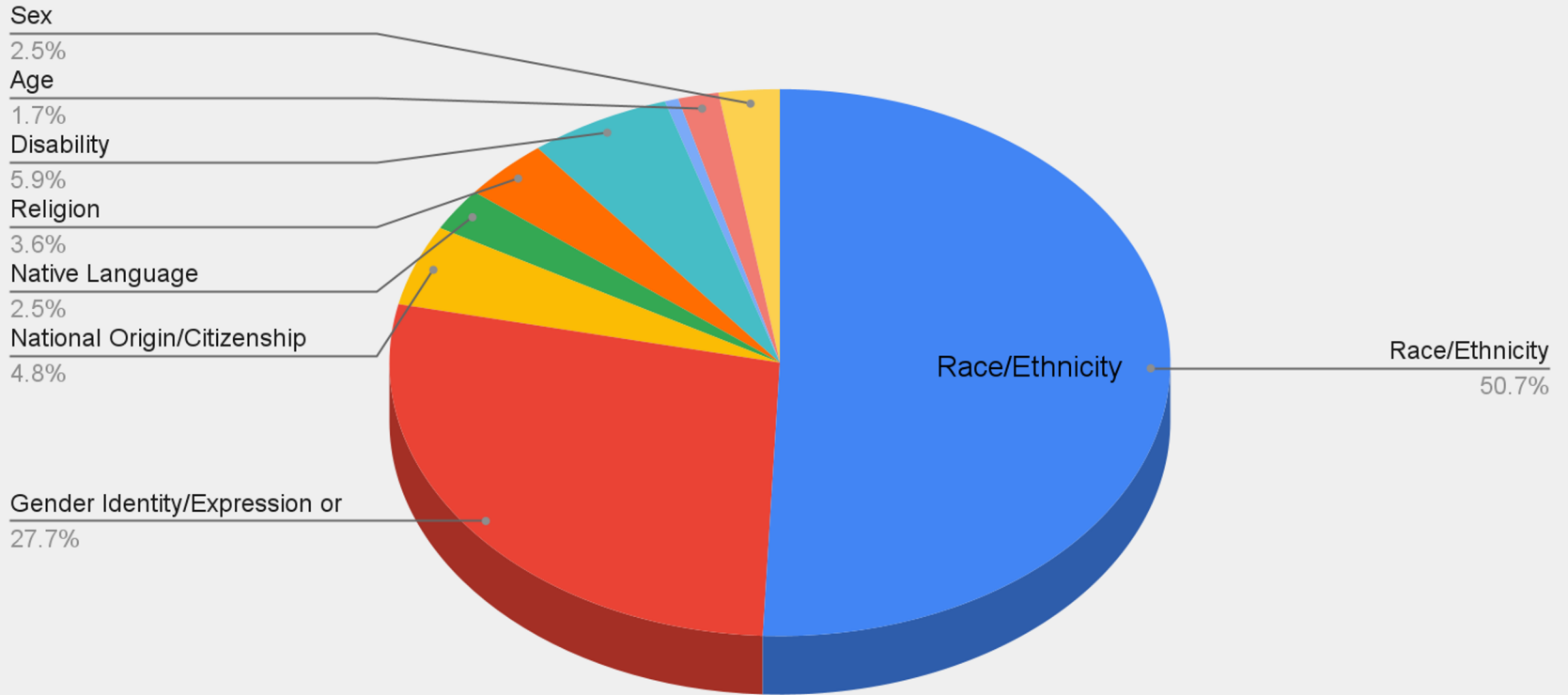


¿Qué tipos de incidentes se han reportado?



Bias Report Breakdown

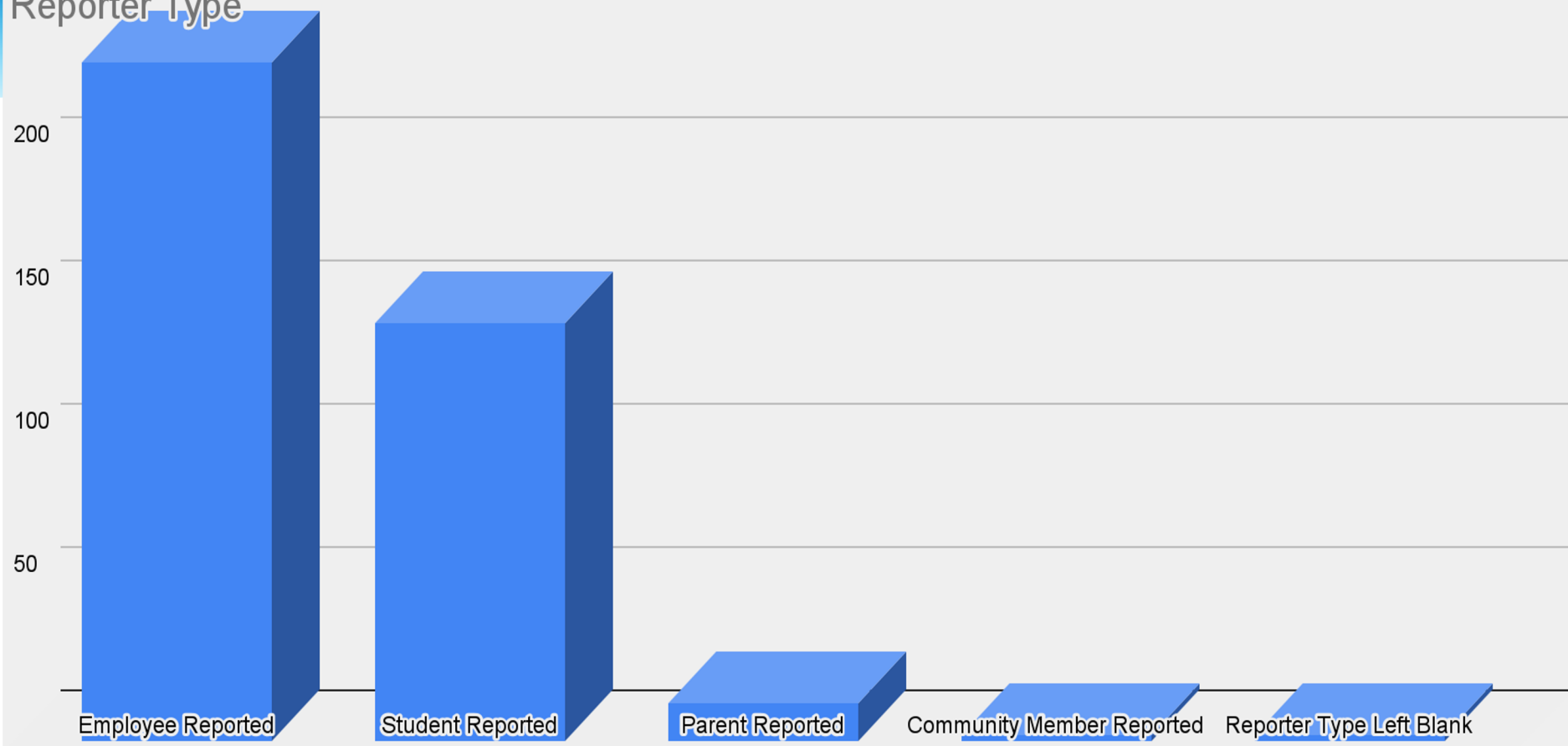
Some Forms Reported Multiple Responses



¿Quién hace los reportes?



Reporter Type



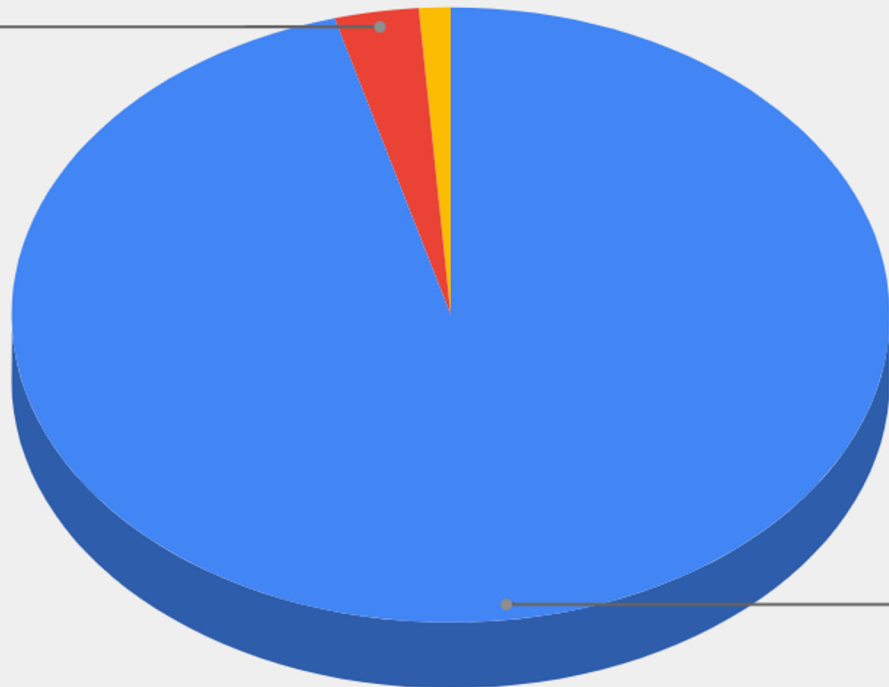
¿Quiénes son los agraviados?



District Target Types

Target = Staff

3.1%



Target = Student

95.7%



¿Quiénes son los infractores?



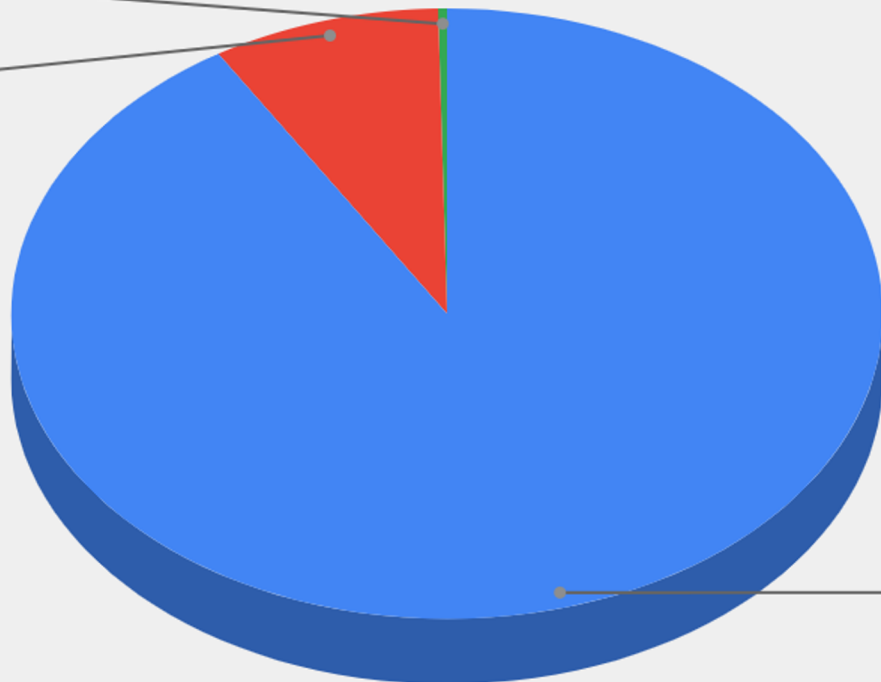
District Offender Types

Offender = Other

0.3%

Offender = Staff

8.5%



Offender = Student

91.2%



¿Dónde están ocurriendo los incidentes?

- Pasillos
- Aulas
- Afuera/Receso
- Autobús escolar
- Eventos/Actividades
- Dispositivos



¿Qué respuesta está teniendo lugar?

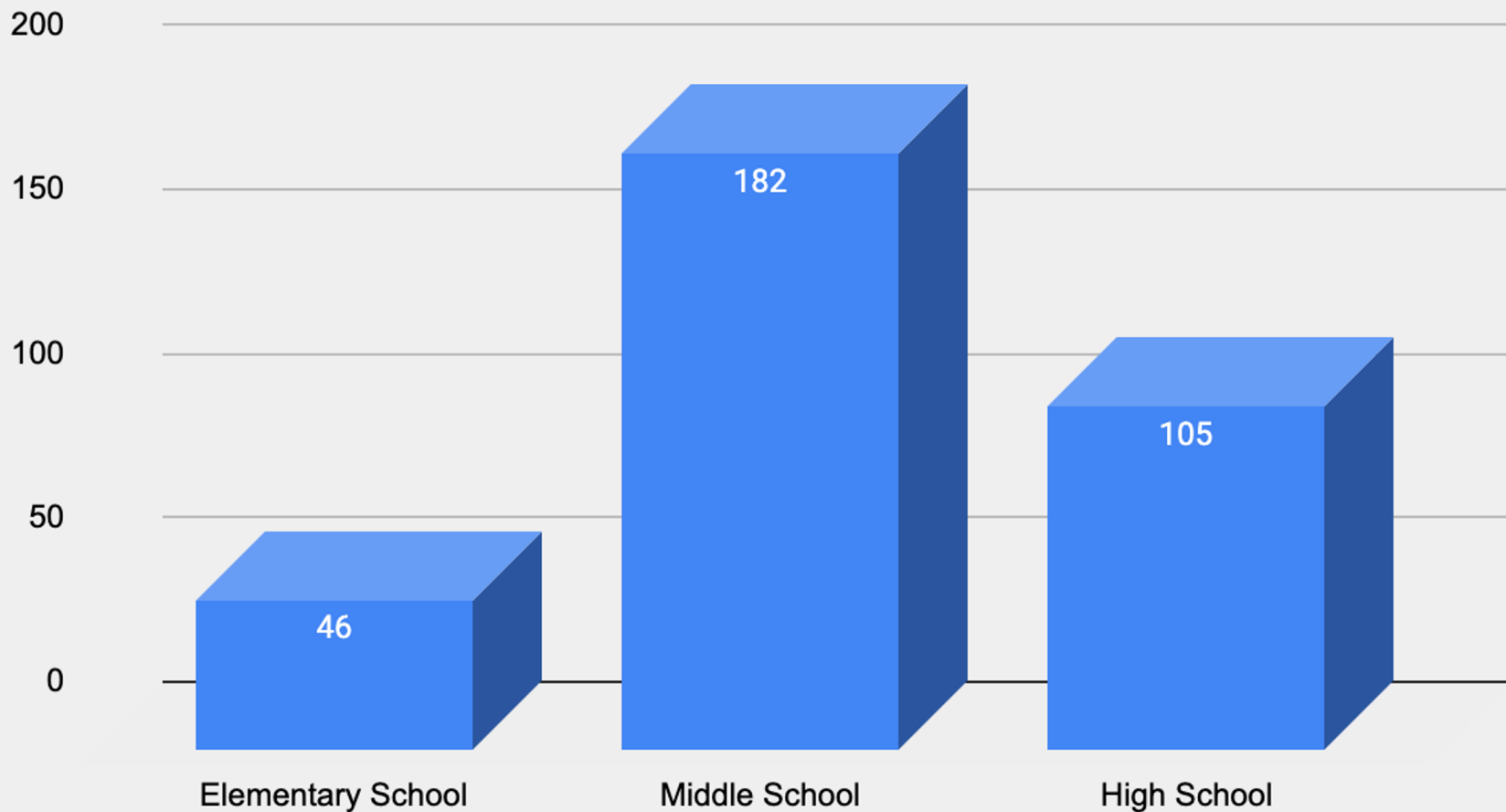
- Soporte inmediato para los agraviados (basado en la relación)
- Investigación compasiva y exhaustiva
- Comunicación familiar y asociación
- Suspensión (dentro o fuera de la escuela)
- Pérdida de privilegios (sociales o extracurriculares)
- Educación y reflexión (infractor, espectadores)
- Prácticas reparadoras y restauradoras



**¿Cuántos incidentes de
prejuicio se han sido reportados
este semestre, por nivel?**



Bias Reports Submitted by Level

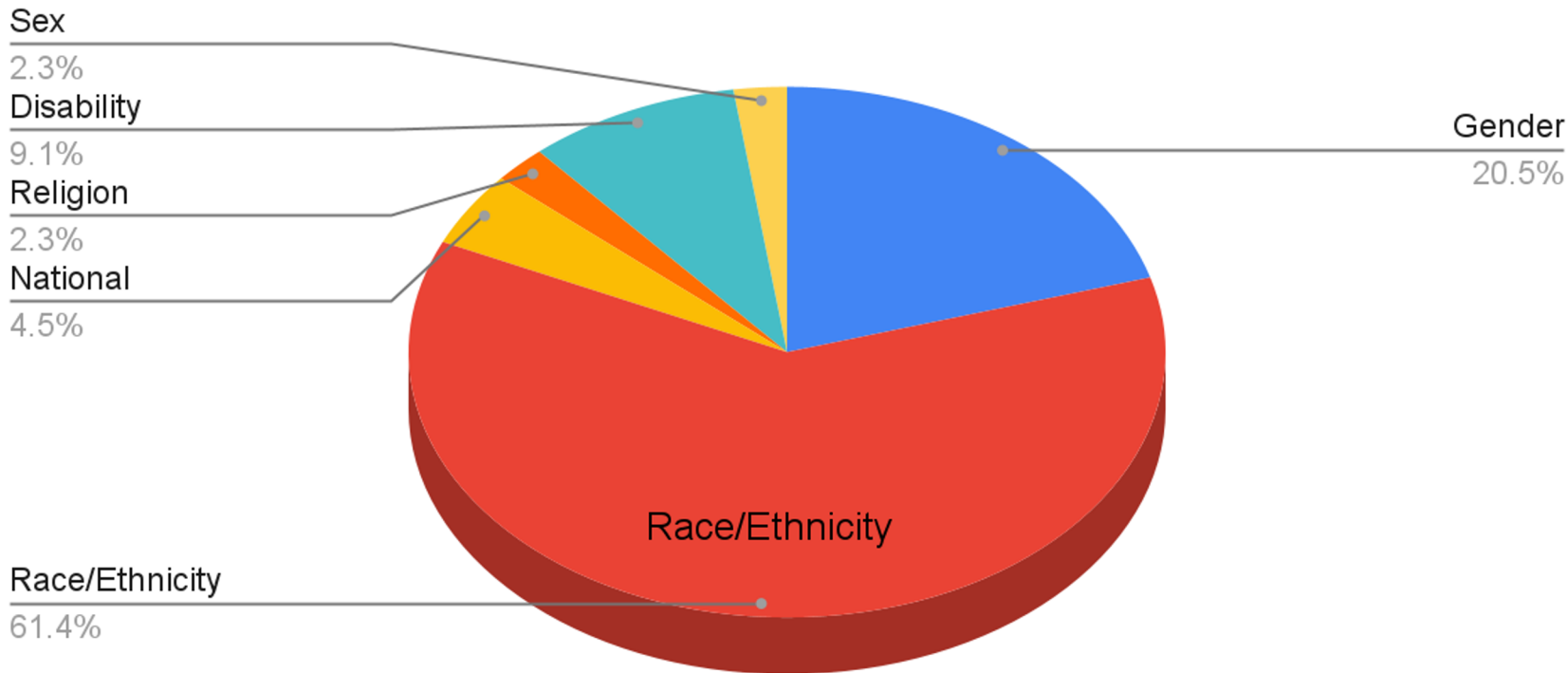


¿Qué tipos de incidentes se han reportado, por nivel?



Elementary Bias Report Breakdown

Some Forms Reported Multiple Responses



Middle School Bias Report Breakdown

Some Forms Reported Multiple Responses

Sex

3.4%

Disability

4.0%

Religion

2.3%

Native Language

2.8%

National Origin/Citizen...

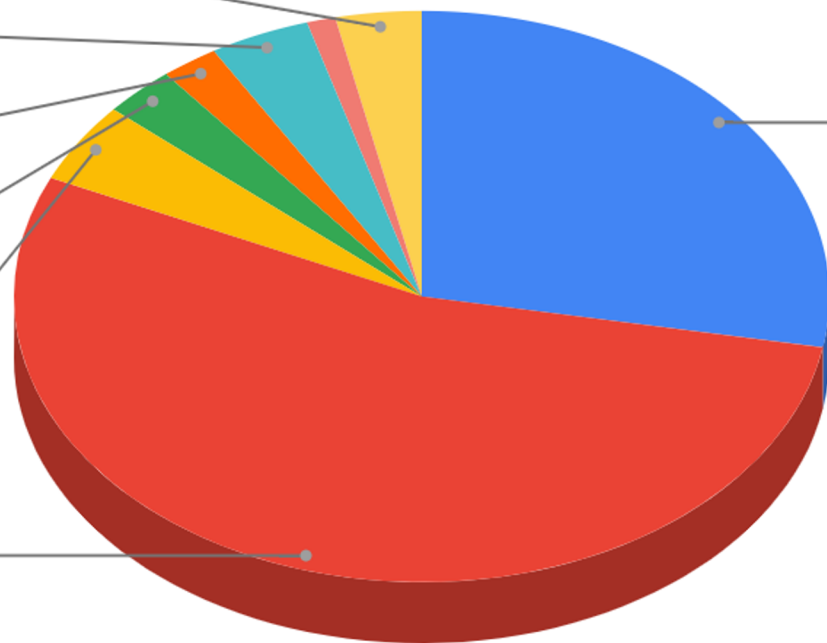
4.5%

Race/Ethnicity

54.0%

Gender Identity/Exres...

27.8%



High School Bias Report Breakdown

Some Forms Reported Multiple Responses

Sex

1.8%

Age

2.7%

Disability

8.0%

Religion

5.4%

Native Language

2.7%

National Origin/Citizen...

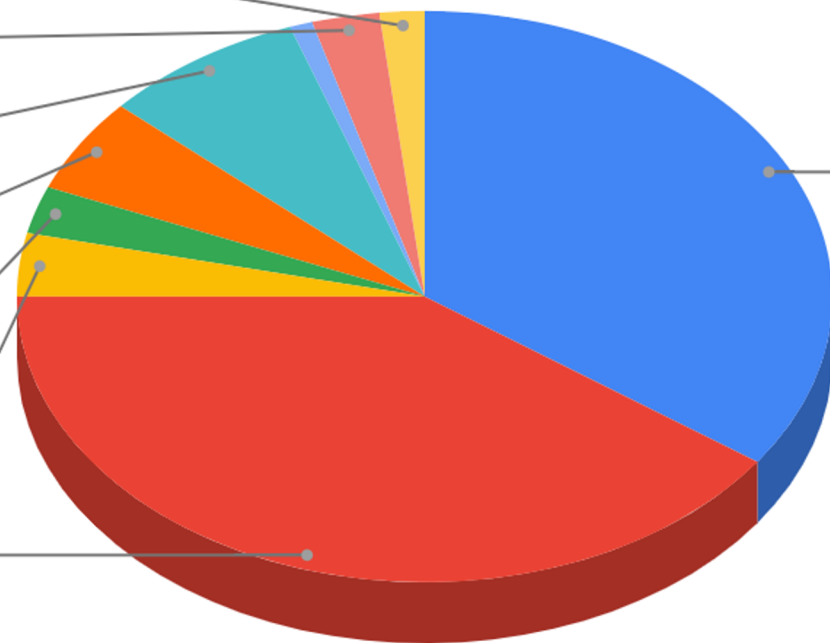
3.6%

Race/Ethnicity

40.2%

Gender Identity/Exres...

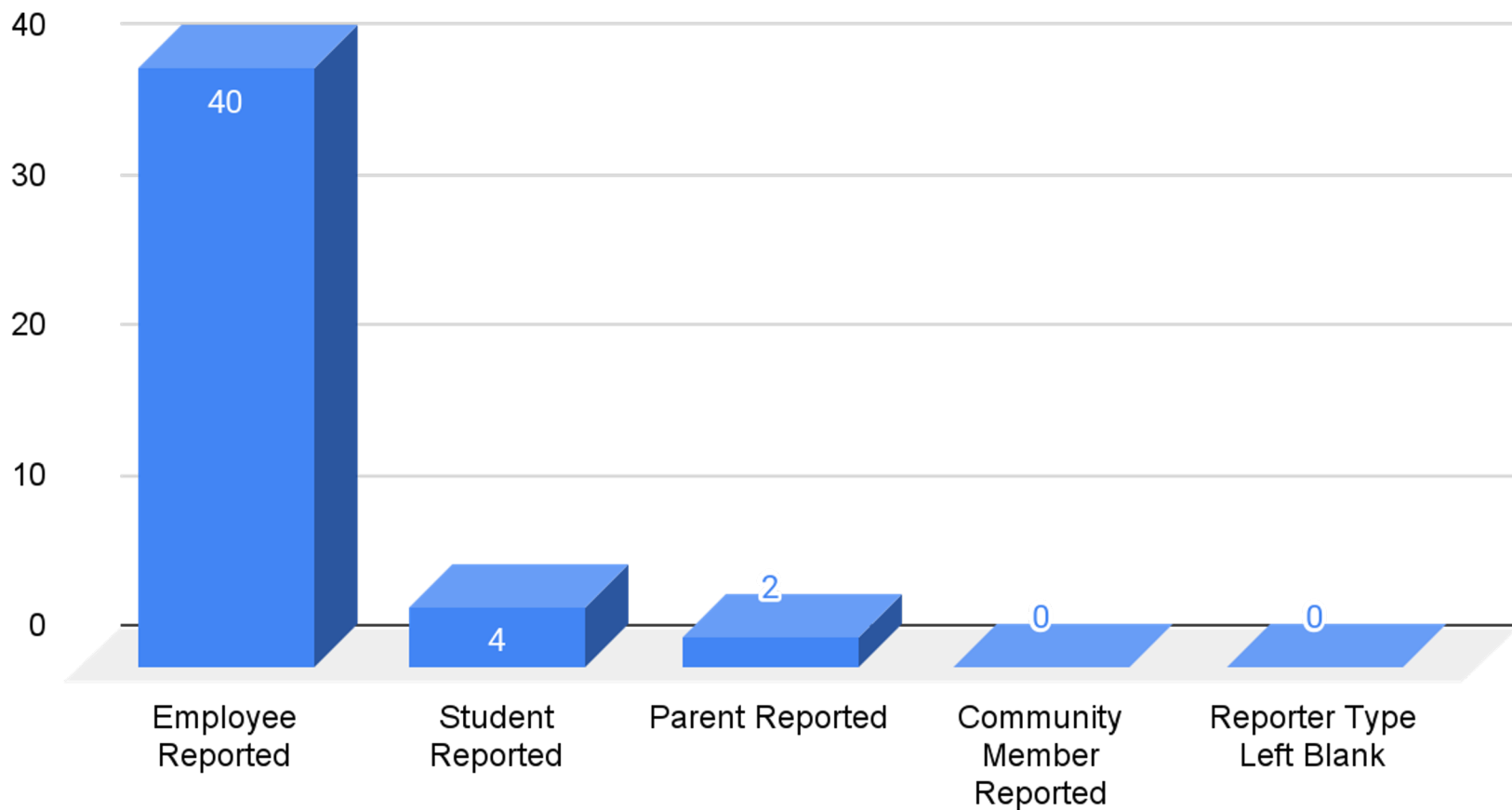
34.8%



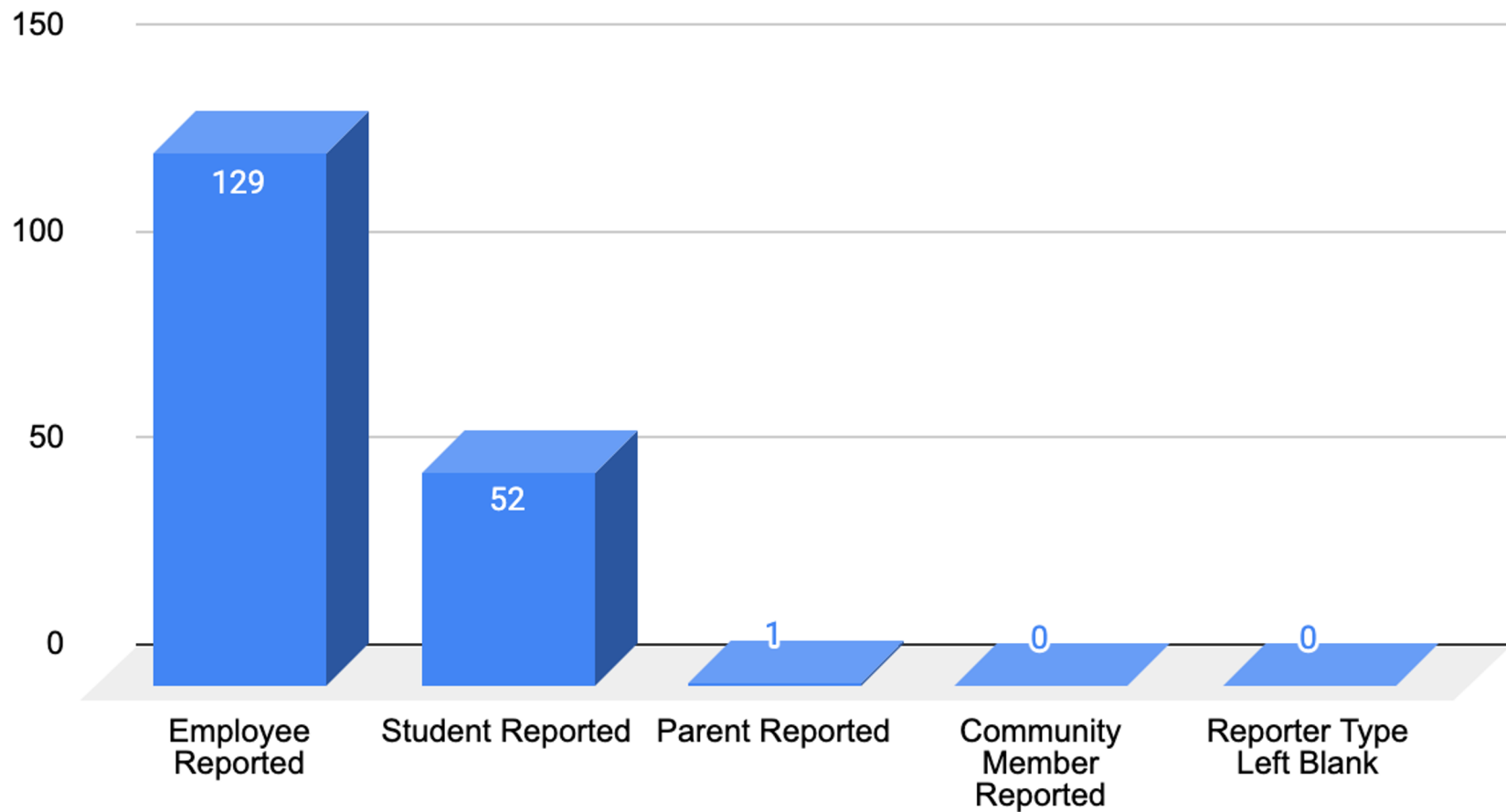
¿Qué tipos de incidentes se han reportado, por nivel?



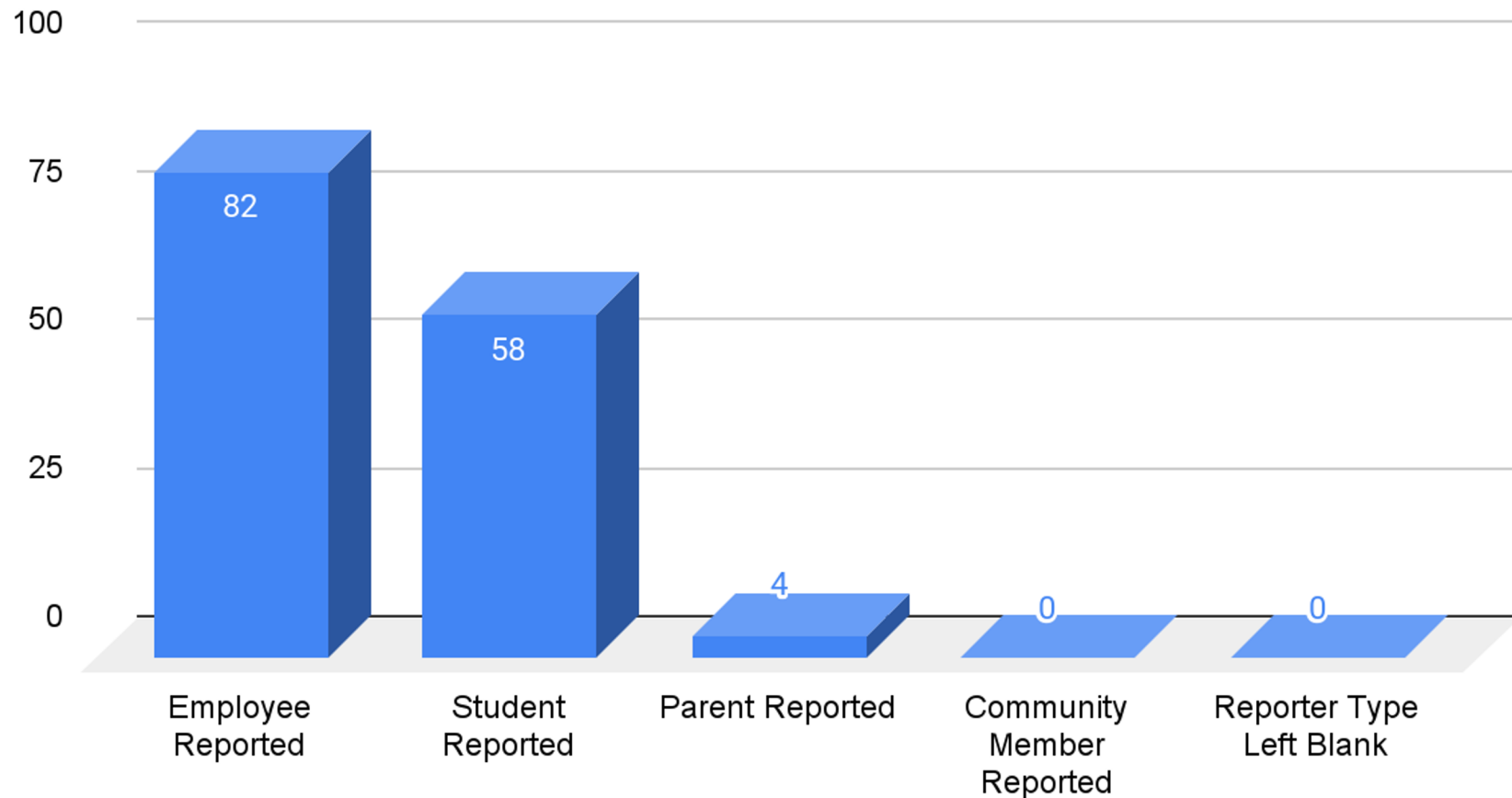
Elementary Reporter Type



Middle School Reporter Type



High School Reporter Type



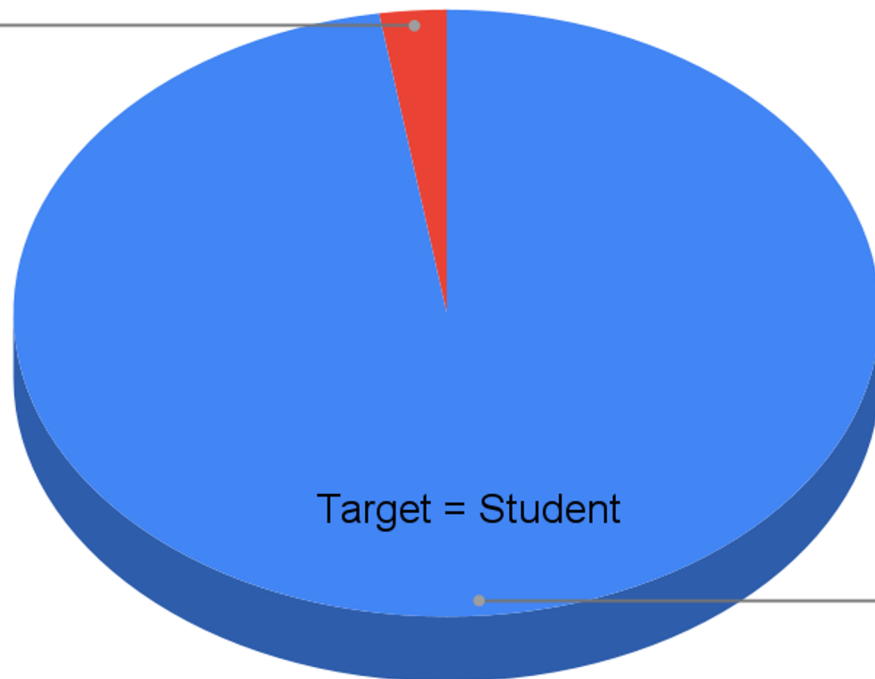
¿Quiénes son los agraviados, por nivel?



Elementary Target Type

Target = Staff

2.5%



Target = Student

Target = Student

97.5%



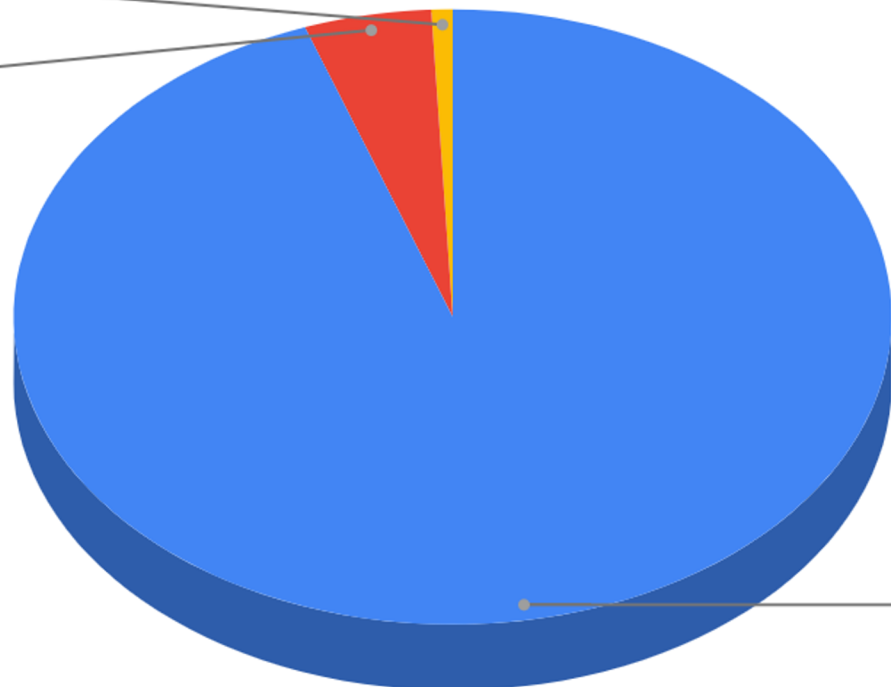
Middle School Target Type

Target = Family

0.8%

Target = Staff

4.7%



Target = Student

94.5%



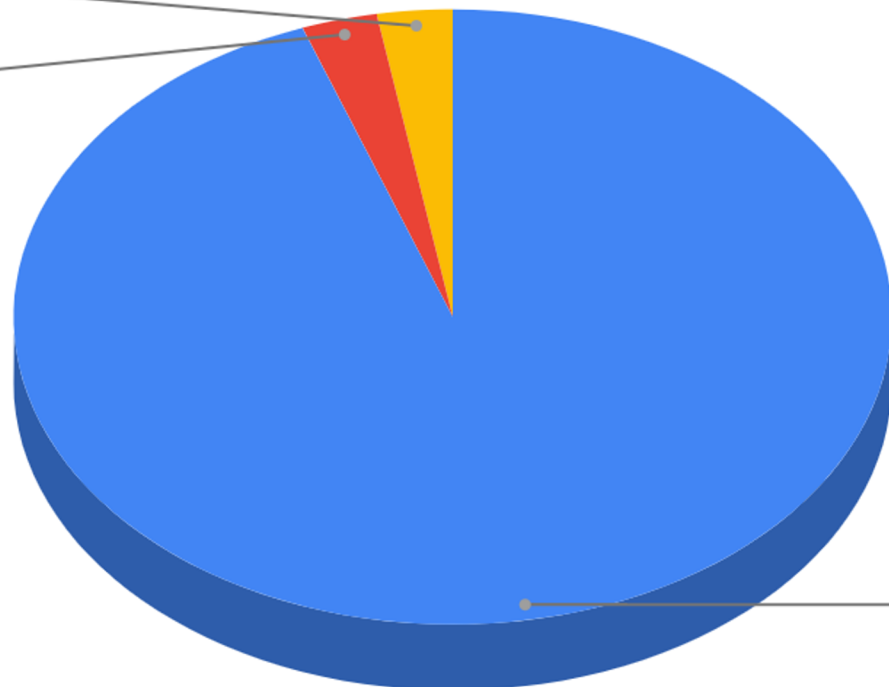
High School Target Type

Target = Family

2.8%

Target = Staff

2.8%



Target = Student

94.4%



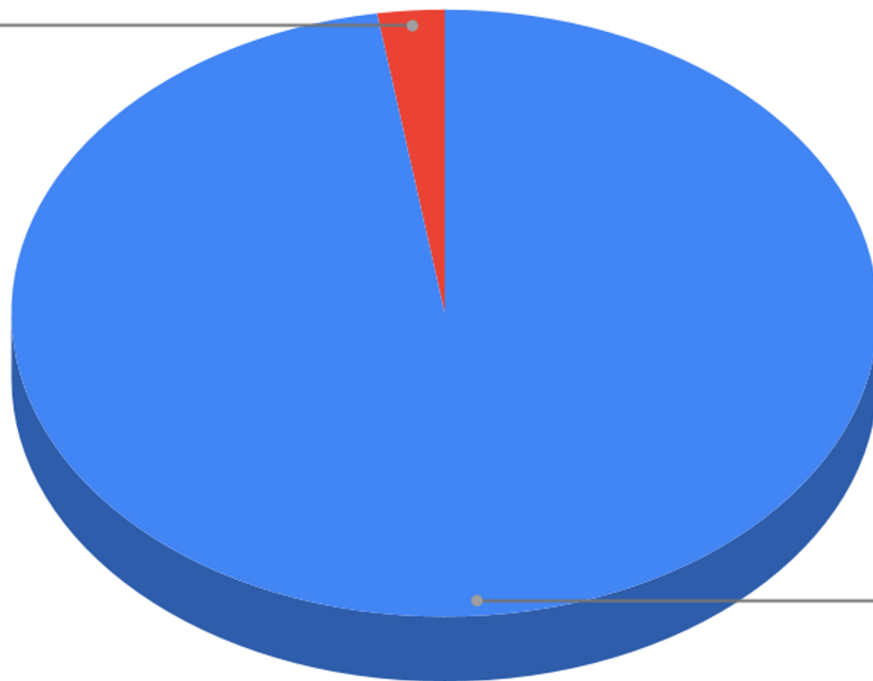
¿Quiénes son los infractores, por nivel?



Elementary Offender Type

Offender = Staff

2.5%



Offender = Student

97.5%



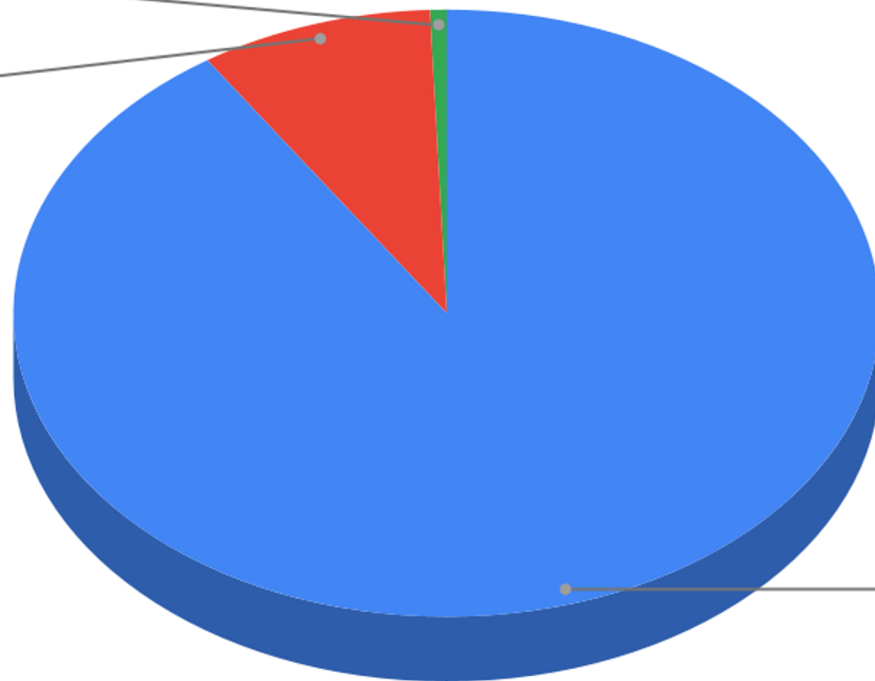
Middle School Offender Type

Offender = Other

0.6%

Offender = Staff

8.7%



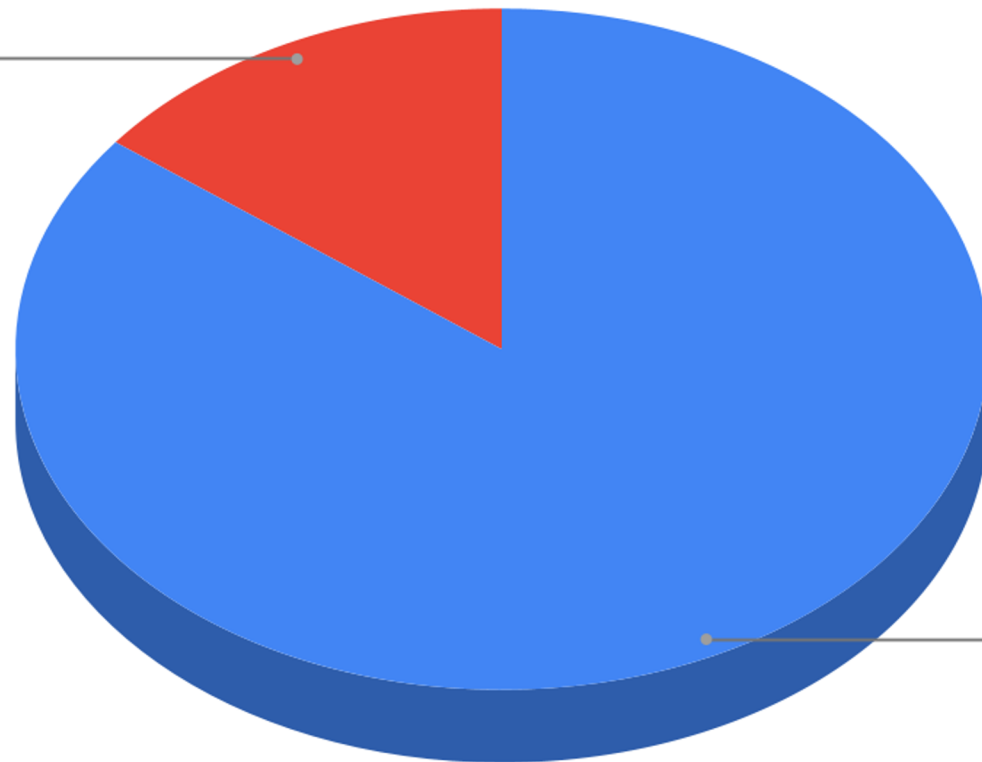
Offender = Student

90.7%



Offender = Staff

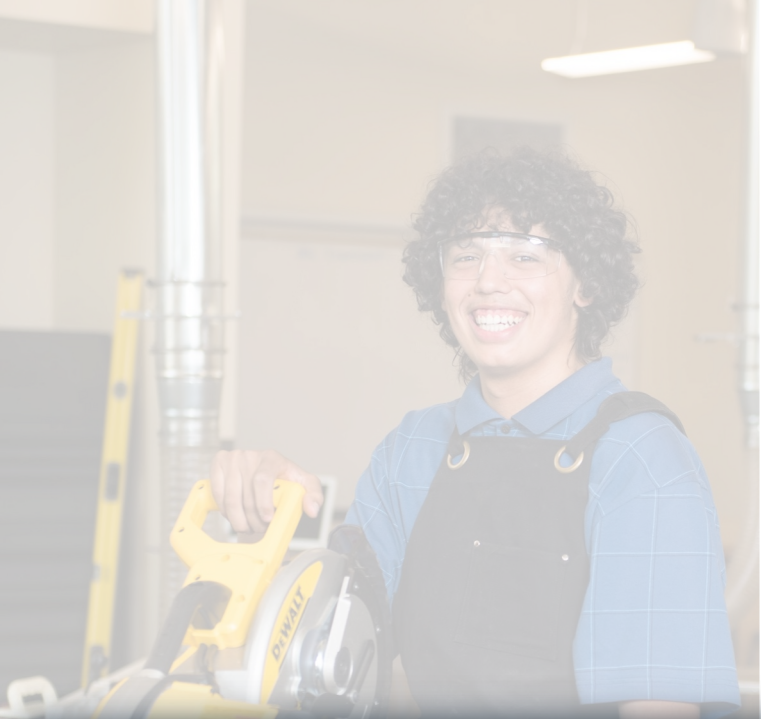
14.6%



Offender = Student

85.4%





[Página web de incidentes de prejuicio y herramienta de reportes](#)

[Postura y políticas de equidad](#)

[Contáctenos](#)



REPORT: Administrative Policies & Regulations for Review (3/14/2023)

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
GBA-AR: Veteran’s Preference	Senate Bill 184 (2021) modified ORS 408.230 to replace the use of the term ‘preference points’ with percentage points for application of a veteran’s preference during the screening, interviewing and appointing process for a public employer. The bill also added criteria in ORS 408.235 for additional circumstances for which an employer may treat an individual as a veteran or a disabled veteran.
GCBD-AP: Leaves & Absences	Total rewrite to reflect appropriate policy title as well as legally required and district practices regarding employee leaves and absences. Renamed from an administrative regulation (AR) to an administrative policy (AP). <i>Note, GCBD-AR was previously titled: Staff Responsibilities. This AR will be retitled and reviewed in April 2023.</i>
GCBDB/GDBDB-AP: Early Return to Work	Updates reflect return to work and ADA processes that are currently in place as district practice and aligns with Equal Employment Opportunity Commission guidance. Renamed from an administrative regulation (AR) to an administrative policy (AP).
GCBDD-AR: Employee Work Attendance	Recommend deletion of GCBDD-AR. Work attendance, chronic absenteeism and suspected leave abuse is addressed in collective bargaining agreements and employment contracts.
GCBDA/GDBDA-AP: Family Medical Leave	Military Family Leave Act and Oregon Military Family Leave Act (OMFLA) are included and eligibility requirements have been updated.
GCBDA/GDBDA-AR: Family Leave	New Administrative Regulation Eligibility, process and procedures for family leave are explained.
GCBDD/GDBDD-AP: Sick Time	Reviewed. No updates necessary.
JFCM-AP: Threats of Violence	Updates reflect the current practices and involvement of the School Threat Assessment Team (STAS) as well as alignment with equity focused efforts.

Feedback regarding the proposed changes will be accepted until 5:00 p.m. on March 28, 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, March 15, 2023.

BEND-LA PINE SCHOOLS

Administrative School District No. 1
Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Veteran's Preference

Section: Personnel

Code: GBA-AR

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be qualified for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be eligible for veterans' preference (see Oregon Revised Statute, ORS 408.235), a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by ORS 408.225 and OAR 839-006-0440.

As part of the job application process, an applicant claiming veteran's or disabled veteran's preference will submit: ~~as defined by ORS 408.225:~~

- A copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); or
- A certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification.
- ~~Proof of receiving a nonservice-connected pension from the U.S. Department of Veterans Affairs.~~
- A disabled veteran may ~~shall~~ also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification. ~~verifying disabled veteran status.~~

Bend-La Pine Schools is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to interview all minimally qualified veterans or disabled veterans and to hire or promote a qualified or eligible veteran or disabled veteran if the individual is ~~he or she are~~ equal to or better than the top candidate after the veteran's preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

Recruitment Process

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification of eligibility for preference in addition to other requested materials.

Selection Process

Bend-La Pine Schools will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting. Should a veteran or disabled veteran applicant not meet the minimum and any special qualifications, the applicant will be removed from the applicant pool. Should a veteran or disabled veteran applicant meet the minimum and any special qualifications, the applicant shall be given an opportunity to interview.

The district's Human Resources Department will establish a scored system aligned with Oregon's Veterans' Preference Law and will train staff members who facilitate hiring processes on how to use the scoring system. The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if the individual ~~he or she~~ scores equal to or better than the top candidate according to the screening and/or interview process after the veterans' preference has been applied.

Filing a Complaint

A veteran or disabled veteran is encouraged to contact the Human Resources Department if they have any concerns or questions regarding the application of or the process used for veterans' preference.

Complaints of GBA-AP: Equal Employment Opportunity, or this regulation have been violated shall be made in writing and submitted to the Human Resources Department. The district will use the complaint process as outlined in KL-AR: Public Complaints. A veteran or disabled veteran may also file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries ([BOLI](#)) in accordance with ORS 659A.820.

END OF POLICY

Legal Reference(s):

ORS 408.225

[OAR 839-006-0440](#)

ORS 408.230(5)

[OAR 839-006-0465](#)

ORS 408.230(2)(c)

[ORS 408.235](#)

ORS 659A.820

draft 3114123

Reviewed: 5/22/17, [3/14/2023](#)

Approved:9/2017

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Leaves & Absences

Section: Personnel

Code: GCBD-AP

Sick leave entitlement for personal illness or injury will accrue at the rate of ten (10) days each year as provided by Oregon Revised Statutes. Twelve-month employees will accrue one day per month or 12 days each year. All other employees who work less than 12 months will receive one day per month.

In accordance with state law, this leave will accumulate without limit.

The district reserves the right, after five consecutive days of absence, to require proof of personal illness or injury from all employees, including a medical examination by a physician chosen and paid for by the district. Any employee refusing to submit to such an examination or to provide other evidence as required by the district shall be subject to appropriate disciplinary action up to and including dismissal.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Other paid and unpaid leaves will be determined by the district's negotiated agreements.

Any employee who has sustained a compensable personal injury or illness and is disabled and unable to perform essential job functions, will be reemployed at such a time as a physician issues a releasing work statement explaining the type of work that is appropriate for reassignment, assuming such work is both suitable and available. Such rights of reemployment are subject to seniority rights and other restrictions of the collective bargaining agreement between the employer and the employee bargaining unit.

Sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law may result in the being placed on unpaid leave for the remainder of the school year or until the teacher's disability is removed and they are able to return to work. If the teacher is still unable to return to work the following August 1, the Board may terminate the teacher's employment, subject to state and federal laws.

All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated or on the date the staff member is placed on unpaid leave, unless the unpaid leave is in conjunction with state or federal protected leave. The staff member will be informed of their rights to remain part of the district's benefit plan at personal expense.

Sick time / leave will be tracked via the district's timekeeping and payroll systems. Accrual, usage and available balances will be made available to employees on their pay stubs. For accounting purposes, the district's leave year will match the fiscal year (July 1 – June 30).

END OF POLICY

Legal Reference(s):

ORS 332.507

ORS 342.545

ORS 342.610

ORS 695A.046

Knapp v. North Bend, 304 OR. 34 (1987)

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2012).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2012).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 1210-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2012); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Reviewed: 2007, 3/14/2023

Approved:

draft 3.14.23

recommend delete GBCD-AR / see draft rewrite of GCBD-AP

BEND-LA PINE SCHOOL DISTRICT
Administrative School District No. 1
Deschutes County, Oregon

STAFF RESPONSIBILITIES
Section: Personnel
Code GBCD-AR

1. General Responsibilities

- a. The district expects all employees to adhere to the following general principles:
 - 1) Observe the highest standards of professionalism at all times;
 - 2) Perform responsibilities in a manner consistent with the district mission;
 - 3) Fulfill responsibilities identified in the job description and performance standards;
 - 4) Comply with all laws applicable to the district;
 - 5) Comply with all policies and administrative regulations established by the District;
 - 6) Treat others with dignity and respect.

- b. District employees, as adults with responsibility for and extensive contact with students as part of their jobs, are expected to conduct themselves as appropriate role models for students. They are also expected to follow acceptable professional principles in matters of workplace and personal conduct; to accept responsibility for the appropriateness of their own conduct; and to exhibit a high degree of personal and professional integrity at all times. Examples of conduct that might be considered inappropriate includes behaviors such as theft, fighting, threats of violence, violation of the alcohol and drug policy, insubordination, falsification of records, failure to cooperate with other employees, harassing or intimidating others, and rudeness.

- c. Unsatisfactory performance, work habits, overall attitude, conduct or demeanor; violation of district policies, regulations, procedures or guidelines; or any other behavior or conduct deemed inappropriate by the district may lead to disciplinary action up to and including termination of employment in accordance with the appropriate collective bargaining agreement, policies, or procedures.

2. Health and Safety:

- a. District employees are responsible for the health and safety of students and fellow employees and shall follow emergency procedures outlined in building rules and regulations and in district policies and regulations.

- b. Generally pets are allowed on school premises when their presence is for educational purposes. Employees shall not bring their pets, nor allow pets in their work area, if the animal's presence jeopardizes the health or safety of students or staff. Steps must be taken to ascertain potential health or safety risks. When pets are brought to school the employee is responsible for attending to all physical welfare and cleanliness needs of the animal.

c. All employees shall safeguard and protect the properties of the district. Windows and doors shall be properly secured before leaving any district building at any time outside of regular business hours.

3. Supervision of Children:

a. School employees are responsible for the control and supervision of all students who are involved in school or school functions. Teachers are directly responsible for proper control and supervision of students within the classroom, the school building or at any authorized function of the school. Classified personnel shall be responsible for such control and supervision of students in non-instructional situations as may be required by the job description or assigned to them by the building principal.

b. Collective bargaining agreements with the licensed and classified staff allow employees to enroll their own children in the school where they work. When this option is exercised it is expected that the employee's children will follow all general rules of the school and not be granted special privileges other than attendance.

c. The district understands that upon occasion employees, as parents, may have need for their children to be with them in the workplace on a short-term temporary basis. Likewise, when an employee is working during off-duty hours, it may be necessary for their child to accompany them. When this occurs employees are expected to assure that the child is not disrupting them or other employees in completing job responsibilities, while assuring the child is under supervision at all times.

4. Confidentiality:

a. Employees shall not involve students or discuss with students any personal employment dispute that the employee may have with the district or a supervisor, including any dispute about rate of pay, evaluation, disciplinary matter or continuation of employment. Nor shall any employee discuss with students or involve students in any matter regarding a collective bargaining dispute or grievance (except as students are called as witnessed in a grievance matter where they can furnish first hand testimony essential for either party). Students with questions concerning an employee's personal employment situation or issues in a local collective bargaining dispute should be referred to the building principal.

b. Employees shall not disclose to unauthorized persons any confidential information which the employee has received in the course of employment with the district, including personal (non-directory) information about students and other staff members.

c. Employees shall not use for non-school purposes or furnish any list of names of students, employees or patrons involved with the school to any individual, group or company without the advance approval of the superintendent or designee and consistent with Board policy, JOB - Personally Identifiable Information.

5. Undo Influence:

Students shall not be manipulated, or unduly pressured or used in any manner by an employee of the district for purposes that would result in personal or financial gain for that employee or would further the employee's political, religious or social beliefs or goals.

DATED: 3/12/2001

AMENDED/REVIEWED: 3/12/2001

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Family Medical Leave

Section: [Personnel Required Policies](#)

Code: GCBDA/GDBDA-AP

When applicable, the district will comply with the ~~all~~ provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for fiscal year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009, and other applicable provisions of Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA, the employee ~~federal law, he/she~~ must have been employed by the district for at least 12 months and have worked at least 1,250 hours during the past 12-month period.

In order for an employee to be eligible for the benefits under OFLA ~~state law~~, the employee must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. For parental leave purposes, ~~however~~, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 659A.093](#)

[ORS 659A.15- to – 695A.186](#)

[ORS 342.545](#)

[ORS 659A.096](#)

[ORS 695A.090](#)

[ORS 659A.099](#)

[OAR 839-009-0200 to -0320](#)

~~[ORS 659A.150 – 659A.186](#)~~

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2008).

National Defense Authorization Act of 2008, Public Law 110-181, Section 585(a).

[Americans with Disabilities Act Amendments Act of 2008.](#)

[National Defense Authorization Act for Fiscal Year 2010, Public Law 111-84, § 565.](#)

[Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 \(9th Cir. 2014\).](#)

Reviewed: 1/2007, [3/14/2023](#)

Approved: 1/2007

draft 3/14/23

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE REGULATION

Name: Family Medical Leave

Section: Personnel

Code: GCBDA/GDBDA-AR

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee of a covered employer is eligible to take leave for purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the covered employer, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the covered employer within 180 days of separation from employment;or

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

2. Is eligible to take OFLA leave:

- a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
- b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for a covered employer prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the employer within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public-school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):

² Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

- a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
 4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee's child. For OFLA, sick child leave includes absence to care for an employee's child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
4. Bereavement Leave: leave related to the death of a covered family member.⁵

³ "Closure" for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child.

With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:

a. For the purposes of FMLA, "family member" means:

- (1) Spouse⁶;
- (2) Parent;
- (3) Child; or
- (4) Persons who are "in loco parentis"

b. For the purposes of OFLA, "family member" means:

- (1) Spouse;
- (2) Registered, same-gender domestic partner;
- (3) Parent;
- (4) Parent-in-law;
- (5) Parent of employee's registered, same-gender domestic partner;
- (6) Child;
- (7) Child of employee's registered, same-gender domestic partner;
- (8) Grandchild;
- (9) Grandparent; or
- (10) Persons who are "in loco parentis"

2. Child:

- a. For the purposes of FMLA, "child" means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's son or daughter on covered active duty regardless of that child's age.
- c. For the purposes of OFLA, "child" means a biological, adopted, foster child or stepchild of the employee, the child of the employee's same-gender domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis".
- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee,

⁶ "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

- b. For the purposes of OFLA, "in loco parentis" means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, "next of kin" means the nearest blood relative other than the servicemember's spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, "covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, "covered veteran" means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

For OFLA a public health emergency means;

- a. A public health emergency declared under ORS 433.441.
- b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period, the district will use a "rolling" 12-month period measured backward from the date the employee uses any family and medical leave. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period⁷. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, an eligible employee is entitled to an additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave the employee has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁹

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁰. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹¹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but

⁷ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

⁸ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

¹⁰ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides who do not have as their principal job actual teaching or instructing, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee's own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:

- (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
- (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period as established by Board policy(ies) and/or collective bargaining agreements).

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information.

Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other employer's policy provide otherwise.¹² The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the

¹² See also ORS 342.934(4)(d) in reduction force situations.

eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

The district may require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, other than to care for a child who requires home care due to the closure of the child's school or childcare provider as a result of a public health emergency. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.

2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all district schools and facility offices and the district office. Additional information may be obtained by contacting the Human Resources Department.

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA¹³ and OFLA¹⁴ leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

draft

Reviewed: [3/14/2023](#)

Approved:

¹³ Poster available at <https://www.dol.gov/agencies/whd/fmla/posters>.

¹⁴ Poster available at <https://www.oregon.gov/boli/employers/pages/required-worksite-postings.aspx>.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY REGULATION

Name: Early Return to Work

Section: Personnel

Code: GCBDB/GDBDB-AP AR

Efforts will be made, on a case-by-case basis to return employees to work after an illness or injury. Returns will be within the requirements of the injury, the limitation of the law and the limitations of the district.

In the event the employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light duty assignment, restructuring of a position ~~the job~~ to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in ~~their~~ ~~his/her~~ current position ~~job~~, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. ~~If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the district may provide temporary unpaid leave as an accommodation in accordance with state and federal law. If no other assignment is possible, the district will provide unpaid leave if recovery is ongoing and sick leave is exhausted. Unpaid leave will be provided in accordance with Oregon law.~~

The district will maintain current job descriptions for each position ~~category~~. Physical requirements for appropriate job categories will be established.

The ~~Human Resources~~ ~~personnel services~~ department will develop procedures necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 695A.043

ORS 659A.046

OAR 436-110-0003 to -0900

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

Reviewed: 2007, 3/14/2023

Approved:

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

recommend delete

EMPLOYEE WORK ATTENDANCE

Regular attendance will be a factor to be considered as a part of each employee's annual evaluation.

Absence will be considered chronic whenever the total number of absences within a six-month period (exclusive of non-contract time personal leave) exceeds ten days or if an unacceptable pattern emerges.

If chronic absence, as defined above, occurs and is not corrected, the district may take disciplinary action, up to and including termination.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Sick Time

Section: Personnel

Code: GCBDD/GDBDD-AP

“Employee” means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

“Family member” has the same meaning as the term “family member” is defined in the Oregon Family Leave Act (OFLA) at ORS 659A.150 (2015).

“School year” means the one-year period between July 1 of one year to June 30 of the following year.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district subject to the terms and conditions outlined below.

Category One Employees

1. Category One employees are employed licensed teachers.
2. Category One employees will be front-loaded paid sick time of 56 hours at the beginning of each school year.
3. Category One employees must use sick time in increments of four (4) hours. Category One employees may only use sick time for the employee’s or a family member’s mental or physical illness, injury or health condition or need for preventative care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.
4. Category One employees may not carry over any sick time from one school year to the subsequent school year.

Category Two Employees

1. Category Two employees include all other non-licensed teacher employees of the District who are not Category One employees; including classified, confidential, licensed administrators, unlicensed administrators, coaches, supervisors, seasonal employees and substitutes.
2. Category Two employees will be front-loaded paid sick time of 40 hours at the beginning of each school year.
3. Category Two employees must use sick time in hourly increments. Category Two employees may only use sick time for the employee’s or a family member’s mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition, or need for preventative care, or for reasons consistent with the FMLA or OFLA. Sick time may also be used in the event of a public health emergency.
4. Category Two employees will not carry over any sick time from one school year to the subsequent school year.

General Provisions

1. When the reason for use of sick time by an employee is consistent with FMLA/OFLA leave, the FMLA/OFLA leave will run concurrently with the sick time. When the reason for use of sick time by an employee is consistent with other applicable paid leave available to the employee (including, without limitation, sick leave and bereavement leave), sick time will run concurrently with such leave.
2. If the reason for sick time is a foreseeable absence, the district will require the employee to provide advance notice of their intention to use sick time within 10 days of the requested sick time, or as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall make a reasonable effort, in conjunction with the employee's immediate supervisor, to schedule the sick time in a manner that does not unduly disrupt the operations of the district (*i.e.*, grading deadlines, in-service training, mandatory meetings).
3. If the reason for use of sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district as soon as practicable.
4. The district reserves the right after five (5) consecutive days of absence to require proof of personal illness or injury from the employee, including a medical examination by a physician chosen and paid for by the district. An employee refusing to submit to such an examination or to provide other evidence as required by the district will be subject to appropriate disciplinary action, up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)
[ORS 342.610](#)
[ORS 659A.150 to -659A.186](#)
SB 454 (2015)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).

Americans with Disabilities Act Amendments Act of 2008.

Reviewed: 5/2/16, 12/6/17, 3/14/23*

Approved: 5/9/16, 12/11/17, 3/14/23*

* reviewed / no updates necessary

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Threats of Violence

Section: Students

Code: JFCM-AP

Bend-La Pine Schools and the Board of Directors are committed to promoting healthy relationships and safe learning environments. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school property shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a district employee ~~teacher, counselor or administrator~~ regarding any information or knowledge relevant to conduct prohibited by this policy. Parents/guardians, and others will be encouraged to report such information to the district. District staff employees shall immediately notify an administrator of any threat, threatening behavior or act of violence they have ~~s/he has~~ knowledge of, ~~have has~~-witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The principal or designee shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as described in JFCJ-BP: Weapons in Schools, ~~(defined in JFCJ)~~ as prohibited by state, and federal law and Board policy.

Bend-La Pine Schools shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

Principals and their designees shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school or district property;
2. Placing the student in a setting where the behavior will receive immediate attention from a building administrator or appropriate Bend-La Pine Schools employee. ~~, counselor, licensed mental health professional or others;~~
3. Activating the School Threat Assessment Team (STAS) to evaluate the level of risk posed by the student and determine next steps as recommended by the STAS team.
4. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting. A student who is removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal or designee is able to show good cause that an evaluation could not be completed in that time period.

The principal, or designee, shall attempt to notify: ~~ensure notification is provided to:~~

- ~~1. The parent/guardian of any student in violation of this policy and the disciplinary action imposed;~~
2. The parent/guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list or when threats of violence or harm to the student are made by another student at school;

3. Any ~~district school~~-employee whose name appears on a targeted list ~~at school~~ threatening violence or harm to the district employee, and when threats of violence or harm are made by a student or others ~~at school~~.

Notification to the above shall be attempted by telephone or in person, ~~by the principal or designee~~, within 12 hours of discovery of a targeted list or learning of a threat. Regardless, ~~the principal or designee shall issue~~ a written follow-up notification ~~shall be sent~~ within 24 hours of discovery of a targeted list or learning of a threat.

The principal ~~or designee~~ will provide necessary information regarding threats of violence to law enforcement, child protective services and health-care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, ~~the principal or designee he/she~~ may provide such information to other ~~district school~~ officials ~~and/or employees, including teachers, within the district~~ or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district, or person participating in good faith making the notification required by ORS 39.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by law and this policy shall be provided by the district.

As a part of the district's proactive safety efforts, the superintendent, ~~or designee~~, will plan staff development activities ~~designated to alert staff to early warning signs~~ to educate staff about possible signs of ~~possible~~ violent ~~student~~ behavior. Students so identified shall be referred to ~~the school-level STAS team~~, a counselor, ~~and/or~~ licensed mental health professional ~~and/or multidisciplinary team~~ for evaluation and follow-up as appropriate.

The district is committed to partnering with such students, their families, and their mental health providers to continue to provide appropriate support and resources.

END OF POLICY

Legal References:

ORS 161.015	OAR 581-021-0050 to -021-0075
ORS 166.210-166.370	OAR 581-053-0010(5)
ORS 332.107	OAR 581-053-0015(7)(k)
ORS 339.115	OAR 581-053-0545(4)(c), (w)
ORS 339.240	OAR 581-053-0550(5)(v)
ORS 339.250	OAR 581-053-0230(9)(k)
ORS 339.260	OAR 581-053-0330(1)(r)
ORS 339.327	OAR 581-053-0430(17)
ORS 809.060	OAR 581-053-0531(16)
ORS 809.260	OAR 581-053-0630

Gun-Free School Zones Act of 1990, 18 U.S.C. 921(a)(25)-(26), 922(q)(2018 ~~2006~~)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400-1427 (2018 ~~2006~~)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (2018 ~~2006~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019 ~~2008~~).

Reviewed: 4/14/09, 8/19/14, 3/14/23
Approved: 4/28/09, 9/9/14

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