

# Integrated Guidance Application Template **(PROPOSED)**



## **Applicant:**

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

## **Contact Information:**

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## **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"> <li>5. Translation/Interpretation services are increasing in both overall usage and in a variety of formats to support access for families and students.</li> <li>6. Expanding multilingual programming (Dual Immersion offered at additional schools)</li> <li>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</li> </ol>
<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"> <li>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)</li> <li>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</li> <li>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</li> <li>4. Core instruction that is accessible to language learners – in response, we are directing funds towards 6.5 ELL teachers</li> </ol>

<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"> <li>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.</li> <li>2. Adaptations and support services that help to ensure access and equity for all students within our program</li> <li>3. Address the common goals of the 6 Integrated Plan initiatives</li> </ol>
<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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<b>CTE FOCUS</b>	
<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 8<sup>th</sup> 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.

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)

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.

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.

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.

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.

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?

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>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"> <li>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.</li> <li>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.</li> </ol>

	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<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>

<b>CTE Focus: new CTE Programs of Study to be developed</b>	
<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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Monitor and assess outcomes: This includes tracking student progress, gathering feedback from employers, and analyzing data to identify areas for improvement.</li> <li>6. Evaluate and refine the program: This includes using data and feedback to make improvements and adjustments to the program as needed.</li> </ol> <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>



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.

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:

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.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

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>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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<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. We are developing an Education pathway that will lead to a new Program of Study and the District got a recent welding grant to upgrade the Bend HS metals shop.</p>

**Engaged Community (max of 250 words per question):** who was engaged, how were they engaged, artifacts, where on the spectrum

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?

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 *YouthTruth* 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.

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:

- 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 data from listening sessions and shape investments.
- Using logistical and communications support by High Desert ESD and our District
- ongoing review of systems of engagement and barriers

What relationships and/or partnerships will you cultivate to improve future engagement?

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>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"> <li><input checked="" type="checkbox"/> Students of color</li> <li><input checked="" type="checkbox"/> Students with disabilities</li> <li><input checked="" type="checkbox"/> Students who are emerging bilinguals</li> <li><input checked="" type="checkbox"/> Students who identify as LGBTQ2SIA+</li> <li><input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care</li> <li><input checked="" type="checkbox"/> Families of students of color</li> <li><input checked="" type="checkbox"/> Families of students with disabilities</li> <li><input checked="" type="checkbox"/> Families of students who are emerging bilinguals</li> <li><input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care</li> <li><input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.)</li> </ul>

	<p>Classified staff (paraprofessionals, bus drivers, office support, etc.)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)</li> <li><input checked="" type="checkbox"/> Tribal members (adults and youth)</li> <li><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.)</li> <li><input checked="" type="checkbox"/> Business community</li> <li><input checked="" type="checkbox"/> Regional Educator Networks (RENs)</li> <li><input checked="" type="checkbox"/> Local Community College Deans and Instructors; Local university deans and instructors</li> <li><input checked="" type="checkbox"/> Migrant Education and McKinney-Vento Coordinators</li> <li><input checked="" type="checkbox"/> Local Workforce Development and/or Chamber of Commerce CTE Regional Coordinators</li> <li><input checked="" type="checkbox"/> Regional STEM/ Early Learning Hubs</li> <li><input checked="" type="checkbox"/> Vocational Rehabilitation and pre Employment Service Staff</li> <li><input checked="" type="checkbox"/> Justice Involved Youth</li> <li><input checked="" type="checkbox"/> Community leaders</li> <li><input checked="" type="checkbox"/> Other: ____</li> </ul>
<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"> <li><input checked="" type="checkbox"/> Survey(s) or other engagement applications (i.e. Thought Exchange)</li> <li><input checked="" type="checkbox"/> In-person forum(s)</li> <li><input checked="" type="checkbox"/> Focus group(s)</li> <li><input checked="" type="checkbox"/> Roundtable discussion</li> <li><input checked="" type="checkbox"/> Community group meeting</li> <li><input checked="" type="checkbox"/> Collaborative design or strategy session(s)</li> <li><input checked="" type="checkbox"/> Community-driven planning or initiative(s)</li> <li><input checked="" type="checkbox"/> Website</li> <li><input checked="" type="checkbox"/> CTE Consortia meeting</li> <li><input checked="" type="checkbox"/> Email messages</li> <li><input checked="" type="checkbox"/> Newsletters</li> <li><input checked="" type="checkbox"/> Social media</li> <li><input checked="" type="checkbox"/> School board meeting</li> <li><input checked="" type="checkbox"/> Partnering with unions</li> <li><input checked="" type="checkbox"/> Partnering with community-based partners</li> <li><input checked="" type="checkbox"/> Partnering with faith-based organizations</li> <li><input checked="" type="checkbox"/> Partnering with business</li> <li><input checked="" type="checkbox"/> Other ____</li> </ul>

<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"> <li>1. Spreadsheet showing all the dates and groups for community conversations (plus Note taking Form template)</li> <li>2. Qualitative summary from community conversations (Better Together)</li> <li>3. Staff survey data from Learning Leadership Council meeting</li> <li>4. Student survey data from Youth Truth</li> <li>5. Parent survey data from Youth Truth</li> </ol>
<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 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,</p>

	<p>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"> <li>• 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.</li> <li>• 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.</li> <li>• Middle and high school students rated the level of academic 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.</li> <li>• 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.</li> <li>• School staff indicated the need for more/higher quality professional development and support.</li> <li>• A new theme that emerged this year from students and families: they strongly support more school focus on “adulting” – defined as support for students in how to navigate in the world beyond K-12 education and living at</li> </ul>

	<p>home (doing taxes, renting an apartment)</p> <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>
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**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>
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<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>
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**Strengthened Systems and Capacity (max of 250 words per question):** whole system success, shared responsibility and accountability

<p>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?</p>	<p>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.</p> <p>Working with the Central Oregon REN, the District has participated in the regional “Grow Your Own” efforts for the</p>
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	<p>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.</p> <p>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.</p> <p>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.</p>
<p>What processes are in place to identify and address any disparities that result in students of color, students experiencing 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>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 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</p>

	<p>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. 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><b>Academics</b></p> <p><i>Tier 1 Students</i> 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.</p> <p><i>Tier 2 and 3 Students</i> 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.</p>

	<p><b>Attendance</b></p> <p><i>Tier 1 Students</i> 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.</p> <p><i>Tier 2 and 3 Students</i> 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.</p> <p><b>Culture and Climate</b></p> <p><i>Tier 1 Students</i> 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.</p> <p><i>Tier 2 and 3 Students</i> 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.</p>
<p>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?</p>	<p>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.</p> <p>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.</p>

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.*