

Bend-La Pine Schools School Board Work Session Meeting Agenda

April 26, 2022, 5:30 PM

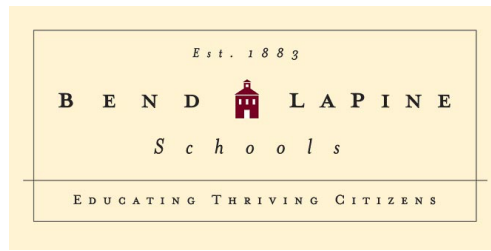
Location:

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

1.	<u>Call to Order</u>	Speaker(s): Chair Barnes Dholakia	
2.	<u>Pledge of Allegiance</u>	Speaker(s): Chair Barnes Dholakia	
3.	<u>Review of Agenda</u>	Speaker(s): Chair Barnes Dholakia Description: Any changes to the Agenda after posting on April 22, 2022, are shown below. Attachments:	<u>3</u>
4.26.22 - Agenda de la Sesión de Trabajo de Directorio 26 de abril de 2022			3
4.	<u>Report</u>		
A.	ELA Adoption	Speaker(s): Julie Walker, Elementary Director Curriculum, Instruction, and Systems Description: Foundational Skills Materials Attachments:	4
Executive Summary: Foundational Skills Adoption			4
Presentation: Foundational Skills Adoption 2022			5
Presentación: Adopción de habilidades fundamentales 2022 - Español			31
B.	Executive Limitation 3 (EL-3): Treatment of Students, Parents/Guardians & the Public	Speaker(s): Deputy Superintendent Nordquist Description: Annual Report on major accomplishments and upcoming priorities. Attachments:	57
Executive Summary: EL-3 2021			57
EL-3 Treatment of Students, Parents/Guardians and the Public 2021 Report			59
5.	<u>Work Session</u>	Description: The Board will focus on key Board work and initiatives.	
A.	YouthTruth Survey Results	Speaker(s): Dave VanLoo, Director of School Improvement Attachments:	68
Presentation: Youth Truth Survey 2022			68
Board Workshop Questions and Notes Handout April 2022			87
Presentación: Encuesta de Verdad Juvenil 2022			
6.	<u>Board Comments</u>	Description: An opportunity for board members to provide comments or reflections.	

7. **Adjourn**

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 10, 2022.



Escuelas de Bend-La Pine Agenda de la Sesión Laboral de la Mesa Directiva

Abril 26, 2022, 5:30 PM

Sitio:

Centro Educativo, Sala de Juntas #314
520 NW Wall Street
Bend, OR 97703

1. Llamada al Orden
2. Juramento a la Bandera
3. Resumen de la Agenda
4. Informe
 - A. Adopción de ELA
Orador(es): Julie Walker, Directora del Currículo de Primaria, Instrucción, y Sistemas
Descripción: Materiales para Habilidades Fundamentales
 - B. Limitación Ejecutiva 3 (EL-3): Tratamiento de Students, Padres/Tutores Legales & el Público
Orador(es): Superintendente Adjunta Nordquist
Descripción: Informe Anual de los logros principales y las próximas prioridades.
5. Sesión Laboral
Descripción: La Mesa se centrará en el trabajo y las iniciativas clave de la Mesa.
 - A. Resultados de la encuesta YouthTruth
Speaker(s): Dave VanLoo, Director de Mejoramiento Escolar
6. Comentarios de la Mesa
Descripción: Una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios y reflexiones.
7. Se levanta la junta
Descripción: Se levanta la junta con la próxima junta regular de la Mesa Directiva programada para el 10 de Mayo de 2022.



ACTION ITEM: K-5 Foundational Skills Curricular Materials Review and Adoption

PRESENTED BY: Julie Walker, Director of Elementary Curriculum, Instruction and Systems

EXECUTIVE SUMMARY:

It is our mission as elementary educators to ensure students read at grade-level. Currently, a persistent gap exists in grade level reading skills between historically (currently) underserved students and students who have not been historically underserved. It is our theory of action that if we commit to key instructional shifts in the teaching of reading foundational skills (phonological awareness, phonics and fluency) in K-5 classrooms, have aligned curricular materials and ensure on-going, job embedded professional learning, then students will gain key literacy skills critical to future endeavors.

The district's process has included the following steps:

- A committee of twenty-five educators, specialists and administrators was formed in November of 2021. In December of 2021, the committee participated in a series of readings on the most current research around evidence-based foundational skills instruction.
- In January of 2022, the committee conducted listening sessions with families, staff, and community members. The listening session feedback was shared with the committee and used in the development of a core beliefs document. This document was shared with staff, feedback was gathered, and revisions were made.
- In March, the committee began the process of analyzing eleven curricular materials options and selecting four curriculums for field testing and deeper analysis. Currently (April 2022) the committee is field testing and providing feedback on the options.
- Five sites were selected to stage materials for staff and family viewing. In addition, several opportunities have been set up for staff and community members to view materials options.
- On May 4th, the committee will review staff and community feedback and participate in a consensus protocol. Additional opportunities will be given between 5/4-5/9 for community and staff to view the selected curricular option.
- The committee will bring forth a recommendation at the May 10th board meeting.

**WELCOME AND
THANK YOU FOR
JOINING US**

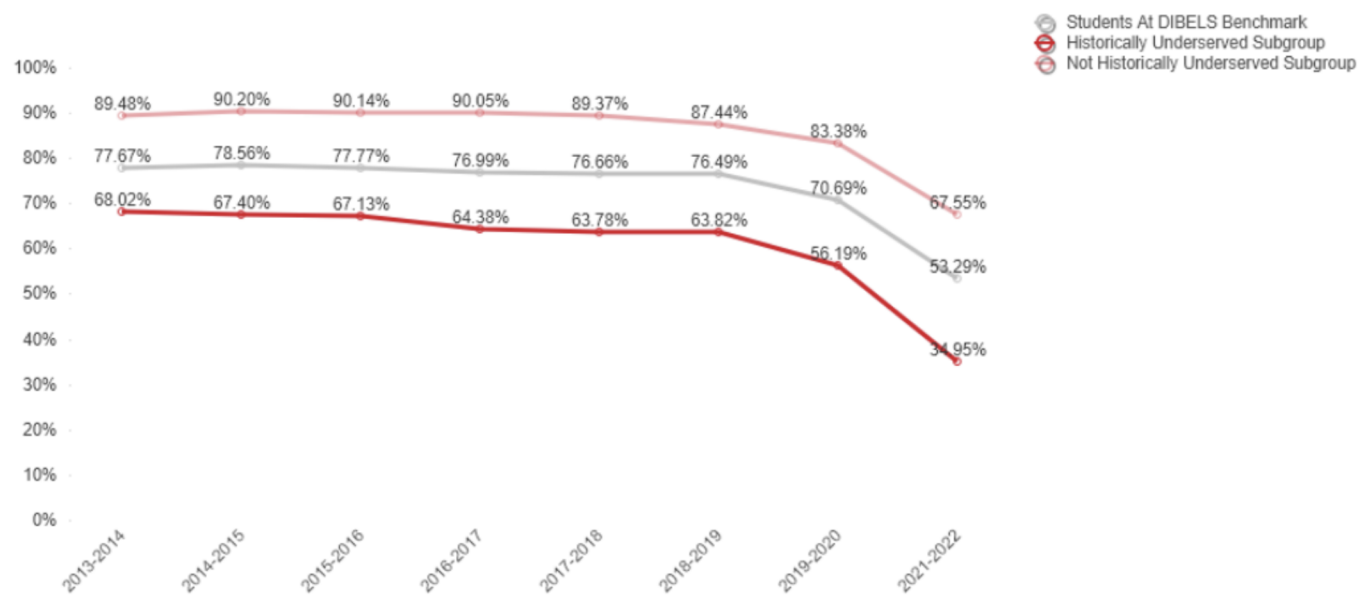
FOUNDATIONAL SKILLS CURRICULUM REVIEW UPDATE



RIGOROUS FOUNDATIONAL SKILLS IN SERVICE OF EQUITY

- + Persistent gaps for historically (and currently) underserved students
- + Gaps in letter knowledge/phonology and phonics lead to gaps in decoding, which leads to gaps in comprehension

Students At DIBELS Benchmark



School	School Names				Grade Level					School Year				
	Amity Creek	Bear Creek	Buckingham	High Lakes	K	01	02	03	04	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
	Elk Meadow	Ensworth	High Lakes	La Pine Elem	05	06	@ERR	TR	UNDF	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
	Highland	Juniper	La Pine Elem		07	08	09	10	11	2011-2012	2010-2011			

Literacy Accelerators



**Foundational
Skills**

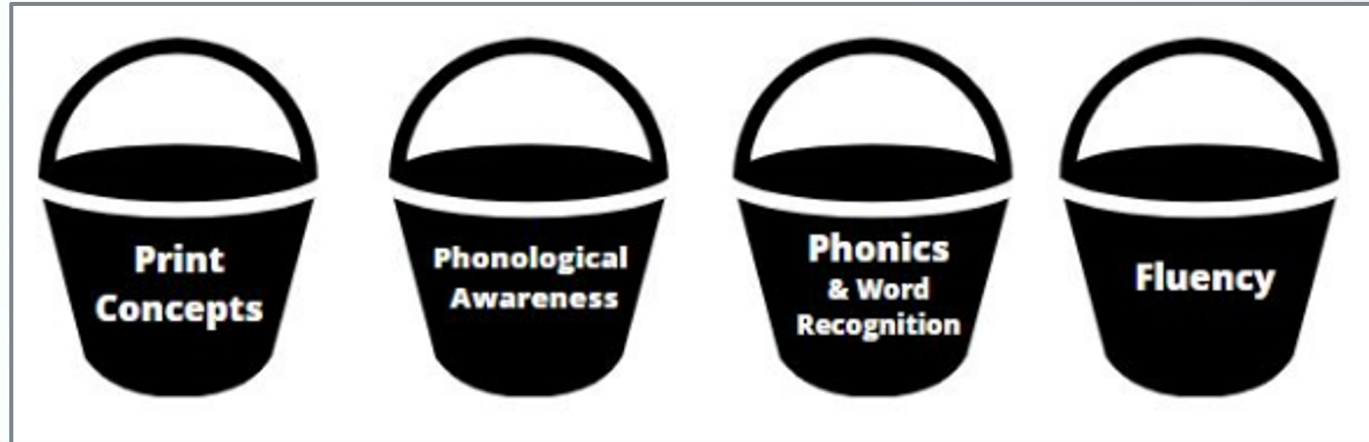


**The Early
Reading
Accelerators**



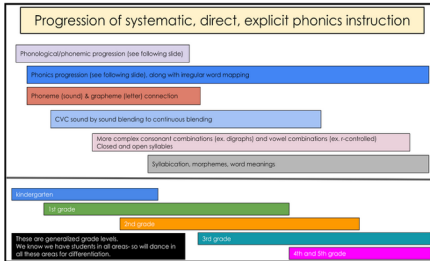
**Knowledge
& Vocabulary**

Foundational Skills: What is important?



EQUITABLE OPPORTUNITY STARTS WITH:

Aligned Scope and Sequence K-5



Aligned Teaching Practices

Foundational Skills Block



direct, explicit instruction

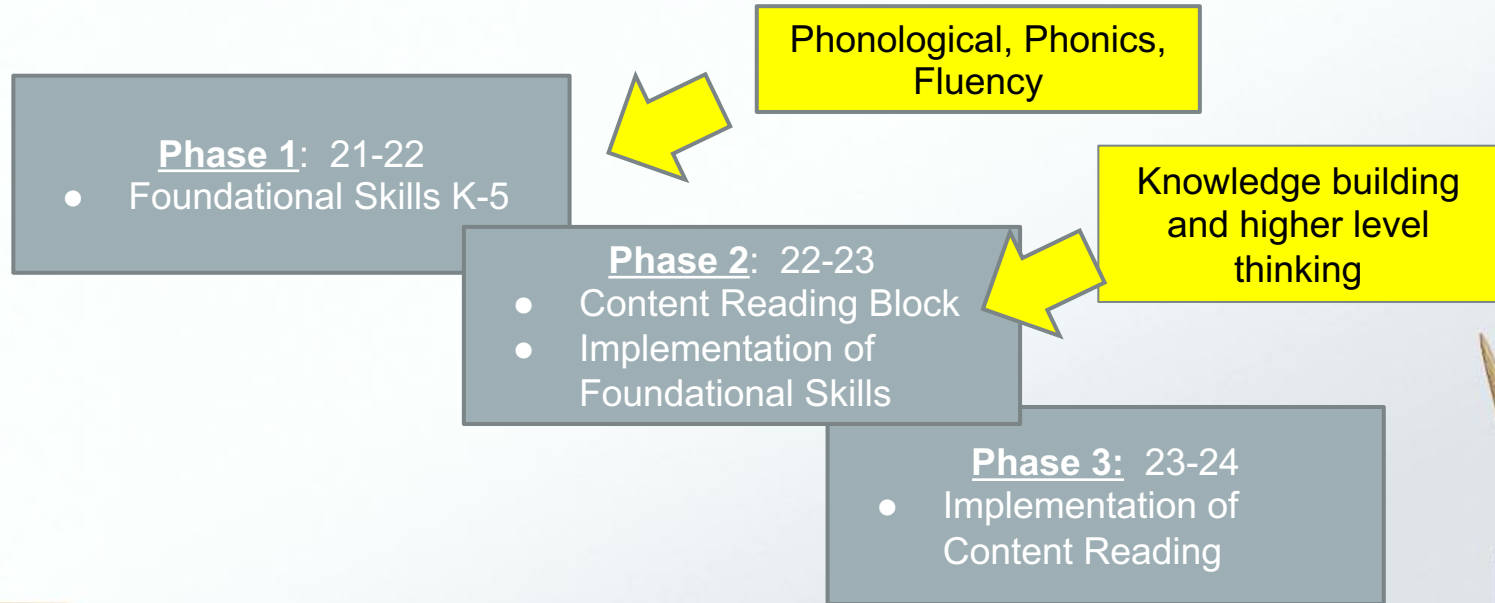
application in decodable text

Lexia

Professional Learning

- + on-going
- + job-embedded
- + collaborative
- + coaching

PHASES OF LANGUAGE ARTS ADOPTION



INTERNAL TEAM TIMELINE

Select committee members through selection process

Nov 21

Dec 21

Meeting #1 & 2
Present listening session findings and identify best practices

Jan 22

Feb 22

Meeting #5 & 6
Review ODE Rubric and Core Beliefs to develop rubric for review

Mar 22

Apr 22

#7 and #8 Review materials
Test in classrooms
Share at conferences

May 22

#9 Consensus Protocol
Final Decision
Professional Learning Plan
Board Presentation

Jun 22

Finalize professional learning plan
Order materials

Aug 22

Training takes place during summer school in classrooms and multiple pathways

Sep 22

Instructional Coaching Cycles begin

Content reading and writing adoption begins

Oct

COMMUNITY TIMELINE

Conduct listening sessions with stakeholders

Compile data from listening sessions

Invite family and community members to give feedback at school board meeting

Nov 21

Dec 21

Jan 22

Feb 22

Mar 22

Apr 22

May 22

Conduct forums with family and community members to gain feedback on core beliefs

Host forums for families, staff and community members to view "finalist" materials

WHERE ARE WE NOW?

Curricular Options

- + Wilson Foundations (K-3)
- + Benchmark Phonics (K-5)
- + Really Great Reading (K-5)
- + SIPPS (K-5)(systematic instruction in phonological, phonics and sight words)

Lesson Study/Field Testing

- + 4/6-5/3
- + Committee field testing lessons from each curriculum and providing feedback

Staff/Community Forums

- + 4/13-5/3
- + Staff feedback
- + Community feedback

WHERE ARE WE GOING?

Consensus

- + 5/4- committee meets and will participate in a consensus protocol

Community Viewing

- + 5/5-5/20- additional opportunities for community to view materials

Board Presentation

- + 5/10- committee will bring recommendation
- + 5/24- final board discussion

WILSON FOUNDATIONS (K-3)

Building a foundation for reading and spelling: A multisensory structured literacy approach

Prevention • Tier 1

FOUNDATIONAL SKILLS WITH FOUNDATIONS®
WORD STUDY/DECODING HANDWRITING/SPELLING

PICTURES FROM CLASSROOMS



SIPPS

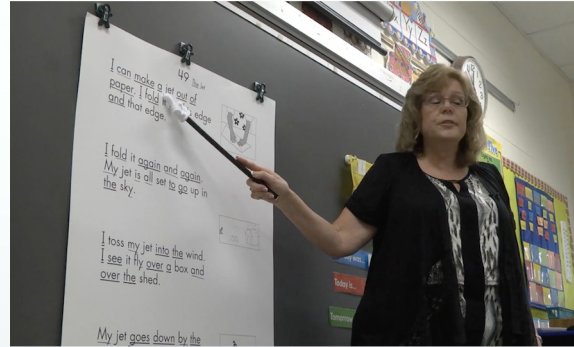
Structured Literacy Approach

- Focus on foundational skills
- Explicit instruction
- Students practice in decodable texts and trade books

Targeted, Differentiated Approach

- Accelerates learning
- Gets them into content they have not yet mastered
- Students accumulate the the knowledge and skills they need

PICTURES FROM CLASSROOMS



APPROACH

Direct | Systematic | Explicit | Multisensory

Really Great Reading® specializes in helping educators teach the foundational skills that lead to strong decoding and fluent reading. We provide scientifically aligned tools that help schools build strong literacy foundations in primary grades and help remediate decoding issues in upper elementary, middle, and high school students.

**Only
15–20
minutes
a day!**

**Teach the
foundational
skills that lead to
strong decoding
and fluent
reading**

COUNTDOWN (K)

Needs to teach 20 students for \$450!

- 1 set!** **TEACHER GUIDES**
28 units in 3 books
- 1 login** **TEACHER'S ONLINE TOOL**
Countdown Online
1-year subscription
- 10 kits** **STUDENT KITS**
Countdown Student Kit
Add ten more for just \$450
- 20** **GUIDED PRACTICE WORKBOOK**
Student Workbook:
1 level
- 20 seats** **INDEPENDENT STUDENT PRACTICE PORTAL**
Reading Playground
20 student seats
- 1 seat!** **TEACHER TRAINING**
Virtual Implementation
Training Course
1 teacher seat/year

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Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Letter Sound & Heart Word Fluency	Phonemic Awareness	Phonics Concept	Student Practice	Student Practice

BLAST (1)

1 set
TEACHER GUIDES
25 units in 2 books

10 kits
STUDENT KITS
Blast Kit
Add ten more for just \$550

20 sets
GUIDED PRACTICE WORKBOOKS
2 Workbooks:
Choose level: Primary (1st Grade)
Elementary (Grades 2+)

1 login
TEACHER'S ONLINE TOOL
Blast Online
1-year subscription

20 seats
INDEPENDENT STUDENT PRACTICE PORTAL
Reading Playground
20 student seats

1 seat
TEACHER TRAINING
Virtual Implementation
Training Course
1 teacher seat/year

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Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 Letter Sounds/ Heart Words	Lesson 2 Phonemic Awareness	Lesson 3 Phonics Instruction	Lesson 4 Student Practice	Lesson 5 Wrap-up

HD WORD (2ND & 3RD GRADE) FIRST YEAR (4-5)

TEACHER GUIDES
1 set
33 units
in 3 books

TEACHER'S ONLINE TOOL
1 login
HD Word Online
1-year subscription
20 students

STUDENT KITS
10 kits
HD Word Kit
Add ten more for just \$650

GUIDED PRACTICE WORKBOOKS
20 sets
2 workbooks:
Choose from three levels:
Foundations (2-5), Essentials (5-8)

INDEPENDENT STUDENT PRACTICE PORTAL
20 seats
Reading Playground
20 student seats

TEACHER TRAINING
1 seat
Virtual Implementation
Training Course
1 teacher seat/year

 **COMPLEX SINGLE-SYLLABLE WORDS**



 **FUNCTIONAL STRATEGY FOR MULTISYLLABIC WORDS**



 **SIX SYLLABLE TYPES**



BENCHMARK PHONICS (K-5)

SCIENCE OF READING RESEARCH

The Simple View of Reading



WHAT IS TAUGHT?

Kindergarten	First	Second	Third	Fourth	Fifth
Benchmark Phonics			Phonics Word Study Workshop		
Phonics Intervention K-5					

Options for 3-5

*use word study

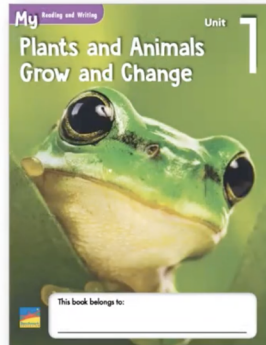
*use intervention for core

K-2 COMPONENTS

STUDENT WRITE-IN TEXTS

Authentic Reading and Writing Tasks

- ➔ Daily phonics application in reading and writing
- ➔ All texts align to Unit Theme to Build Knowledge and Vocabulary
- ➔ Gradual release in action

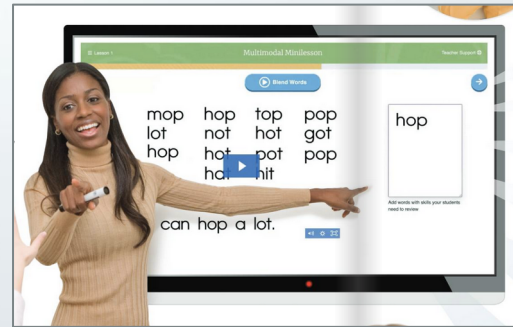
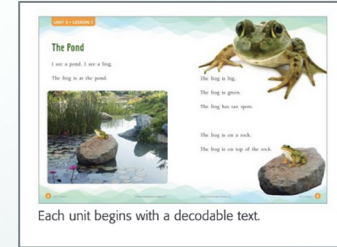


My Word Study
Grade 2



K-5 PHONICS INTERVENTION

Level 4	<ul style="list-style-type: none"> Phonological Awareness Short/Long Vowels Complex Vowels r-Controlled Vowels 6 Syllable Types Related Roots 	<ul style="list-style-type: none"> Diphthongs Inflectional Endings Compound Words Prefixes/Suffixes Tier 2 Vocabulary 300 High-Frequency Words
Level 3	<ul style="list-style-type: none"> Phonological Awareness Short Vowels (Review) Long Vowel Spellings r-Controlled Vowels Syllable Types 	<ul style="list-style-type: none"> Diphthongs Compound Words Inflections Tier 2 Vocabulary 300 High-Frequency Words
Level 2	<ul style="list-style-type: none"> Phonological Awareness Consonant Blends Short Vowels (Review) Long Vowel Spellings r-Controlled Vowels 	<ul style="list-style-type: none"> Consonant Digraphs 123 High-Frequency Words Tier 2 Vocabulary Silent Letters (wr, kn, gn)
Level 1	<ul style="list-style-type: none"> Concepts of Print Phonological Awareness Single Consonants Short Vowels (Initial/Medial) 	<ul style="list-style-type: none"> CVC Decoding 57 High-Frequency Words Tier 2 Vocabulary



QUESTION AND ANSWER



**Bienvenidos y
gracias por
acompañarnos**

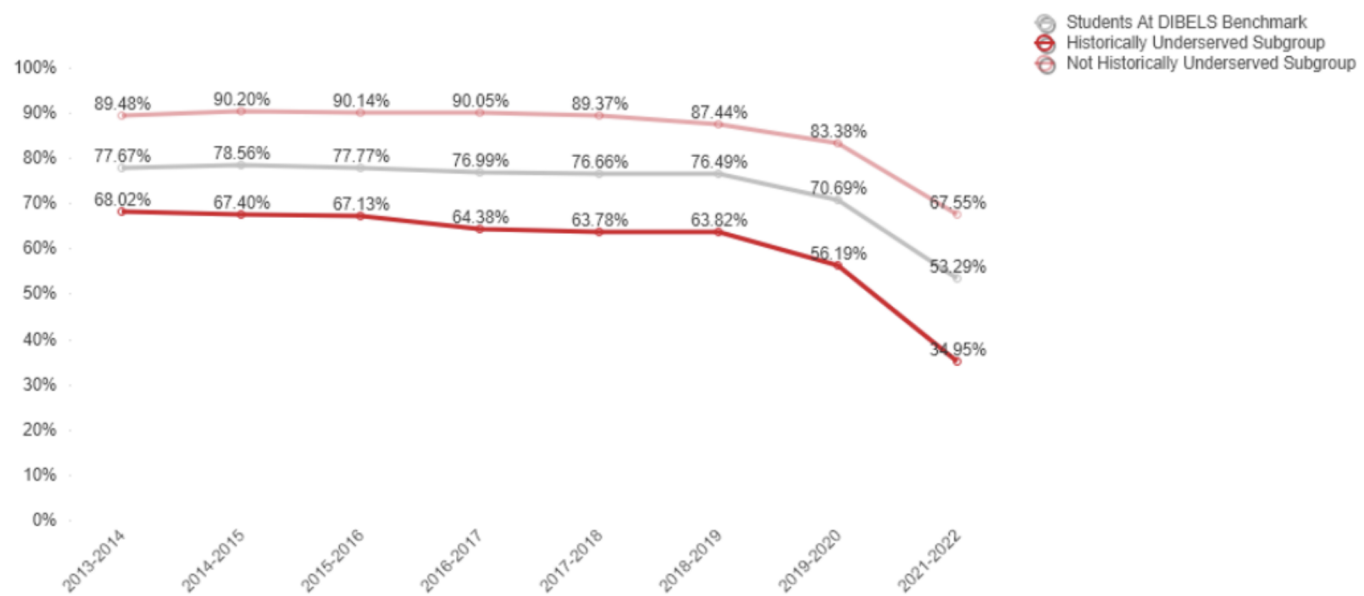
ACTUALIZACIÓN DE LA REVISIÓN DEL CURRÍCULO DE HABILIDADES FUNDAMENTALES



HABILIDADES FUNDAMENTALES RIGUROSAS EN SERVICIO DE LA EQUIDAD

- + Deficiencias persistentes para estudiantes previamente (y actualmente) desatendidos
- + Las deficiencias en el conocimiento de las letras/fonología y fonética llevan a carencias en la decodificación, lo que lleva a carencias en la comprensión

Students At DIBELS Benchmark



School	School Names				Grade Level					School Year				
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	Highland	Juniper	La Pine Elem		07	08	09	10	11	2011-2012	2010-2011			

ACELERADORES DE ALFABETIZACIÓN



**Foundational
Skills**

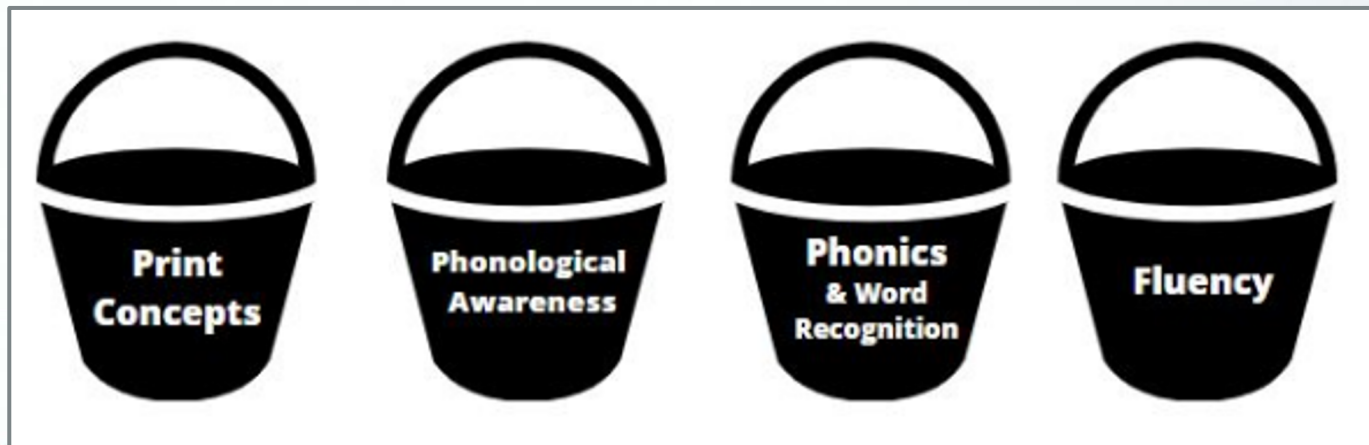


**The Early
Reading
Accelerators**



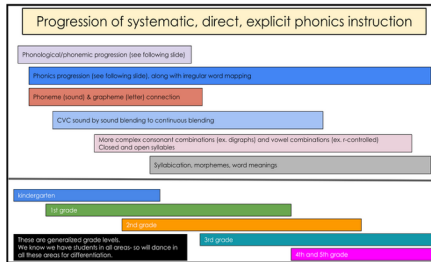
**Knowledge
& Vocabulary**

HABILIDADES FUNDAMENTALES: ¿QUÉ ES IMPORTANTE?

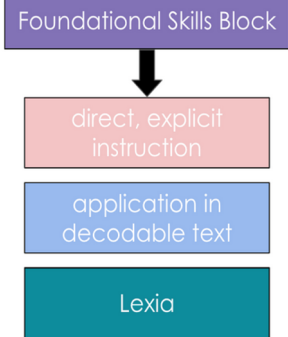


LA OPORTUNIDAD EQUITATIVA COMIENZA CON:

Alcance y secuencia alineados K-5



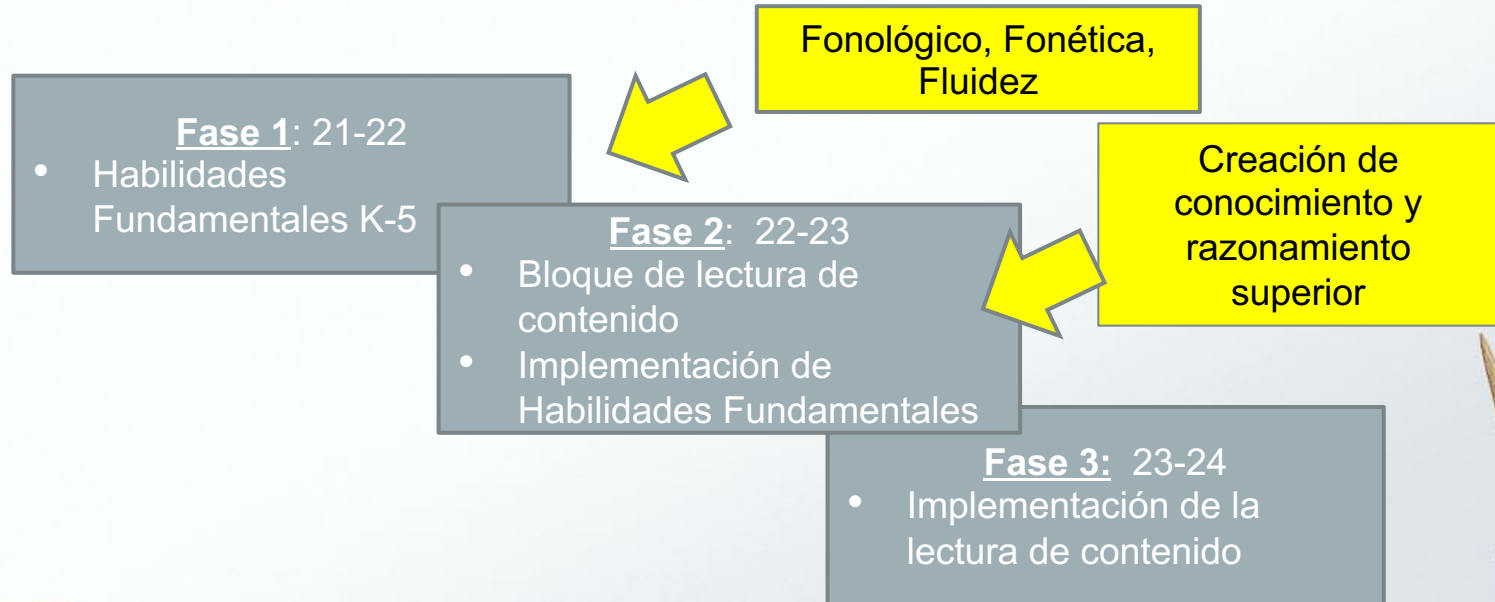
Prácticas docentes alineadas



Aprendizaje Profesional

- + En curso
- + Trabajo integrado
- + Colaborativo
- + Entrenamiento

FASES DE ADOPCIÓN DE LECTURA Y LENGUA



CRONOLOGÍA INTERNA DEL EQUIPO

Seleccionar a los miembros del comité a través del proceso de selección

Reunión #1 y 2: Presente los hallazgos de la sesión de escucha e identifique las mejores prácticas

Reunión #5 y 6: Revise la rúbrica de ODE y las creencias básicas para desarrollar la rúbrica para su revisión

#9: Consenso, Protocolo, Decisión Final, Plan de Aprendizaje Profesional, Presentación de la Mesa Directiva

La capacitación se lleva a cabo durante la escuela de verano en salones de clase y múltiples vías

Comienza la adopción de lectura y escritura de contenido

Nov 21

Dic 21

Ene 22

Feb 22

Mar 22

Abr 22

May 22

Jun 22

Ago 22

Sep 22

Oct 22

Llevar a cabo sesiones de escucha y entrevistas con familias y miembros de la comunidad

Reunión #3 y 4: Desarrollar y refinar las creencias centrales con los comentarios del personal y la comunidad

#7 y 8: Revisar materiales, Probar en las clases, Compartir en conferencias

Finalizar el plan de aprendizaje profesional, Solicitar materiales

Comienzan los Ciclos de Entrenamiento Instruccional

CRONOLOGÍA DE LA COMUNIDAD

Llevar a cabo sesiones de escucha con los interesados

Compilar datos de sesiones de escucha

Invitar a familias y miembros de la comunidad a dar su opinión en la junta de la Mesa Directiva

Nov 21

Dic 21

Ene 22

Feb 22

Mar 22

Abr 22

May 22

Llevar a cabo foros con familiares y miembros de la comunidad para obtener comentarios sobre las creencias básicas

Organizar foros para familias, personal escolar y miembros de la comunidad para ver materiales "finalistas"

¿DÓNDE NOS ENCONTRAMOS AHORA?

Opciones Curriculares

- + Fundaciones Wilson (K-3)
- + Fonética de referencia (K-5)
- + Excelente Lectura (K-5)
- + SIPPS (K-5) (Instrucción Sistemática en Fonológicas, Fonéticas y Palabras Fácilmente Reconocidas)

Estudio de la lección/Pruebas

- + 4/6-5/3
- + El comité evalúa las lecciones de cada plan de estudios y proporciona comentarios

Foros de personal/comunidad

- + 4/13-5/3
- + Comentarios del personal
- + Comentarios de la comunidad

¿ADÓNDE NOS DIRIGIMOS?

Consenso

- + 4 de mayo – el comité se reúne y participará en un protocolo de consenso

Visualización de la comunidad

- + 5–20 de mayo – oportunidades adicionales para que la comunidad vea los materiales

Presentación de la Mesa

- + 10 de mayo – el comité presentará una recomendación
- + 24 de mayo – discusión de la junta final

FUNDACIONES WILSON (K-3)

Building a foundation for reading and spelling: A multisensory structured literacy approach

Prevention • Tier 1

FOUNDATIONAL SKILLS WITH FUNDATIONS®
WORD STUDY/DECODING HANDWRITING/SPELLING

FOTOGRAFÍAS DE LOS SALONES DE CLASE



SIPPS

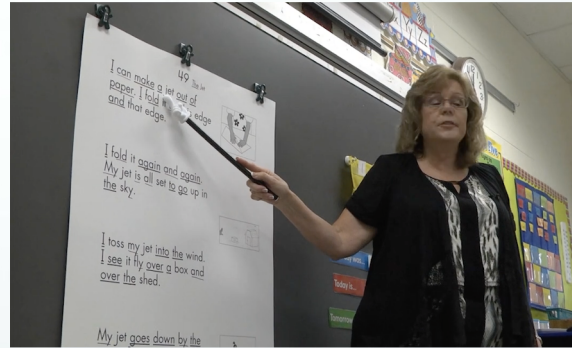
Structured Literacy Approach

- Focus on foundational skills
- Explicit instruction
- Students practice in decodable texts and trade books

Targeted, Differentiated Approach

- Accelerates learning
- Gets them into content they have not yet mastered
- Students accumulate the the knowledge and skills they need

FOTOGRAFÍAS DE LOS SALONES DE CLASE



MÉTODO

Direct | Systematic | Explicit | Multisensory

Really Great Reading® specializes in helping educators teach the foundational skills that lead to strong decoding and fluent reading. We provide scientifically aligned tools that help schools build strong literacy foundations in primary grades and help remediate decoding issues in upper elementary, middle, and high school students.

**Only
15–20
minutes
a day!**

**Teach the
foundational
skills that lead to
strong decoding
and fluent
reading**

CUENTA REGRESIVA (K)

Needs to reach 20 students for \$450!

- 1 set!** **TEACHER GUIDES**
28 units in 3 books
- 1 login** **TEACHER'S ONLINE TOOL**
Countdown Online
1-year subscription
- 10 kits** **STUDENT KITS**
Countdown Student Kit
Add ten more for just \$450
- 20** **GUIDED PRACTICE WORKBOOK**
Student Workbook:
1 level
- 20 seats** **INDEPENDENT STUDENT PRACTICE PORTAL**
Reading Playground
20 student seats
- 1 seat!** **TEACHER TRAINING**
Virtual Implementation
Training Course
1 teacher seat/year

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Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Letter Sound & Heart Word Fluency	Phonemic Awareness	Phonics Concept	Student Practice	Student Practice

EXPLOSIÓN (1)

<p>1 set</p> <p>TEACHER GUIDES 25 units in 2 books</p>	<p>10 kits</p> <p>STUDENT KITS Blast Kit Add ten more for just \$550</p>	<p>20 sets</p> <p>GUIDED PRACTICE WORKBOOKS 2 Workbooks: Choose level: Primary (1st Grade) Elementary (Grades 2+)</p>
<p>1 login</p> <p>TEACHER'S ONLINE TOOL Blast Online 1-year subscription</p>	<p>20 seats</p> <p>INDEPENDENT STUDENT PRACTICE PORTAL Reading Playground 20 student seats</p>	<p>1 seat</p> <p>TEACHER TRAINING Virtual Implementation Training Course 1 teacher seat/year</p>

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>Lesson 1</p> <p>Letter Sounds/ Heart Words</p>	<p>Lesson 2</p> <p>Phonemic Awareness</p>	<p>Lesson 3</p> <p>Phonics Instruction</p>	<p>Lesson 4</p> <p>Student Practice</p>	<p>Lesson 5</p> <p>Wrap-up</p>

PALABRA HD (2ND & 3RD GRADE) PRIMER AÑO (4-5)

20 students

- 1 set** **TEACHER GUIDES**
33 units
in 3 books
- 1 login** **TEACHER'S ONLINE TOOL**
HD Word Online
1-year subscription
- 10 kits** **STUDENT KITS**
HD Word Kit
Add ten more for just \$650
- 20 sets** **GUIDED PRACTICE WORKBOOKS**
2 workbooks:
Choose from three levels:
Foundations (2-5), Essentials (5-8)
- 20 seats** **INDEPENDENT STUDENT PRACTICE PORTAL**
Reading Playground
20 student seats
- 1 seat** **TEACHER TRAINING**
Virtual Implementation
Training Course
1 teacher seat/year

COMPLEX SINGLE-SYLLABLE WORDS



FUNCTIONAL STRATEGY FOR MULTISYLLABIC WORDS



SIX SYLLABLE TYPES



FONÉTICA DE REFERENCIA (K-5)

SCIENCE OF READING RESEARCH

The Simple View of Reading



¿QUÉ SE ENSEÑA?

Kinder	Primer Grado	Segundo Grado	Tercer Grado	Cuarto Grado	Quinto Grado
Fonética de referencia			Taller de estudio de palabras fonéticas		
Intervención Fonética K-5					

Opciones para 3-5

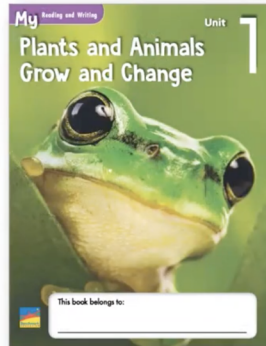
- *usa el estudio de palabras
- *Utilizar la intervención para el núcleo

K-2 COMPONENTES

STUDENT WRITE-IN TEXTS

Authentic Reading and Writing Tasks

- ➔ Daily phonics application in reading and writing
- ➔ All texts align to Unit Theme to Build Knowledge and Vocabulary
- ➔ Gradual release in action

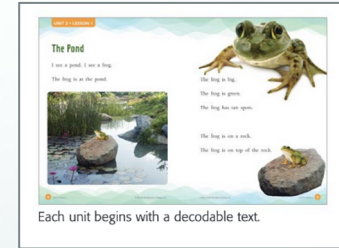


My Word Study
Grade 2



INTERVENCIÓN DE FONÉTICA K-5

Level 4	<ul style="list-style-type: none"> Phonological Awareness Short/Long Vowels Complex Vowels r-Controlled Vowels 6 Syllable Types Related Roots 	<ul style="list-style-type: none"> Diphthongs Inflectional Endings Compound Words Prefixes/Suffixes Tier 2 Vocabulary 300 High-Frequency Words
Level 3	<ul style="list-style-type: none"> Phonological Awareness Short Vowels (Review) Long Vowel Spellings r-Controlled Vowels Syllable Types 	<ul style="list-style-type: none"> Diphthongs Compound Words Inflections Tier 2 Vocabulary 300 High-Frequency Words
Level 2	<ul style="list-style-type: none"> Phonological Awareness Consonant Blends Short Vowels (Review) Long Vowel Spellings r-Controlled Vowels 	<ul style="list-style-type: none"> Consonant Digraphs 123 High-Frequency Words Tier 2 Vocabulary Silent Letters (wr, kn, gn)
Level 1	<ul style="list-style-type: none"> Concepts of Print Phonological Awareness Single Consonants Short Vowels (Initial/Medial) 	<ul style="list-style-type: none"> CVC Decoding 57 High-Frequency Words Tier 2 Vocabulary



PREGUNTAS Y RESPUESTAS





REPORT: 2021-22 Compliance Report for Executive Limitation 3 – Treatment of Students, Parents/Guardians and the Public

PRESENTED BY: Lora Nordquist, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2021-22

- Superintendent Cook and members of the board of directors instituted regularly scheduled community listening sessions in order to hear constituents’ concerns and answer important questions about the work of the district.
- The district substantially expanded access to school board meetings, including streaming all business meetings in both English and Spanish, as well as providing ASL interpretation at all business meetings. Agendas and slide decks are also being translated into Spanish. In addition, Superintendent Cook films a short video summary of all business meetings, which is available through the school board page on the website.
- The district began a process of posting “policies in review,” giving members of the community opportunities to respond to all new and revised district policies in draft form.
- For the second year, the district conducted the YouthTruth survey with all families and staff, as well as with all middle and high school students. This spring, all school staffs will analyze major trends in student/family responses and discuss next steps in terms of school design priorities.
- The district began its first year of full implementation of the Student Success Program, placing student success staff in every district school to help support the mental, emotional, and behavioral health needs of students. Training was provided for all school teams in June, 2021, with follow up training and coaching throughout the school year.
- The district continued to train building leadership teams in restorative practices. In addition, we formalized a partnership with the community Restorative Justice and Equity (RJE) group to provide trained cadre members to support schools in restorative work.
- The district created and implemented a bias incident reporting system. All administrators received training in using the system in August. In early February, administrators worked together to analyze trends and provide feedback on the system itself. Administrators will review the data again at the end of the school year.
- The district continued to expect all secondary teachers to use Canvas as their learning management system, supporting implementation with two full time Canvas “coaches” and teacher leads in all middle and high schools.
- Additional multi-factor authentication (MFA) tools have been implemented to provide increased account security for students and staff. MFA protects email, employment records, direct deposit banking information, files, and student data, for example.

Priorities for 2022-23

- While the district has strong policies regarding the treatment of students and families, some of these policies are not accurately reflected at the school level in student and family handbooks. District staff are working with building leaders to ensure that handbooks are aligned with policies.
- One of the district's major priorities for the 22-23 school year is to broadly re-engage students, staff, families, and community members in our second *excellence and equity review* process. Our plan is to explore constituents' aspirations for our graduates and to examine both our strengths and growth areas in supporting this vision. The review will include both quantitative and qualitative elements: student performance and success data, interviews and focus groups, a systems performance assessment, etc. The findings from all parts of the *excellence and equity review* will be the foundation of the district's next strategic plan, which will be finalized in spring, 2023.

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors
April 26, 2022

Executive Limitation 3 – Treatment of Students, Parents/Guardians and the Public

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, district staff will report to the Board regarding one group of these policies, the executive limitations. These reports are designed to provide the School Board with information regarding how the superintendent is meeting the criteria established within the adopted Executive Limitations.

Monitoring Report

With respect to interactions with all stakeholders (students, parents/guardians, and the public), the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy. Accordingly, the Superintendent shall not:

- 1. Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:**
 - a. Open, honest and effective communication in all written and interpersonal interaction. This includes providing communication in other languages as needed.**
 - b. Respect for others and their opinions.**
 - c. Focus on common organizational goals as expressed in Board policies.**

Evidence of compliance:

The district continually refines its communication with both internal and external stakeholders in ongoing efforts to both effectively hear stakeholders' voices and provide proactive information.

The district has created family liaison positions. The primary role of our liaisons is to promote trusting relationships and ongoing dialogue between schools and families, especially our multilingual families.

Beginning in the 2021-22 school year, the superintendent and members of the school board began holding periodic community listening sessions to allow families and other members of the public to share their thoughts and ask questions. The district has established protocols for these sessions to ensure that many voices are heard and to maintain a respectful, professional environment for those in attendance.

One continuing challenge we face is effective communication with the district's linguistically diverse families. A primary focus has been Spanish-language support, because this is the preferred language of the vast majority of our non-English speaking families. In recent school years, the district has refined its emergency translation process, ensuring these messages are immediately translated into Spanish; introduced a Spanish-language Facebook page; and

increased the number of Spanish-language events, including welcome back nights, curriculum nights, college information nights, and sports sign ups. In addition, the district provides Spanish interpretation services for all school board meetings.

To support families whose native language is neither English nor Spanish, the district has continued to provide annual training to office staff on communication tools and strategies to support families, including the use of Google Translate. The district has also implemented a new Welcome Center protocol for linguistically diverse families, including comprehensive information about transportation, safety and mental health tools, choice programs/options, etc. Language Department staff have received additional training by community partners on culturally-responsive communication and family engagement for our Spanish and Chinese speaking community members.

In coordination with the HDESD, the district has implemented a software system for streamlining all translation/interpretation requests, which allows us to collect and analyze data on usage across our system. District staff receive training on effective and culturally responsive practices for communicating via an interpreter.

2. Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with any form of illegal discrimination.

Evidence of compliance:

District staff engages consistently with legal counsel in order to stay current around policies, regulations, case law and recommendations, such as those related to promoting discrimination-free environments. In addition, district leaders continue to attend applicable trainings and receive regular updates on legislative and other changes affecting employees' civil rights through the Office of Civil Rights, Oregon School Personnel Association, Confederation of Oregon School Administrators, and the Bureau of Labor and Industries, among other organizations.

All district staff are required to complete annual training each year that provides information and direction around guidelines related to discrimination-free environments.

The district's Title IX coordinator has updated noticing requirements to provide clarity around expectations and reporting processes related specifically to Title IX requirements and provisions. Ongoing training for all district staff on Title IX requirements occurs each school year.

The district's Title VI coordinator provides annual training for staff and continues to develop processes and tools to improve reporting and responding to incidents related to race, ethnicity, native language or national origin.

With the adoption of the *All Students Belong* rule by the Oregon Department of Education, our leadership team continues to refine policies and procedures for dealing with bias incidents. We train all administrators on the rule, review bias incident reporting data, and refine our reporting mechanisms periodically. Training for administrators connects this work with our focus on restorative practices, racial awareness, equity work and community partnerships.

3. Use methods of managing information that fail to protect confidential information

Evidence of compliance:

Bend-La Pine Schools' student data and information are considered confidential and are treated as such. Access to systems containing student data is given out on an as-needed basis. The largest, and most used, system is the Synergy Student Information System. Other systems (Google, etc.) contain student information, as well.

Explicit actions have been taken to protect student information within Bend-La Pine Schools. Examples include the following:

- Communication to staff that student information shall not be transmitted via insecure systems (email, etc.);
- The change of all BLS staff passwords to a 12-character password that must be changed (system enforced) at least every 12 months;
- Creation of a secure sending platform to transmit student information, so email can be avoided;
- Integration of most systems into the district's Active Directory platform, allowing for the management of user identities in one place, automatic access termination across systems, etc.;
- Adherence to [JOA-AP: Directory Information](#); which defines student record request limitations;
- Hardening of IT systems that contain student information, to the degree possible; and
- Thorough review of Apps requested by teachers via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).

The above actions, coupled with communication of best practice, diligence and awareness, help to keep BLS student data and information safe. More detail regarding specific security systems can be found in Executive Limitation 9, Technology.

4. Fail to provide and communicate a process for the timely handling of complaints.

Evidence of compliance:

The district has streamlined and simplified the complaint process by combining a number of processes into two categories:

1. Complaints concerning discrimination, harassment (including sexual harassment), intimidation, bullying, cyberbullying, menacing, hazing, teen dating violence, sexual conduct with a student by a district employee and / or sexual violence ([AC-AP: Non-Discrimination](#) and [AC-AR: Discrimination Complaint Procedure](#)) ; or
2. Complaints concerning district practices, alleged violations of state or federal standards, or complaints against a district employee ([KL-AP: Public Complaints](#) and [KL-AR: Public Complaints](#)).
3. The district has created both policy and process for complaints against staff and school board members, including the use of external investigations.

Administrators are trained regularly in the use of both complaint forms, where to access them, and how to process complaints.

5. Fail to involve stakeholders in advisory capacity regarding district-level matters at the board's direction.

Evidence of compliance:

In conjunction with our commitment to equity, the district supports an Equity Coalition, including district staff, community members, family members, and students representative of historically underserved populations to partner in a shared power structure to address equity issues in our district.

The district engages stakeholders on all important issues, including attendance area changes, sites and facilities processes, school start times, and treatment of students, for example. Stakeholder engagement strategies include focus groups, public meetings, listening sessions, surveys, and stakeholder representation on committees.

6. Tolerate any behaviors or actions that hinder the academic performance or the well-being of students.

Evidence of compliance:

The following policies and regulations provide guidelines and provisions for promoting academic performance and well-being of students. Student, staff and public guidelines are noted below:

- [JG-AP](#) : Student Conduct and Discipline
- [EEACC-AP](#) : Student Conduct on School Buses
- [EEACC-AR](#) : Conduct on School Buses
- [JHFF-AP](#) : Reporting Requirements Regarding Sexual Conduct with Students
- [JHFF-AR](#) : Maintaining Appropriate Staff/Student Boundaries
- [KGB-AR](#) : Public Conduct on District Property

Addressing the growing mental health needs of our students remains one of our highest priorities in relation to school safety. Bend-La Pine Schools has a long tradition of implementing evidence-based social and emotional learning (SEL) programs like Positive Behavioral Interventions and Supports (PBIS). Additionally, schools have initiated many local efforts to teach and support SEL within their own learning communities. Beginning with the 2021-22 school year, the district has begun the process of formally adopting SEL curricular materials and K-12 scope and sequence. This work is led by the director of social-emotional learning and wellness, a new leadership position supported by the Student Investment Account.

We continue to grow our understanding of the effects of trauma and adverse childhood experiences on student learning, behavior, and emotional well-being at all grade levels. By adding the trauma lens to our current efforts in PBIS and SEL programs, and doing so in a coherent and aligned K-12 model, Bend-La Pine Schools will be better able to meet the mental health needs of all students. The Culture of Care project is a systematic and process-driven effort to assist schools in adding a school-wide trauma informed lens within existing or emerging multi-tiered systems of support. The aim is not to duplicate existing efforts; it is to provide a framework that existing work and initiatives can plug into. As part of a districtwide “culture of care” project, the culture of care coaches provide ongoing training, coaching, and consultation to administrators and building teams. Bend-La Pine Schools is part of a regional effort to bring trauma-informed care to all schools in the region. The team has secured a large, multi-year grant from the Central Oregon Health Council to support these efforts.

We have contracted with BRYT to work with our school teams to implement a comprehensive health support system in all our K-12 schools. Staff are being trained in how to provide support students severely impacted by physical or mental health concerns such as concussions, surgery,

mental health hospitalization, suicidal ideation, and other severe health scenarios that impact a student's ability to access their education. Teams of staff are working to customize programs that meet the needs of students at their schools.

All schools have staff trained in QPR (identification of and response to suicidal students).

School leaders and staff continue to receive training in diversity, equity, and inclusion initiatives, including the recognition of implicit biases, restorative practices, and interrupting bias incidents in schools, for example.

In addition to the above, with respect to interactions specifically with students and/or their families, the Superintendent shall not:

1. Fail to develop a comprehensive school safety program and protocols.

Evidence of compliance:

Of all significant district initiatives, school safety has been one of the top priorities. The district has launched, refined, and reviewed safety programs/protocols in numerous areas, including the following:

- SafeOregon Tip Line: The app is on the Ipads of all students, grades 6-12.
- Lines for Life: The district has been educating students and staff about this suicide-prevention method, run by teens who have been trained as listening resources.
- Visitor Management System is in place in all district schools.
- Background Investigation Bureau (BIB): The district has updated to this system for criminal background checks on all employee applicants and volunteers.
- Secure vestibules/fencing: The 2017 bond provided funding for improvements in fencing and the creation of secure vestibules in all schools.
- STAS (student threat assessment system): The district worked with the Safe Schools Alliance to establish this team and coordinates with the HDESD to provide support for all schools.

In response to our current COVID pandemic, we have implemented a comprehensive plan to provide a safe environment for students and staff, which includes the following:

- Detailed safety plans for every school in the district, including our charter schools.
- A safety flow chart outlining the process for addressing safety concerns within each building.
- A flow chart showing the process to be followed if a staff member or student demonstrated COVID symptoms or is suspected of or diagnosed with COVID.
- The addition of the school nurse as a member of every school's safety team.
- Required training in COVID safety for all staff .

2. Fail to invite student and parent/guardians evaluation (via survey) of their educational experience.

Evidence of compliance:

Beginning in the 2020-21 school year, the district annually conducts YouthTruth surveys to measure several factors of student experiences within schools. These include questions about engagement, academic challenge, relationships, belonging and peer collaboration culture, health and well being, college and career readiness, bullying, and diversity, equity and inclusion. Staff and families at all levels complete the survey, as well as middle and high school students.

As school leadership teams work annually to refine and update their school design plans, many use qualitative tools such as student/family surveys, focus groups and student shadowing as valuable data collection tools.

Beginning in the 2019-20 school year, the district began conducting an Excellence and Equity review, which includes extensive stakeholder outreach in focus groups and listening sessions for students, families, staff, and community members. Involving students and families from underserved populations is a special focus of this process. The Excellence and Equity review is designed to be repeated on a three-year cycle.

3. Fail to provide options to help meet individual student needs and learning styles, including alternative programs.

Evidence of compliance:

The district continues to prioritize the development of options for our high school students. In the fall of 2018, REALMS High School and Skyline High School opened their doors in shared leased space in Northeast Bend. While Skyline High School has now closed, REALMS High School remains a popular option for many students and families.

The district's high schools have added graduation coaches with High School Success funds. The work of our graduation coaches has two main elements. First, coaches lead multi-tiered systems of support (MTSS) work across their schools. This work places them in a leadership role alongside teachers, counselors, and administrators. The work is a systematic approach that seeks to align adult behaviors and school conditions to reach solutions for every learner. Second, coaches serve as mentors to students who are struggling to stay on track for graduation. Working strategically to build relationships that provide support and mentorship to students is the second critical element of graduation coaching.

To help address the district's need to better serve students with challenging behaviors, we partnered with the HSESD to open up a new alternative program for elementary students with significant social and emotional needs. "The Nest" serves a maximum of 18 students (1/2 day program) that meet tier 4 behavior criteria. Tier 4 behavior interventions require a different environment and programming than the traditional Behavior Resource Center (located at SRES/NSES/LPES). In addition, the district has created two additional behavior coach positions (for a total of four) and 2.6 FTE of skills trainers to support neighborhood schools in more effectively serving students with different levels of challenging behaviors.

4. Fail to encourage parent/guardian involvement.

Evidence of compliance:

In addition to the stakeholder involvement strategies listed in Section 1, Number 5, of this report, the District has continued to make more effective communication with our Latino families a priority, incorporating Latino Family Nights into the Board of Directors' meetings. The district also continues to support Juntos, a six-week program for parents to help them learn about post-high school options, advocate for their students' success, and gain skills to track their students' progress in school. Mountain View, Summit, and Bend Senior High Schools host programs, along with High Desert and Pilot Butte Middle Schools. The District has hired four Latino Family Liaisons, with responsibilities across the district to support Latino families in their

access to schools, administrators, and teachers. Additionally, we have hired a full time Spanish Interpreter to assist with more timely communication with our Spanish speaking families.

5. Allow fundraising that imposes undue burden on students and their families.

Evidence of compliance:

During the COVID pandemic, we recognize that many families are challenged financially.

Additionally, activities have been extremely limited and travel not allowed, reducing the need for funding. In response, we currently do not allow fundraising in our schools.

Policy [KI-AP](#): Public Solicitation in District Facilities, provides safeguards that prevent fundraising by non-school entities or fundraising for non-school activities from being conducted on campus during school hours. It also places significant limits on any outside fundraising contacts with students and staff.

Additions to secondary school athletic budgets have been made in the last several years with a goal of reducing fundraising efforts by schools for necessary equipment, officiating and travel costs.

Fundraising by schools is only to be conducted with approval from the school principal. This provides a principal with the ability to weigh the benefits and burdens of each effort.

Extra-curricular and co-curricular events that offer out-of-state travel opportunities, such as music performances or athletic camps and tournaments, require the superintendent's approval. Costs for such travel activities usually are high, and fundraising is often conducted. The approval process helps provide oversight.

6. Fail to provide timely notice to parents/guardians and students about academic calendar changes.

Evidence of compliance:

Bend-La Pine Schools release annual detailed calendars each spring for all area schools. The most current version of each of these calendars can be found on our [district website](#). In addition, the district has a two-year calendar approval process, so that major dates are available to the public well in advance of a school year.

All current calendars are additionally provided in August each year through the *Family Handbook and Calendar* that gets mailed home to all students/families. The most current version can be found on our district website.

7. Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.

Evidence of compliance:

With the move to Comprehensive Distance Learning, our district accelerated our adoption of Canvas as our Learning Management System for 6-12 grade students. We embarked upon an ambitious implementation plan for staff. We have trained parents and students in the system. All curriculum, lessons and grade information for a course can be accessed in Canvas. Canvas integrates with Synergy so grades can be crosswalked between the systems. For the 2021-22 school year, as students returned to full time in-person learning, staff maintained their use of Canvas as a consistent, districtwide Learning Management System.

Within Synergy, our student information system, a parent communication feature, ParentVue, allows for real-time access to grades (secondary students only) and attendance data. While the district has not formally collected data on teachers' timeliness in updating grades in Synergy, principals and level supervisors have received little negative feedback from families, which may reflect generally prompt practices among most secondary teachers.

8. Fail to protect students and parents/guardians who have voiced complaints from staff retaliation within the school environment.

Evidence of compliance :

As stated previously, several administrative policies and administrative regulations have been consolidated into [AC-AP](#): Non-Discrimination.

AC-AP: Non-Discrimination clearly states that retaliation is prohibited when the initiation of a complaint in good faith about behavior that might violate the policy shall not adversely affect the the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of an employee complainant. There shall also be no retaliation by the district against any person, who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry involving an alleged violation of this policy.

9. Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgement. Policy shall not fail to include:

- a. **A means of communicating discipline policy to all students annually;**
- b. **Prohibition of illegal drugs (including marijuana), alcohol or tobacco products by students and adults on school property and at school-sponsored events;**
- c. **Prohibition of weapons by students and adults on school property and at school-sponsored events in accordance with GBJ-AR (with exception pursuant to state law).**
- d. **Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.**

Evidence of compliance:

Policy [JG-AP](#): Student Conduct & Discipline, includes language that addresses a-d as noted above.

Policy [EEACC-AP](#): Student Conduct on School Buses, and aligned regulation [EEACC-AR](#): Conduct on School Buses, include relevant language addressing the context of school-provided transportation.

The district provides a printed version of the [Family Handbook and Calendar](#) to all students/families at the start of each school year, or at the time of enrollment. It is also available on the district website. A section of the *Family Handbook and Calendar* serves as a Rights and Responsibilities Handbook for students and parents/guardians. Within this handbook school violations and disciplinary procedures are reviewed with reference to appropriate policy, regulation and/or procedure.

In addition to the *Family Handbook and Calendar*, schools annually provide parents and students with access to school expectations and guidelines for conduct. Such guidance is provided electronically and often in hard copy form. School staff invest time and instruction

focused on school expectations with both start-of-school and mid-year reviews of handbooks, behavior expectations, etc. Ongoing school-wide systems such as PBIS and EBISS embed behavior expectations and corresponding instruction.

We continue to move away from exclusionary discipline practices towards inclusionary practices. We are training school leaders and staffs in Restorative Justice, which focuses on a trauma-informed perspective of behavior. We have implemented systems to better serve all students in their schools rather than the traditional practice of excluding them from their home schools as a response to rule violations. Staff will continue to be trained in best practices, including Collaborative Problem Solving.

Addendum:

See linked documents above.



Youth Truth Survey 2022

Dave VanLoo, Ph.D.
Director of School Improvement

Learning Intentions

What is YouthTruth?

What do YouthTruth data say?

Analyze one specific view of

YouthTruth data in detail

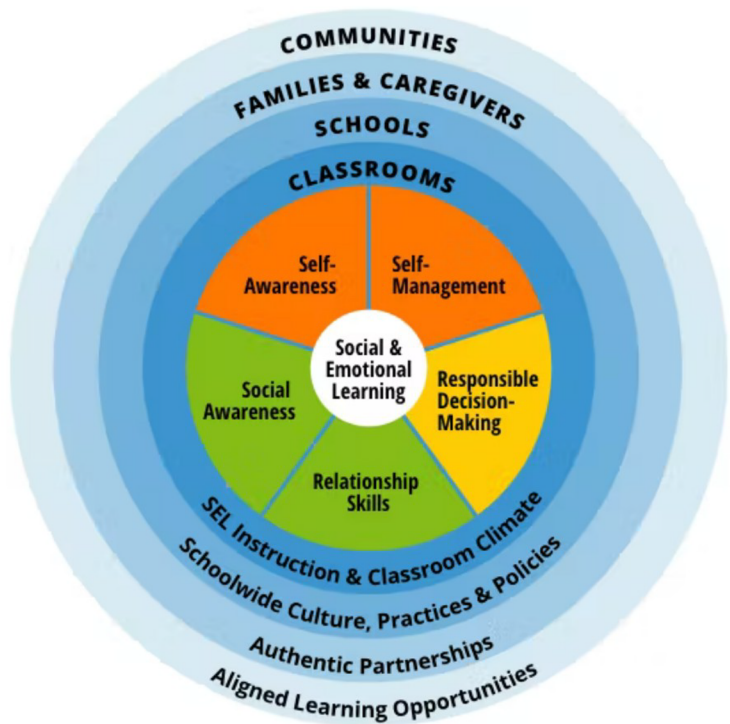
HS Students



Guiding Framework

What is YouthTruth?





CASEL's SEL Framework

<https://casel.org/fundamentals-of-sel/>

Data from HS Students

January 2022



2,182,760

STUDENTS SURVEYED

443,348

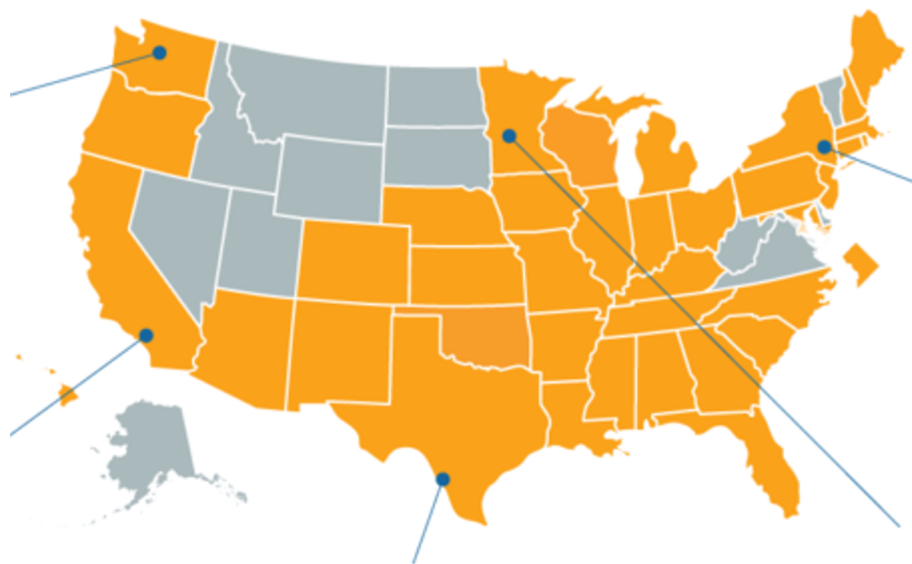
STAFF & FAMILIES
SURVEYED

39

STATES

5

COUNTRIES



Bend-La Pine HS Student Representation

	Percent of Respondents	Number of Respondents
English Language Learners	7%	208
LGBTQ+	19%	606
Person of Color	13%	420
Special Education	12%	385



Process for Analyzing YouthTruth

We will examine several themes

Each theme is comprised of multiple questions

For each theme we will think individually about a common set of data-focused questions.

Questions are focused on what the students are telling us, not on adding our own interpretations, conclusions, or concrete action steps.

At the end we will have the opportunity to reflect and synthesize



Protocol for Each Theme

All Students (Orange Bars)

1. Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

For #1 and #2, use the following:

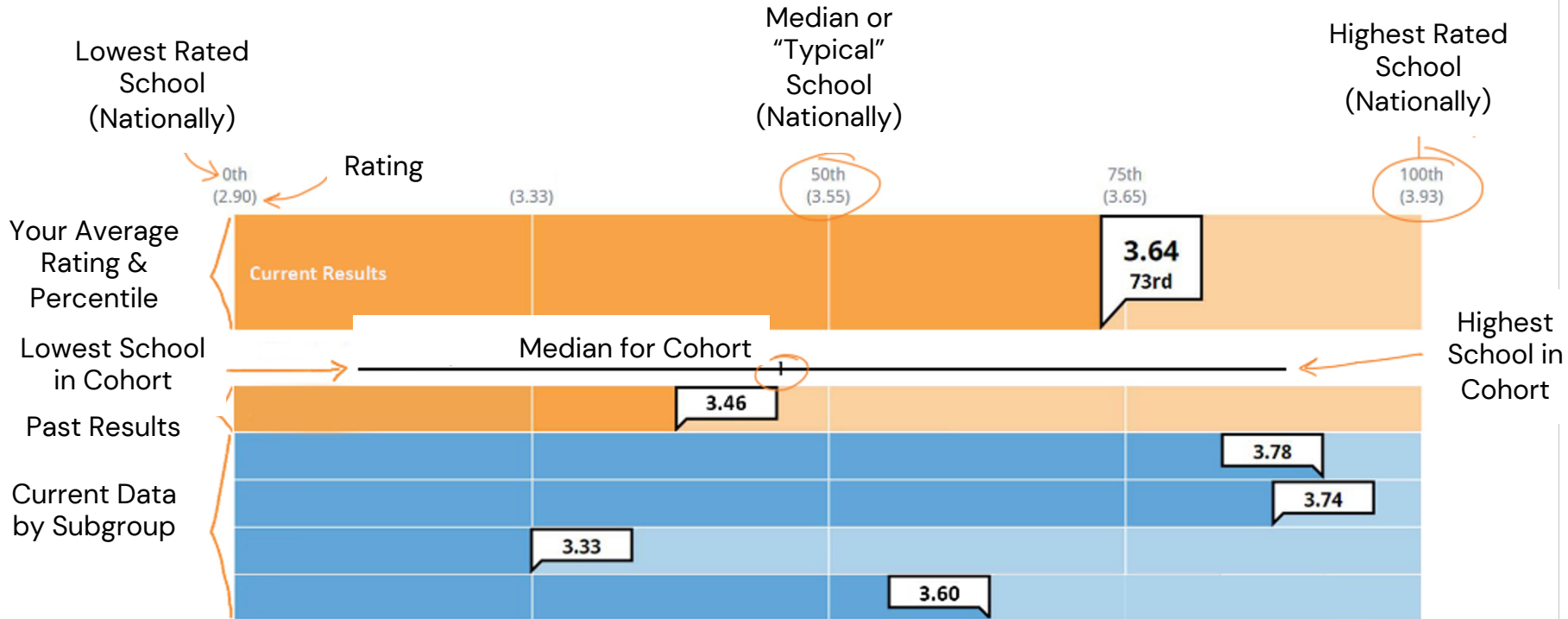
- Below average (below the 25th percentile),
- Average (between the 25th and 75th percentile), or
- Above average (above the 75th percentile)

Groups of Students (Blue Bars)

1. What potentially important differences do you see among subgroups?



Percentile Charts

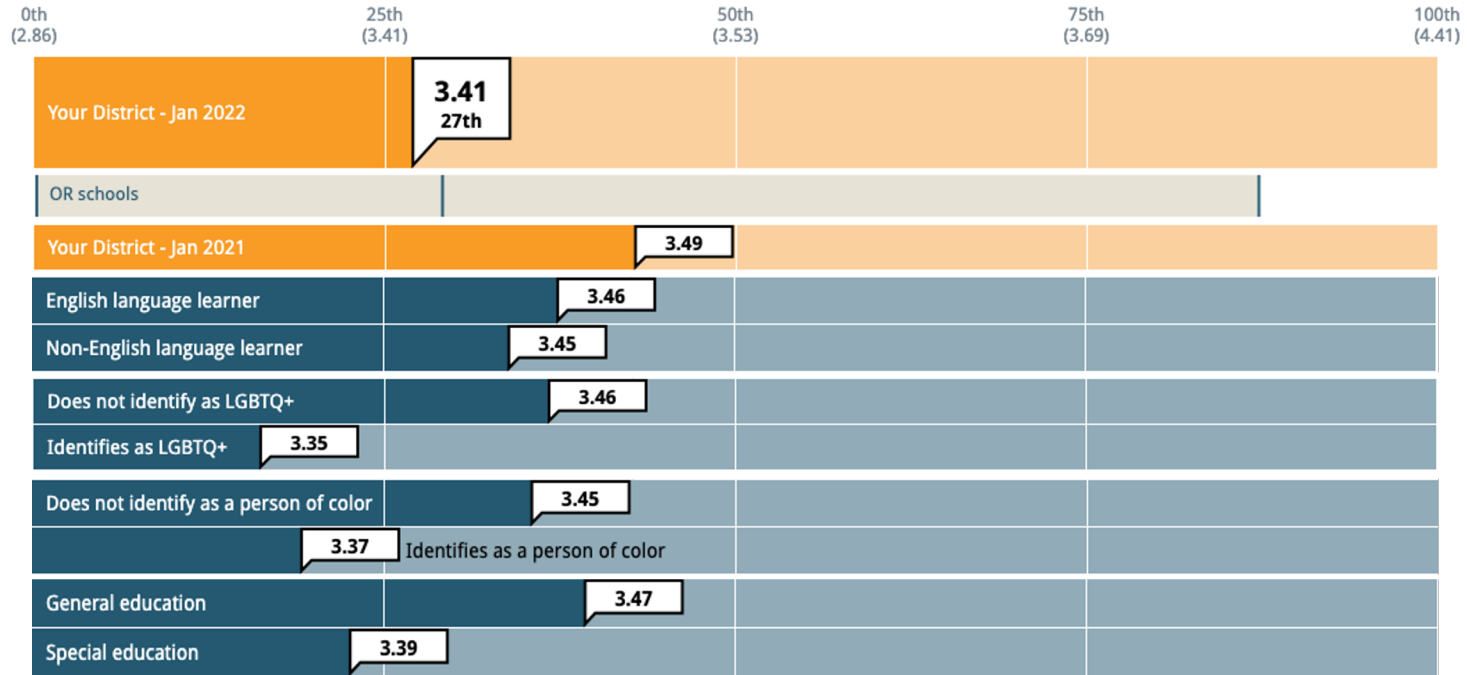


Context

January 2021 – Fully Remote Learning

January 2022 – Fully In-Person Instruction

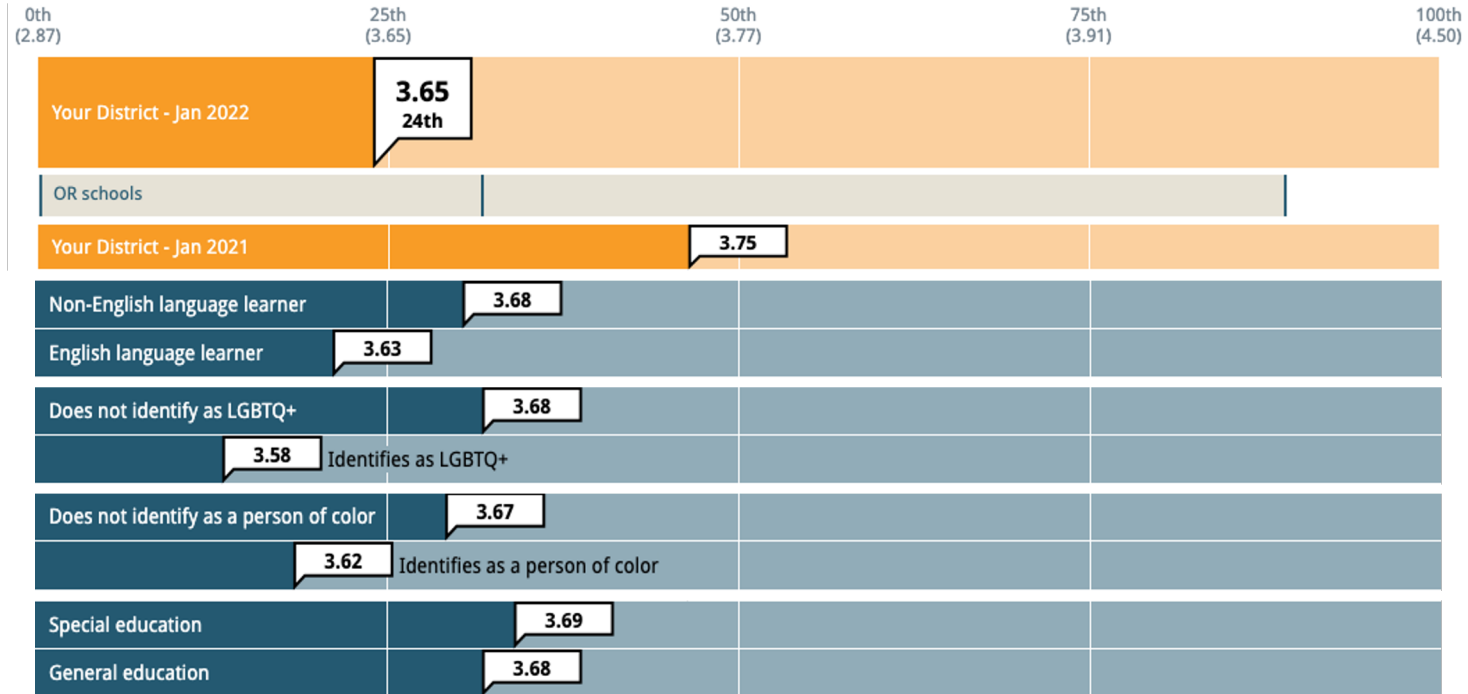
HS Students – Engagement



Theme – The degree to which students perceive themselves as engaged with their school and their education



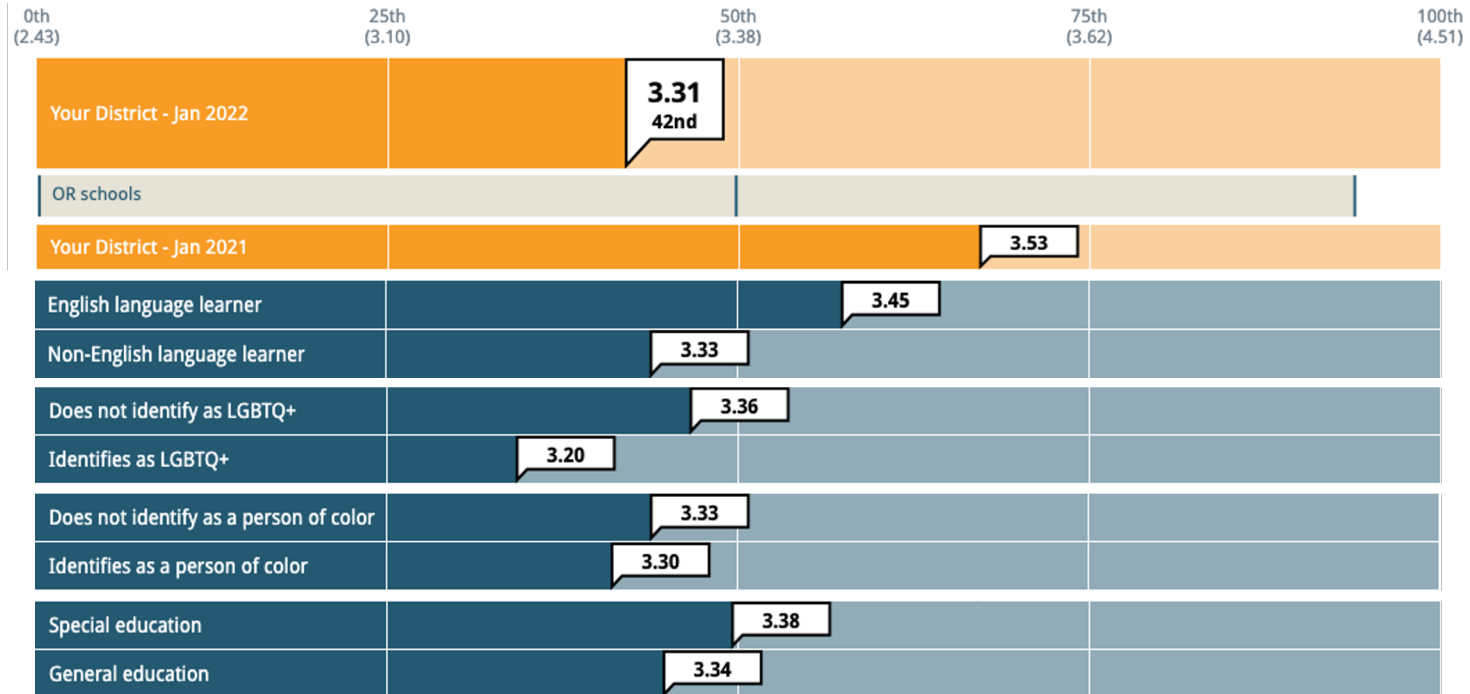
HS Students – Academic Challenge



Theme – The degree to which students feel they are challenged by their coursework and their teachers



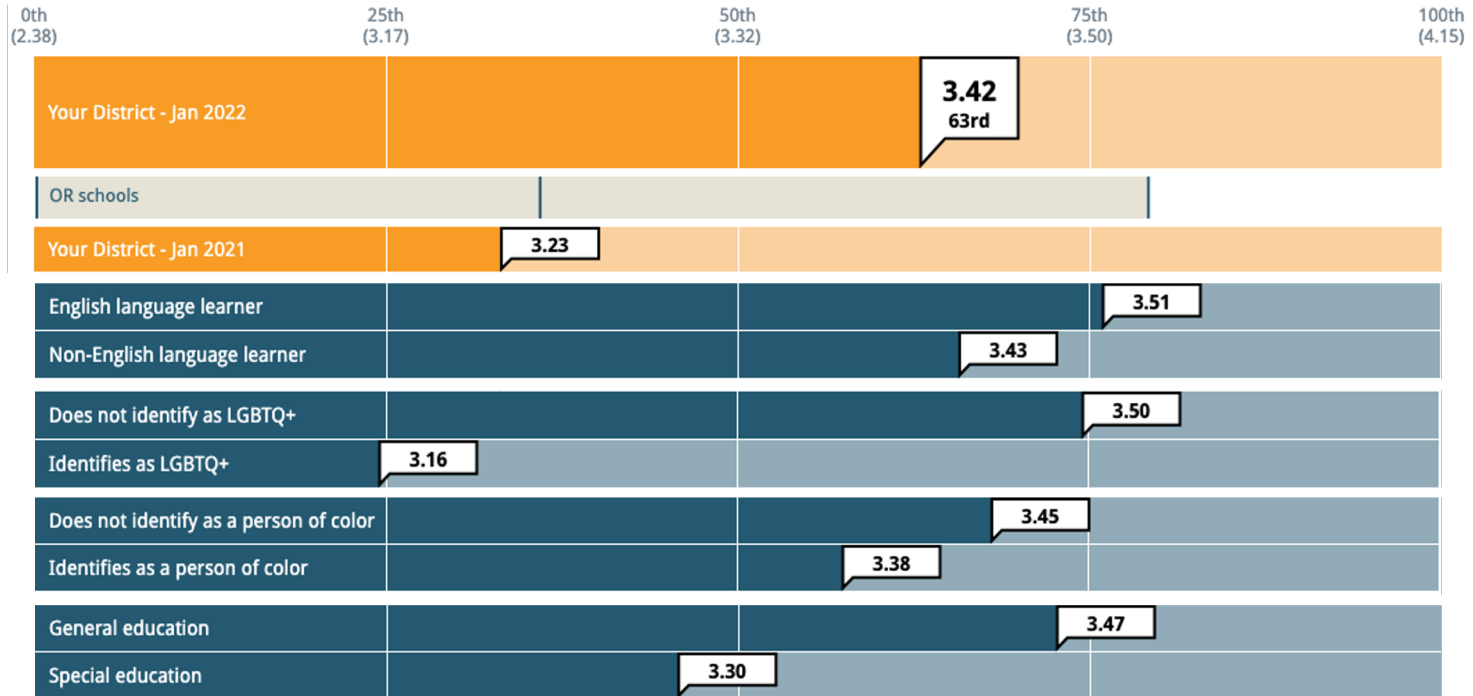
HS Students – Culture



Theme – The degree to which students believe that their school fosters a culture of respect and fairness.



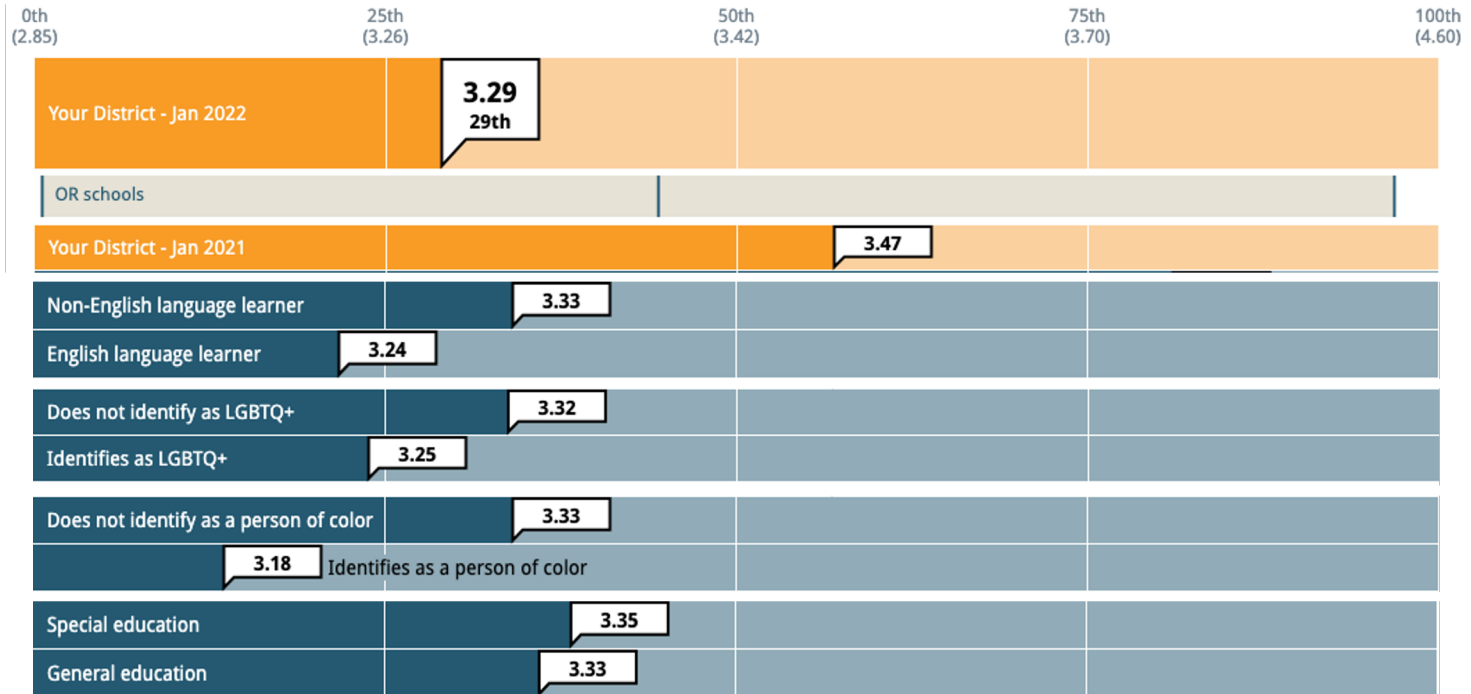
HS Students – Belonging & Peer Collaboration



Theme – The degree to which students feel welcome at their school and have collaborative relationships with their classmates



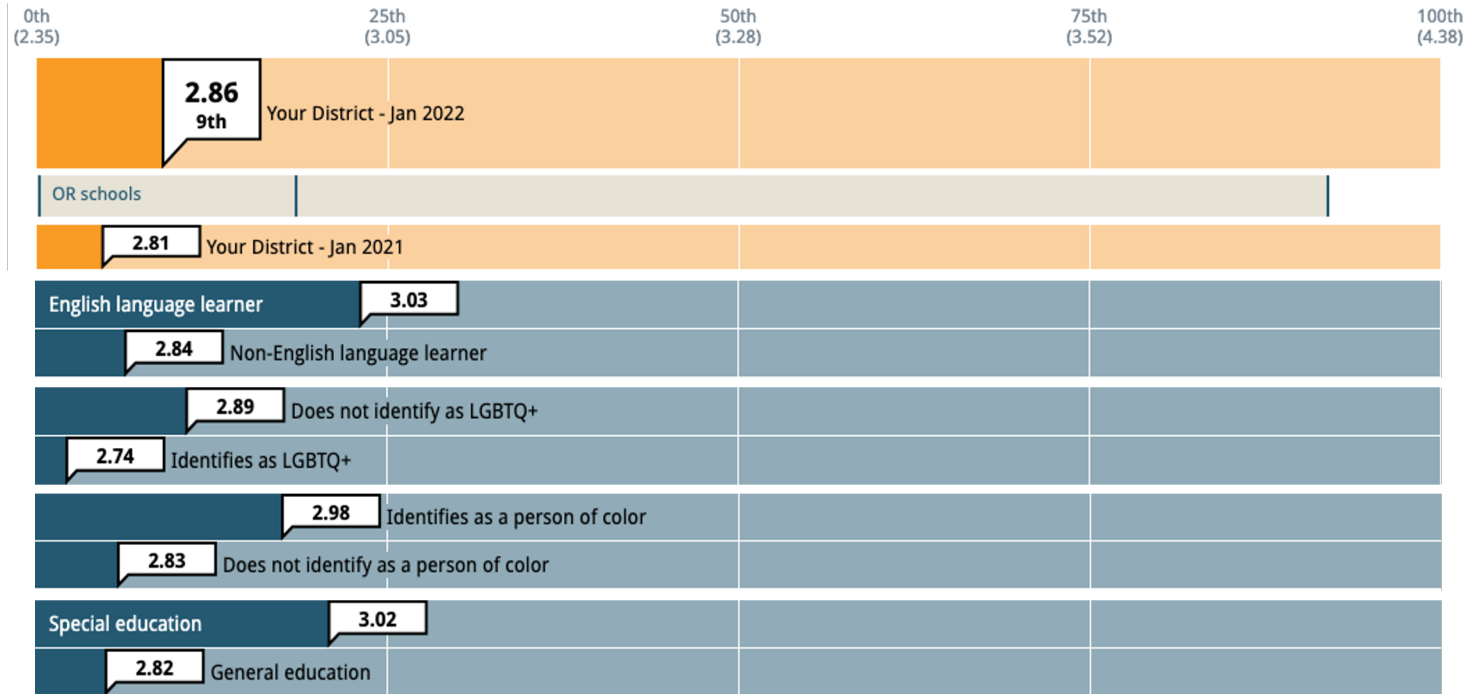
HS Students – Relationships



Theme – The degree to which students feel they receive support and personal attention from their teachers



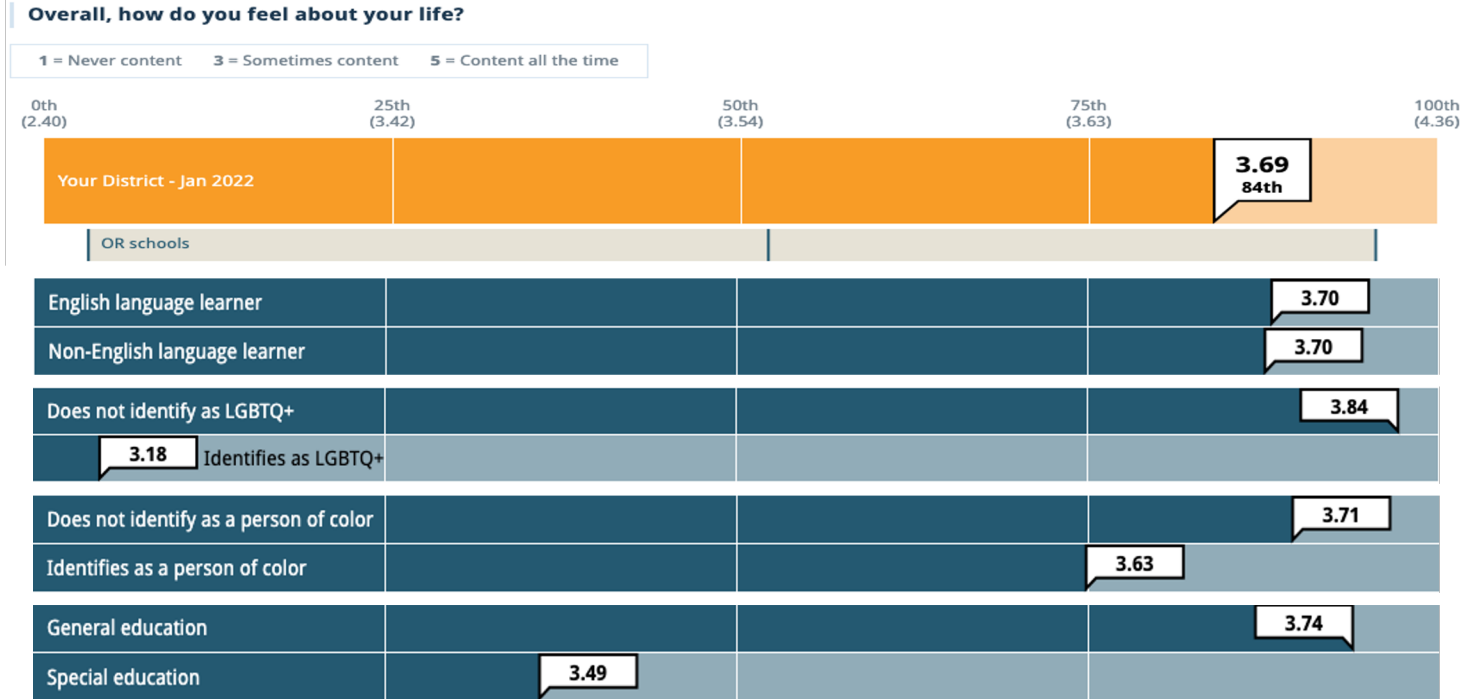
HS Students – College & Career Readiness



Theme – The degree to which students feel equipped to pursue college and careers



HS Students – Emotional & Mental Health



Question – Overall, how do you feel about your life?



Closing Reflection

Reflect across the themes, thinking about key big ideas and trends in student perceptions.

I was surprised...

I learned...

I wonder...

A new question I have is...

I'd like to see more data about...

Etc...



YouthTruth Questions and Notes Handout for School Board Work Session (April 2022)

*For question #1 in each theme use the following definitions:

- Below average = below the 25th percentile
- Average = between the 25th and 75th percentile
- Above average = above the 75th percentile

Engagement Theme

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:

Academic Challenge Theme

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:

Culture Theme

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:

Belonging and Peer Collaboration Theme

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:

Relationships (With Teachers) Theme

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:

College and Career Readiness Theme

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:

Emotional & Mental Health Question (Not a Theme)

All Students (Orange Bars)

1. *Compared with schools nationally, how do students rate our school?
2. Compared with Oregon schools, how do students rate our school?

Groups of Students (Blue Bars)

3. What potentially important differences do you see among subgroups?

Notes:



Encuesta YouthTruth 2022

Dave VanLoo, Ph.D.
Director de Mejoramiento Escolar

Intenciones de aprendizaje

¿Qué es YouthTruth?

¿Qué dicen los datos de YouthTruth?

Analice un dato específico de YouthTruth en detalle

Estudiantes de preparatoria



Marco rector

¿Qué es YouthTruth?

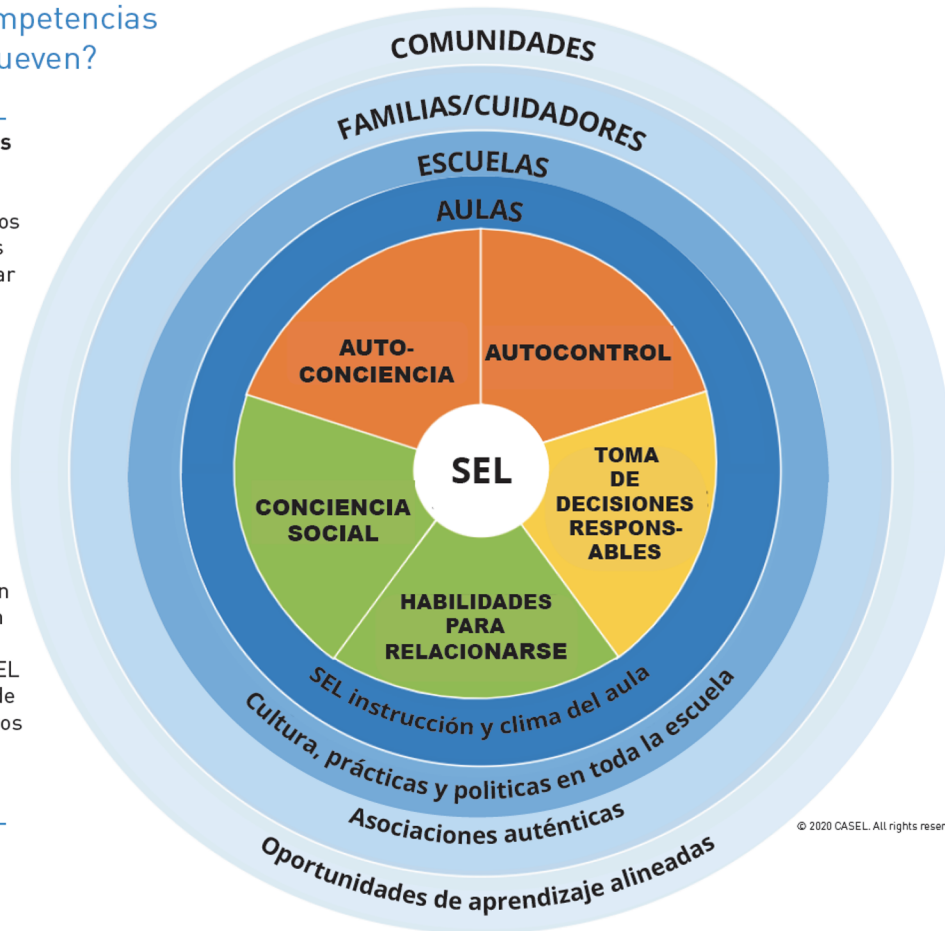


MARCO DE SEL DE CASEL:

¿Cuáles son las áreas de competencias principales y dónde se promueven?

El aprendizaje social y emocional (SEL) es una parte integral de la educación y el desarrollo humano. SEL es el proceso mediante el cual todos los jóvenes y adultos adquieren y aplican los conocimientos, las habilidades y las actitudes para desarrollar identidades saludables, manejar las emociones y lograr metas personales y colectivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones de apoyo, y hacer decisiones responsables y afectuosas.

SEL promueve la equidad y la excelencia educativa a través de asociaciones auténticas entre la escuela, la familia, y la comunidad. Eso establece entornos y experiencias de aprendizaje que presentan relaciones de confianza y colaboración, un plan de estudios e instrucción rigurosa y significativa, y una evaluación continua. SEL puede ayudar a abordar diversas formas de inequidad y capacitar a los jóvenes y adultos para co-creen escuelas prósperas y contribuyan a comunidades seguras, saludables, y justas.



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www.casel.org/what-is-SEL

Datos de estudiantes de preparatoria

Enero 2022



2,182,760

Estudiantes
encuestados

443,348

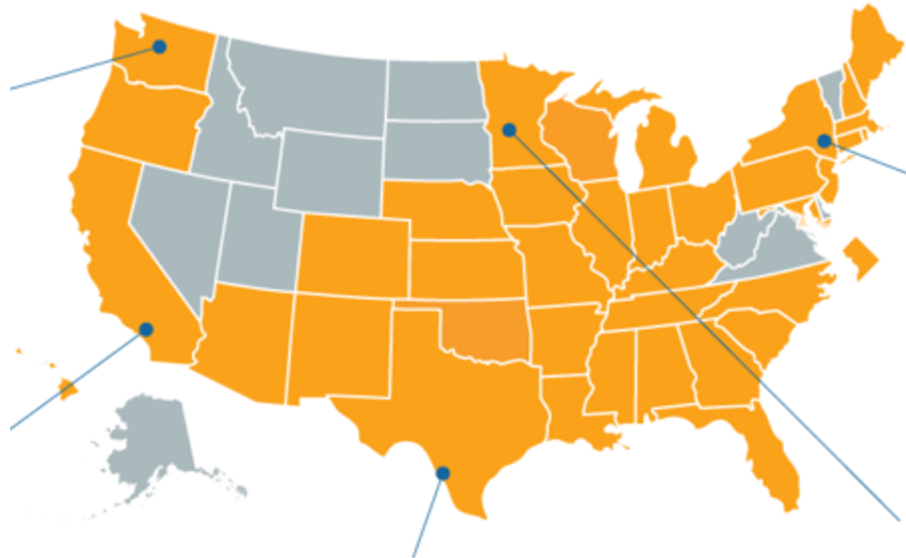
Personal y Familias
encuestados

39

Estados

5

Países



Representación Estudiantil de Bend-La Pine HS

	Porcentaje de encuestados	Número de encuestados
Estudiantes aprendiendo inglés	7%	208
LGBTQ+	19%	606
Persona de color	13%	420
Educación especial	12%	385



Proceso para analizar YouthTruth

Examinaremos varios temas

Cada tema se compone de múltiples preguntas

Para cada tema pensaremos individualmente sobre un conjunto común de preguntas de acuerdo con los datos.

Las preguntas se centran en lo que los estudiantes nos están diciendo, no en agregar nuestras propias interpretaciones, conclusiones o medidas concretas.

Al final tendremos la oportunidad de reflexionar y sintetizar



Protocolo para cada tema

Todos los Estudiantes (Barras Anaranjadas)

1. En comparación con las escuelas a nivel nacional, ¿cómo califican los estudiantes a nuestra escuela?
2. En comparación con las escuelas de Oregón, ¿cómo califican los estudiantes a nuestra escuela?

Para #1 y #2, use lo siguiente:

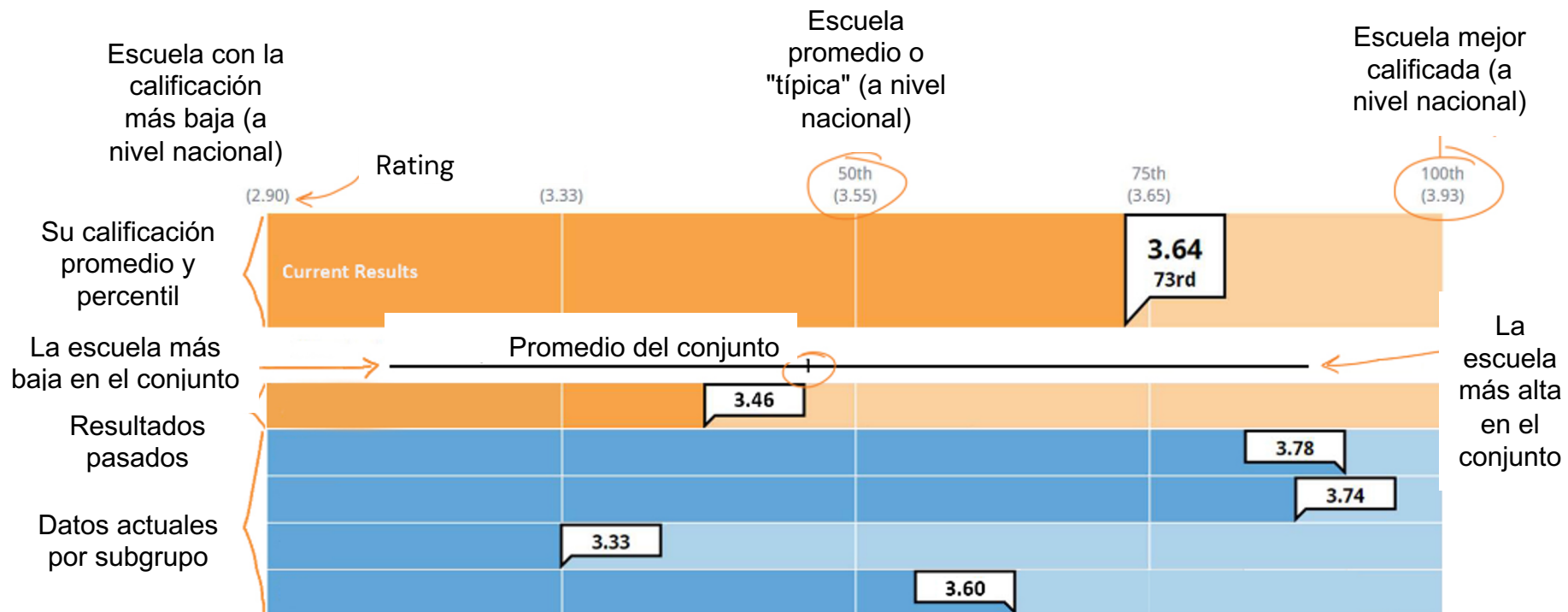
- Por debajo del promedio (por debajo del percentil 25),
- Por debajo del promedio (por debajo del percentil 25),
- Por encima del promedio (por encima del percentil 75)

Grupos de Estudiantes (Barras Azules)

1. ¿Qué diferencias potencialmente importantes ve entre los subgrupos?



Gráficos de percentiles

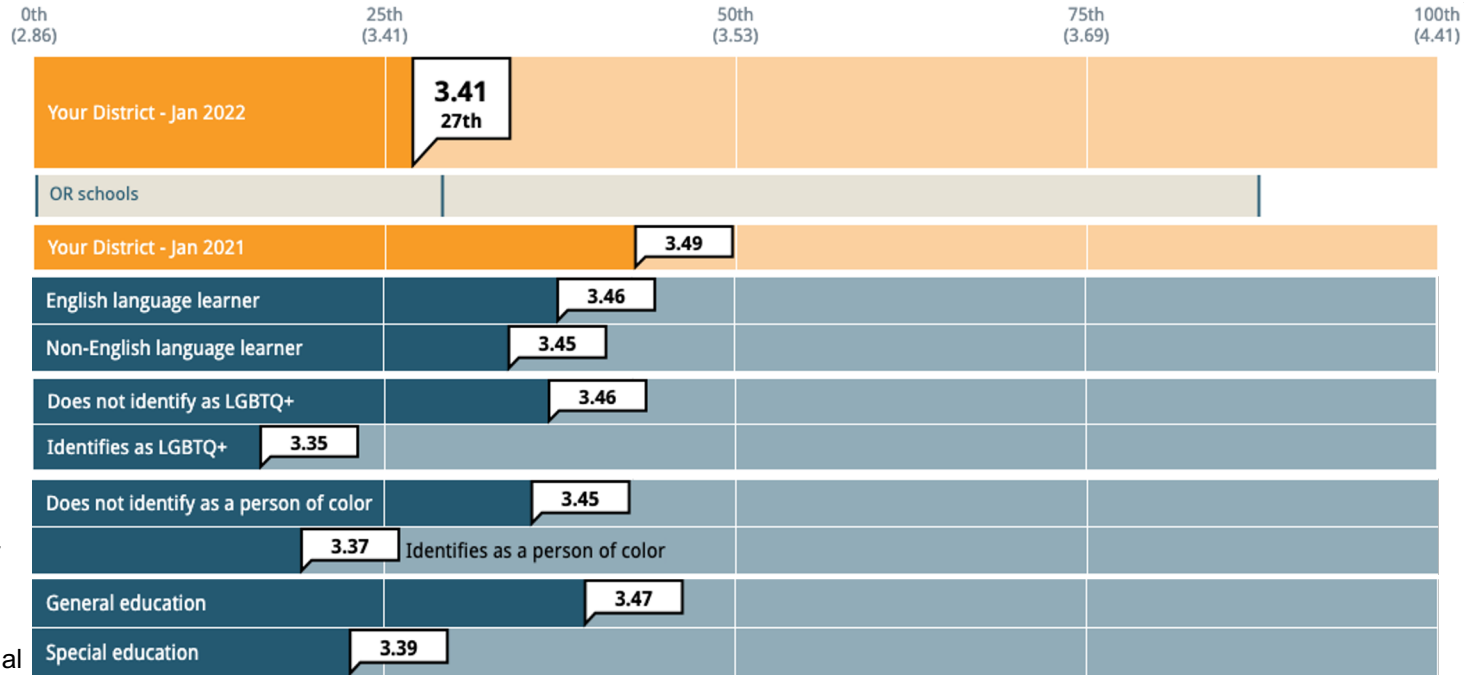


Contexto

Enero 2021 – Aprendizaje totalmente remoto

Enero de 2022 – Instrucción totalmente presencial

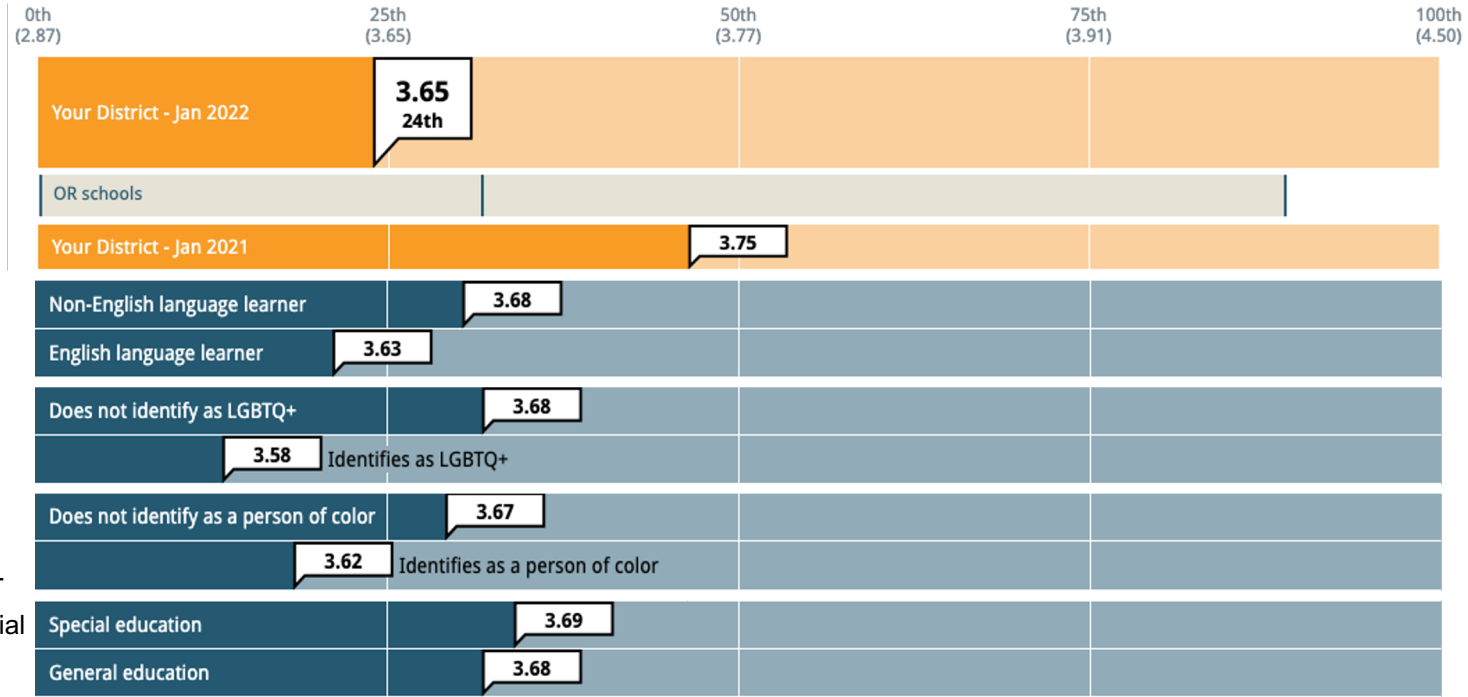
Estudiantes de preparatoria – Compromiso



Tema – El grado en que los estudiantes se perciben a sí mismos en lo que tiene que ver con su compromiso con su escuela y su educación.



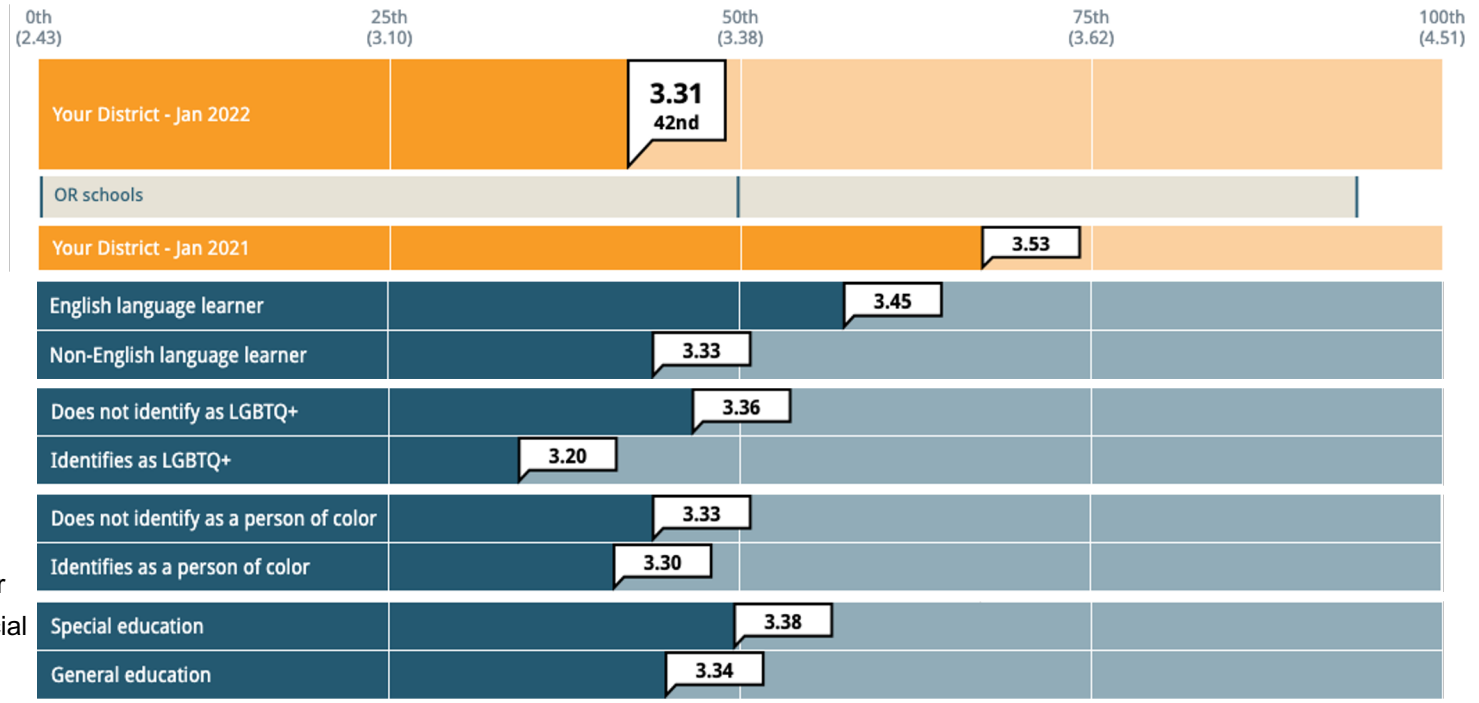
Estudiantes de preparatoria – Desafío Académico



Theme – The degree to which students feel they are challenged by their coursework and their teachers



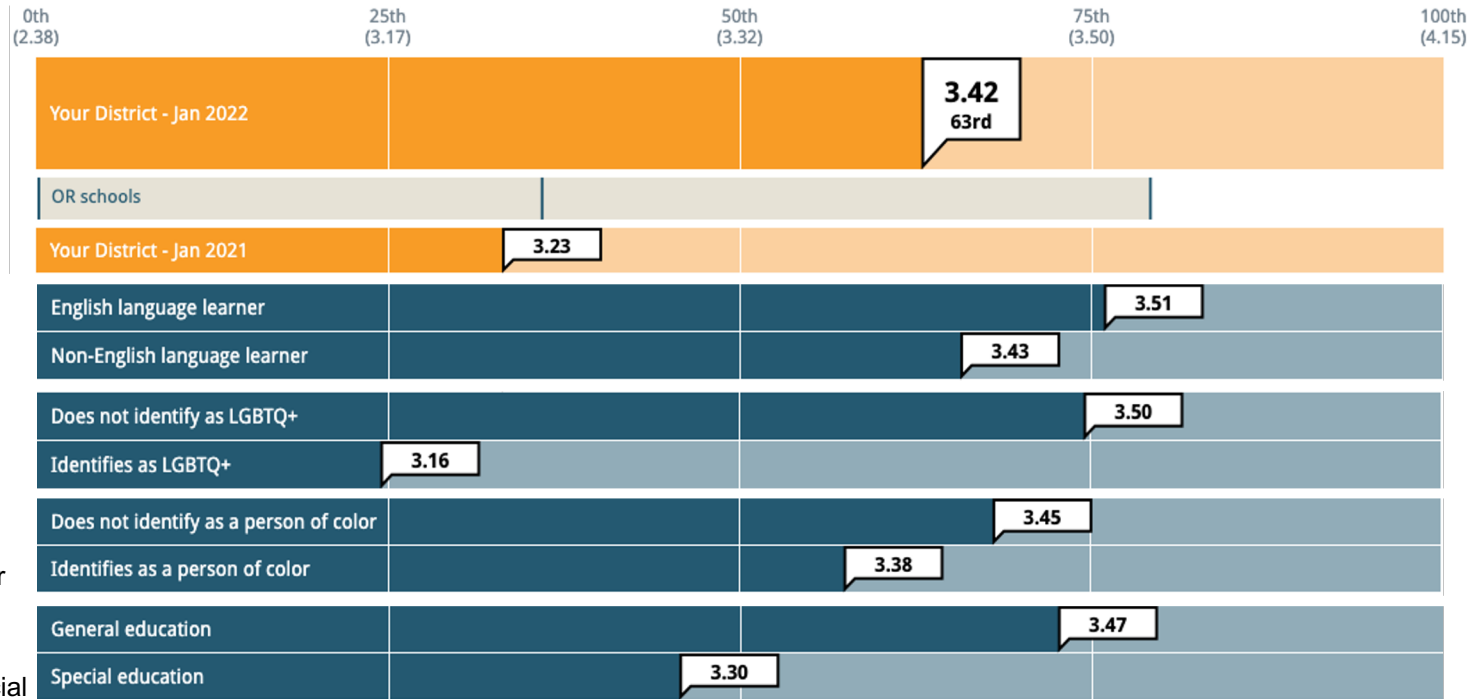
Estudiantes de preparatoria – Cultura



Tema - El grado en que los estudiantes creen que su escuela fomenta una cultura de respeto y equidad.



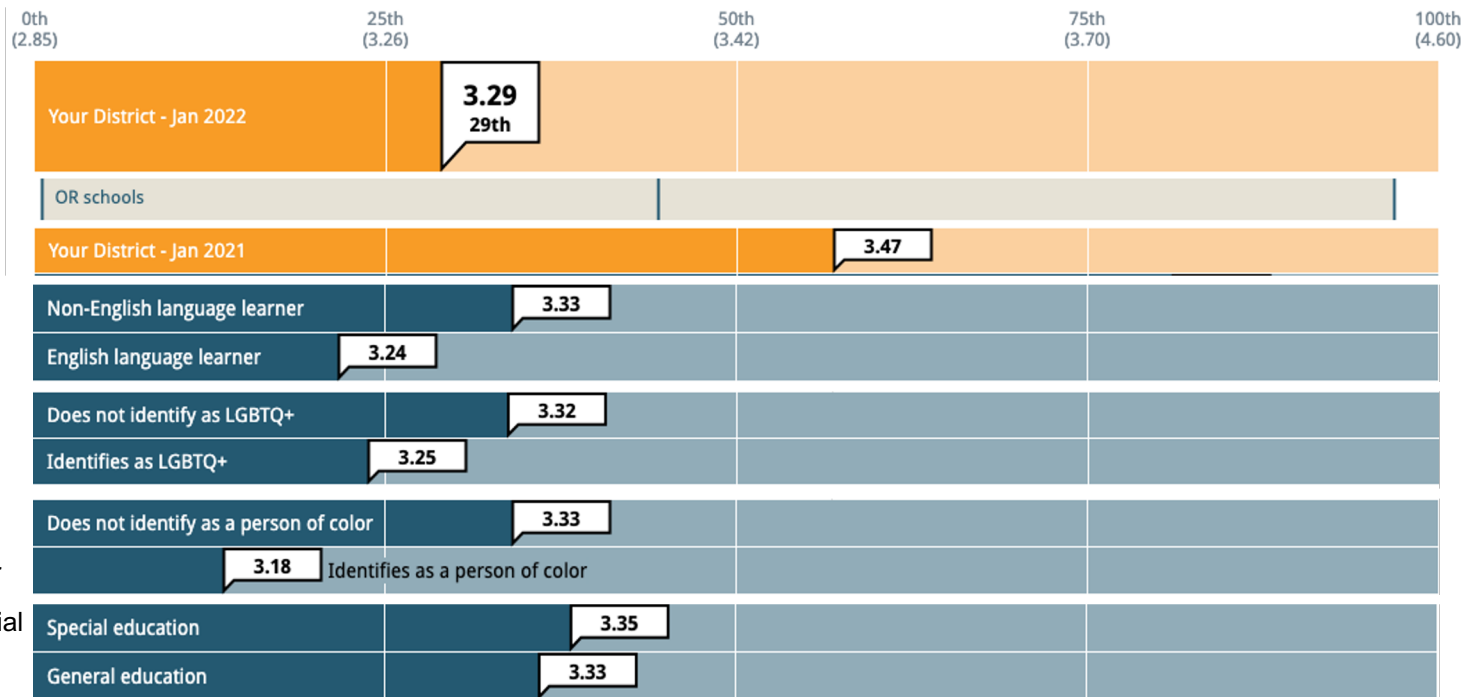
Estudiantes de preparatoria – Pertenencia y colaboración entre compañeros



Tema - El grado en que los estudiantes se sienten bienvenidos en su escuela y tienen relaciones de colaboración con sus compañeros de clase



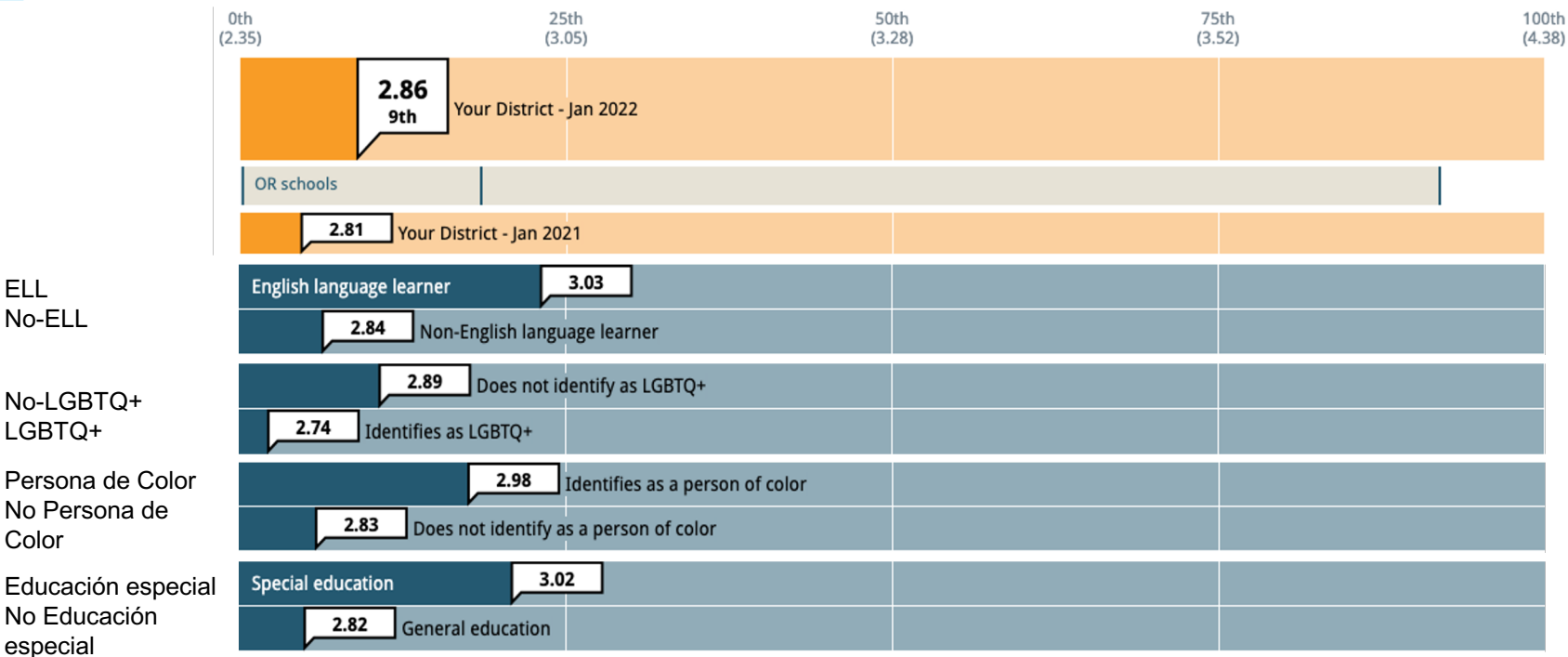
Estudiantes de preparatoria – Relaciones



Tema - El grado en que los estudiantes sienten que reciben apoyo y atención personal de sus maestros



Estudiantes de preparatoria – Preparación para la universidad y carreras profesionales



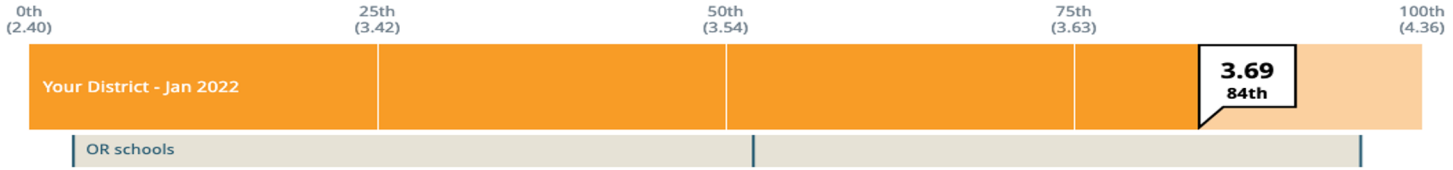
Tema - El grado en que los estudiantes se sienten equipados para ir a la universidad o en busca de carreras profesionales



Estudiantes de preparatoria – Salud Emocional y Mental

Overall, how do you feel about your life?

1 = Never content 3 = Sometimes content 5 = Content all the time



Demographic Group	Score	Percentile
ELL	3.70	-
No-ELL	3.70	-
No-LGBTQ+	3.84	-
LGBTQ+	3.18	-
No Persona de Color	3.71	-
Persona de Color	3.63	-
No Educación especial	3.74	-
Educación especial	3.49	-

Pregunta – En general, ¿cómo te sientes de tu vida?



Reflexión de conclusión

Reflexionado entre los temas, pensando en grandes ideas y tendencias clave en las percepciones de los estudiantes.

Me sorprendió...

Aprendí...

Me pregunto...

Una nueva pregunta que tengo es...

Me gustaría ver más detalles sobre...

Etc...

