



Bend-La Pine Schools School Board Work Session Meeting Agenda

February 27, 2024, 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>		<u>3</u>
	Speaker(s): Chair Barnes Dholakia		
	Attachments:		
2.27.24 Agenda - BORRADOR 3			
4.	<u>Consent for Action</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.		
A.	Approval of Recommendations for Renewal or Non-Renewal		
	Description:		
	<ul style="list-style-type: none"> ▪ Renewal of all listed 1st and 2nd year probationary teachers and administrators ▪ Renewal and granting contract status to all listed 3rd year probationary/temporary teachers and administrators ▪ Contract extension for all contract teachers listed ▪ Contract extension for all 2nd year contract administrators ▪ Non-renewal of listed 2nd and 3rd year probationary teachers unless resigned ▪ Non-extension of listed 2nd year contract administrator unless resigned ▪ Non-renewal of all temporary 1st/2nd teachers, including rehired employees who have retired with PERS 		
B.	Oregon School Employees Association (OSEA) Collective Bargaining Agreement 4		
	Attachments:		
	Settlement Summary: OSEA CBA 4		
5.	<u>Action Items</u>		
A.	Local Option Levy 6		
	Speaker(s): Superintendent Cook and Scott Maben, Director of Communications		
	Attachments:		
	Executive Summary: Local Option Levy		
	Presentation Local Option Levy		

6.	<u>Work Session</u>	<u>19</u>
	Description: The Board will focus on key Board work and initiatives.	
	Attachments:	
	Pre-Read: Open Letter to District Administrators: We Must Value College AND Career Pathways	19
	A. EL 2.1: Student Success Planning	22
	Speaker(s): Stephen DuVal, Director of College and Career Readiness	
	Attachments:	
	Executive Summary: Executive Limitation 2.1 Report	22
	Presentation: Executive Limitation 2.1	24
	Presentación: Limitación ejecutiva 2.1	43
7.	<u>Board Chair Report</u>	
	Speaker(s): Chair Barnes Dholakia	
8.	<u>Director Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	
9.	<u>Adjourn</u>	
	Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for March 12, 2024.	



Escuelas de Bend-La Pine

Orden del día de la reunión regular de la junta escolar - BORRADOR

27 de febrero de 2024, 5:30 PM

Ubicación:

Centro educativo, sala de juntas#314
520 NW Wall Street
Bend, OR 97703

1. **Llamada al orden**

Orador(es): Presidente de la junta directiva Barnes Dholakia

2. **Juramento de Lealtad a la bandera**

Orador(es): Presidente de la junta directiva Barnes Dholakia

3. **Revisión del orden del día**

Orador(es): Presidente de la junta directiva Barnes Dholakia

4. **Consentimiento para la acción**

Orador(es): Presidente de la junta directiva Barnes Dholakia

Descripción: Los elementos que son de naturaleza rutinaria se colocan en la Agenda de Consentimiento. Cualquier elemento incluido en el Consentimiento para la acción puede eliminarse a pedido de cualquier miembro de la Junta antes del momento en que se realiza la votación. Todos los elementos restantes del Consentimiento para la acción se eliminan en una sola moción.

A. Aprobación de Recomendaciones de Renovación o No Renovación

5. **Artículos de acción**

A. Impuesto de opción local

Orador(es): Superintendente Cook y Scott Maben, Director de Comunicaciones

6. **Sesión de trabajo**

Descripción: La Junta Directiva se centrará en el trabajo y las iniciativas clave de la Junta Directiva.

A. EL 2.1: Planificación del éxito estudiantil

Orador(es): Stephen DuVal, Director de Preparación Universitaria y Profesional

7. **Informe del presidente de la junta directiva**

Orador(es): Presidente de la junta directiva Barnes Dholakia

8. **Comentarios del director**

Descripción: Una oportunidad para que los miembros de la junta directiva brinden comentarios o reflexiones.

9. **Aplazar**

Descripción: La reunión se aplazará con la próxima reunión regular de la Junta Escolar programada para el 12 de marzo de 2024.

Article	Summary of OSEA Labor Contract Settlement
Article 1 - Recognition	<ul style="list-style-type: none"> ● Housekeeping
Article 2 - Status & Duration	<ul style="list-style-type: none"> ● 4-year CBA; reopeners for \$ and 2 articles apiece in 3 and 4
Article 3 - Assoc. Rights	<ul style="list-style-type: none"> ● Incorporation of HB2016 (2019) provisions re: site and staff access, information access, communication access, etc., into CBA
Article 4 - Mgmnt Rights	<ul style="list-style-type: none"> ● Housekeeping
Article 5 - Payroll Deducts	<ul style="list-style-type: none"> ● Housekeeping
Article 6 - Wage, Experience Credit, & Career Recog.	<ul style="list-style-type: none"> ● COLA: Yr1: 6.3% Yr2: 4.25% Retro to 7/1/23 ● Revised/clarified wage schedule placement ● Extends longevity steps ● Establishes Nat. Cert stipend for nurses
Article 7 - Benefits	<ul style="list-style-type: none"> ● Incorporates Opt-Out ● Incorporates HSA
Article 8 - Ed. & Improv.	<ul style="list-style-type: none"> ● District-required certs and licenses paid by District
Article 9 - Holidays	<ul style="list-style-type: none"> ● Exchanges Juneteenth for New Years Eve for Full Year Ees ● Raises less-than-full-year list threshold to 202 days
Article 10 - Leaves	<ul style="list-style-type: none"> ● Revises definition of immediate family member ● Reconciles statutory Sick Time and contractual Sick Leave ● Revises order of leave use under FMLA/OFLA ● Clarifies bereavement leave periods and stacking ● Addresses Paid Leave Oregon (with 1/3-day banked leave use)
Article 11 - Eval./Just Cause	<ul style="list-style-type: none"> ● Extends Just Cause to Probationary employees ● Must provide written concerns to extend probationary period ● Limits grievance of Probationary employee discipline to School Board (Level 4) ● Addresses anonymous complaints
Article 12 - Seniority	<ul style="list-style-type: none"> ● Housekeeping
Article 13 - Layoff/Recall	<ul style="list-style-type: none"> ● Personal Leave cashed out in layoff ● Employee remains on recall list after accepting position in lower classification ● Accrued sick leave reinstated upon recall
Art. 14 -	<ul style="list-style-type: none"> ● Notification of vacancy prior to posting
Article 15 - Assignment & Transfer	<ul style="list-style-type: none"> ● Transfer request considered before making hiring decision ● Return to vacancy in prior classification w/in 40 days
Article 16 - Work Sched/Call Back/Overtime/Comp Time	<ul style="list-style-type: none"> ● Driver compensation for certain rest periods ● Incl. weather & report/remote/close & delayed start provisions

Article 17 - Job-Related Conditions	<ul style="list-style-type: none"> ● District paid fingerprinting ● Transportation mechanics tool replacement changed to tool allowance stipend ● Incorporation of Inclusion EA Conditions
Article 18 - Grievance Proc.	<ul style="list-style-type: none"> ● Detailed required info in grievance
Article 19 - Personnel Files	<ul style="list-style-type: none"> ● Housekeeping
Article 20 - Classification & Review	<ul style="list-style-type: none"> ● Establishes classification and position structure and nomenclature ● Clarifies classification, reclassification, compensation, and market adjustment studies ● Addresses placement on schedule following reclassification or market study
New Article - Non-Discrimin.	<ul style="list-style-type: none"> ● Establishes contract provision
New Article - Consult RNs	<ul style="list-style-type: none"> ● Establishes orientation rights ● Establishes orientation lead pool ● Establishes Feeding Team ● Provides terms for substitution
MoA - Remote Work	<ul style="list-style-type: none"> ● District to propose recommendations
MoA - LMC Discussion	<ul style="list-style-type: none"> ● District onboarding to prominently inform hires how to obtain position description ● Parties to continue engagement regarding automated provision of position descriptions and vacancies



ACTION ITEM: Local Option Levy Recommendation

PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

On February 13, 2024, Scott Maben, Director of Communications, presented a report on the proposed Local Option Levy for Bend-La Pine Schools. This report included background on the Board's direction in 2023 for the District to investigate the possibility of the levy; data from two rounds of public research survey work with District voters; and draft ballot title language for the Board's consideration.

ADMINISTRATIVE RECOMMENDATION:

Bend-La Pine Schools would benefit from a Local Option Levy to supplement what the District receives under the current funding model for public education. Like other large school districts in Oregon, a Local Option Levy would allow our District to fully fund student-focused programs and services that are of high importance based on community input.

To address these needs, we recommend the board present the community with a 5-year Local Option Levy request on the May 21, 2024, primary election ballot. The proposed levy would have a fixed rate of \$1.00 per \$1,000 assessed property value and would provide the District an estimated \$21.2 million in new revenue, after compression loss, for the District's 2024-25 fiscal year.

RECOMMENDED MOTION: I move to authorize the district to place a Local Option Levy, as proposed, on the May 21, 2024, primary election ballot.

Ballot Title

Caption

5-Year Local Option Levy to Improve, Support Student Learning

Question

Shall District levy \$1.00 per \$1,000 assessed value for five years beginning 2024-25 to bridge funding gap, support priorities? This measure may cause property taxes to increase more than three percent.

Summary

Passage of the levy would help Bend-La Pine Schools prepare students for lifelong learning and career success. The District serves over 17,000 students.

The District is unable to fully fund student focused programs and services with revenues received under the state funding model. This proposed 5-year local option levy would allow the District to bridge the funding gap and dedicate resources for the following:

- Protecting and maintaining class sizes
- Strengthening and adding Career Technical Education pathways
- Recruiting and retaining teachers and support staff
- Increasing advanced academic offerings for students
- Improving support systems for struggling students
- Enhancing elective offerings in music, art, technology, business, world languages

The levy would establish a tax rate of \$1.00 per \$1,000 of assessed property value. The estimated cost for a home with a median assessed value of \$238,750 is \$239 a year.

The levy would raise an estimated:

\$21,200,000 in 2024-25

\$21,836,000 in 2025-26

\$22,491,000 in 2026-27

\$23,165,000 in 2027-28

\$23,860,000 in 2028-29

The total raised over 5 years is estimated at \$112,552,000.

February 27, 2024

Local Option Levy



BALLOT TITLE

Caption - 10 words which reasonably identify the subject of the measure.

Question - 20 words which plainly phrase the chief purpose of the measure.

Summary - 175 words which concisely and impartially summarize the measure and its major effect.



CAPTION

**5-Year Local Option Levy to
Improve, Support Student Learning**



QUESTION

Shall District levy \$1.00 per \$1,000 assessed value for five years beginning 2024-25 to bridge funding gap, support priorities? This measure may cause property taxes to increase more than three percent.



This wording required by statute: ORS 280.070(4)



SUMMARY (Revised, Page 1)

Passage of the levy would help Bend-La Pine Schools prepare students for lifelong learning and career success. The District serves over 17,000 students.

The District is unable to fully fund student focused programs and services with revenues received under the state funding model. This proposed 5-year local option levy would allow the District to bridge the funding gap and dedicate resources for the following:

- Protecting and maintaining class sizes
- Strengthening and adding Career Technical Education pathways
- Recruiting and retaining teachers and support staff
- Increasing advanced academic offerings for students
- Improving support systems for struggling students
- Enhancing elective offerings in music, art, technology, business, world languages



SUMMARY (Revised, Page 2)

The levy would establish a tax rate of \$1.00 per \$1,000 of assessed property value. The estimated cost for a home with a median assessed value of \$238,750 is \$239 a year.

The levy would raise an estimated:

\$21,200,000 in 2024-25

\$21,836,000 in 2025-26

\$22,491,000 in 2026-27

\$23,165,000 in 2027-28

\$23,860,000 in 2028-29

The total raised over 5 years is estimated at \$112,552,000.



TIMELINE

MARCH

March 1 - Last day to file text of referral and ballot title for 7-day challenge period

March 21 - Last day for a measure and Explanatory Statement to be filed

March 25 - Filing deadline for arguments for Voters' Pamphlet

APRIL

April 24-26 - Households receive Deschutes County Voters' Pamphlet

MAY

May 1 - Ballots mailed to voters

May 21 - Election Day





RECOMMENDATION

Dr. Steven Cook, Superintendent





QUESTIONS?
THANK YOU!



SUMMARY (as presented Feb. 13, 2024)

The Bend-La Pine School District is unable to fully fund student focused programs and services with revenues received under the state funding model. This proposed 5-year local option levy would allow the District to bridge the funding gap and dedicate resources to important programs and services, including the following:

- Protect and maintain class sizes
- Strengthen and add Career Technical Education pathways
- Recruit and retain teachers and support staff
- Increase advanced academic offerings for students
- Improve support systems for struggling students
- Enhance elective offerings in music, art, technology, business, world languages



SUMMARY (as presented Feb. 13, 2024)

Passage of the levy would help the District focus on strategies that prepare students for lifelong learning and career success. The district serves over 17,000 students in 33 schools.

If approved, the levy would establish a tax rate of \$1.00 per \$1,000 of assessed property value. The estimated cost for a home with a median assessed value of \$238,750 is about \$239 a year. The levy would provide approximately \$23 million in the first year.



Open Letter to District Administrators: We Must Value College AND Career Pathways

April 17, 2023

One of the most fundamental goals of schooling is to prepare students for life beyond high school—ensuring that students have the skills, knowledge, and other foundational requirements to be self-supporting, earn a living wage, make community contributions, and live an overall fulfilling life. Schools and districts thoughtfully and strategically sequence the way students are introduced to content, iteratively develop skills, and document the engagement of students from the time they enter kindergarten to when they graduate from high school in order to prepare for post-school life readiness. And district personnel must regularly update and revisit these plans in order to stay up-to-date with new standards, emerging technologies, and changes in the economic landscape.

For decades, in most schools, the default assumption to accomplish these outcomes has been that students should strive to attend a college or university after graduation. In many ways, the design of high schools is built around this presumption that students should be working toward a pathway to college. The structure of high school transcripts, course requirements, extracurricular activities, and guidance departments all reflect a bias towards this singular preferred path. And, the metric for success for a student at high school completion is often the caliber of college they will be attending.

Though the phrase *college and career readiness* has become ubiquitous throughout districts, all too often it is students who do not see college as a preference who then revert to a career pathway option. Rarely do students on a straight-to-career path view it as an active, enthusiastic, and celebrated choice. Unfortunately, career pathways are not typically seen as equal or as valuable to college pathways.

This needs to change.

Valuing Career Pathways

Our local, national, and global economies depend on skilled tradespeople. From mechanics, to plumbers, to technicians, to child care workers, to health aides, these industries provide the infrastructure for the efficient and productive functioning of nearly every other economic sector. Recent years have seen shortages in many of these vital fields, causing delays or supply chain issues that have massive impacts in day-to-day lives.

Beyond the broader impact, these skilled trades jobs have the potential to provide incredible short- and long-term opportunities for individual students. There are many students who do not excel in more traditional academic courses that heavily rely on reading and writing responses to more abstract concepts, but thrive with hands-on, project-based learning and work that requires tactile skill and practical knowledge. Students who choose this path can quickly begin to advance in their chosen field and contribute to their local communities as they learn on the job. Due to the demand for these skilled roles, starting salaries are able to ensure self-maintenance. And with strong job security and the ability to earn more as experience is gained, students see a life path more clearly than in many degree-requiring professional fields. And, because these roles require job-embedded, rather than classroom-based learning experiences, student debt is greatly minimized or eliminated entirely.

The value of these career choices and options needs to be explicitly acknowledged by educators, schools, districts, and communities. A thriving college and career readiness culture within a district should aim to help each student find their best postsecondary fit. Students should not need to feel compelled to defend their choice of a career pathway; instead they should be celebrated for identifying a path that meets their unique profile of needs, interests, and strengths. Schools must help students and their families understand and view career options as worthwhile, valuable, and respected choices and not lesser than a choice to attend college.

The Goal Should Be for Every Student To Have a Postsecondary Plan

It will take effort to change our thinking and provide different experiences to students to prepare them for life beyond graduation. The goal must be for every student to have a robust and thoughtful postsecondary plan—regardless of whether they are headed to a college and then a career or straight to a career which will require further embedded learning. The systems districts put in place, the resources which are procured, and the attitudes of school leaders and educators must reflect this shift to respect life paths that do not require college degrees.

It is critical that districts invest in resources and tools that transcend the bifurcation between college and career and truly focus on postsecondary planning and readiness. Providing engaging resources for students seeking straight-to-career options allows them to approach the career exploration and planning process with confidence and excitement and enables every student to find options that align with their interests and talents. Instead of having tools or platforms that are exclusively geared towards college planning or career exploration, finding ones that

are productive and valuable for all pathways creates a sense of acceptance and equal footing for all postsecondary choices.

Districts also need to build structures into the ways schools are organized that ensure that a student is ready for a career beyond graduation and has documentation of their preparation. Just as we have an academic transcript, schools should create a version of a career transcript that showcases skills, industry certifications, work-based learning roles, and other experiences that map onto trade-school or job applications. Rather than students having to adapt the college-focused processes to fit career options, the components and steps for career applications and preparation should automatically be built into a student's progression.

The Stakes are High

Too many students enter high school with the default assumption that they are supposed to work towards going to college. They are not given opportunities to question if this is the best decision for them or whether this path aligns to their interests and goals. They are often not given the financial reality of what college might cost and how that might impact their long-term financial stability before settling on a college pathway.

At the same time, schools and districts often do not approach the potential for career pathways by sharing with students and families that there are many options other than college that can lead to a successful future. Students rarely understand that there are multiple careers that have high earning potential and do not require going into debt for a four-year degree. Because of this, if students find that college is not a likely option for them during the latter part of high school, there is not ample time and support to thoughtfully strategize for a straight-to-career future in a way that allows for exploration, reflection, and planning.

By changing the mindset to focus on finding the best postsecondary fit and being inclusive of career pathways as good potential options for students, schools can ensure that each student is truly ready to support themselves, pursue professional growth, and contribute to their community. Life readiness takes many forms, and students should be educated on the options they have while still in school. Enabling, and promoting career readiness should be a top priority for districts throughout the country.



REPORT: Executive Limitation 2.1: Student Success Planning

PRESENTED BY: Superintendent Cook

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 2.1: Student Success Planning.

Monitoring Report

The Superintendent shall not fail to ensure that the district's instructional program includes a K-12 focus on students' life and career readiness. As part of this program, students will develop self-awareness and self-advocacy skills, understanding of their own strengths and areas for growth, knowledge of post-high school education/training opportunities, and strong foundational knowledge and skills to ensure their access to multiple pathways.

Accordingly, the Superintendent shall not fail to:

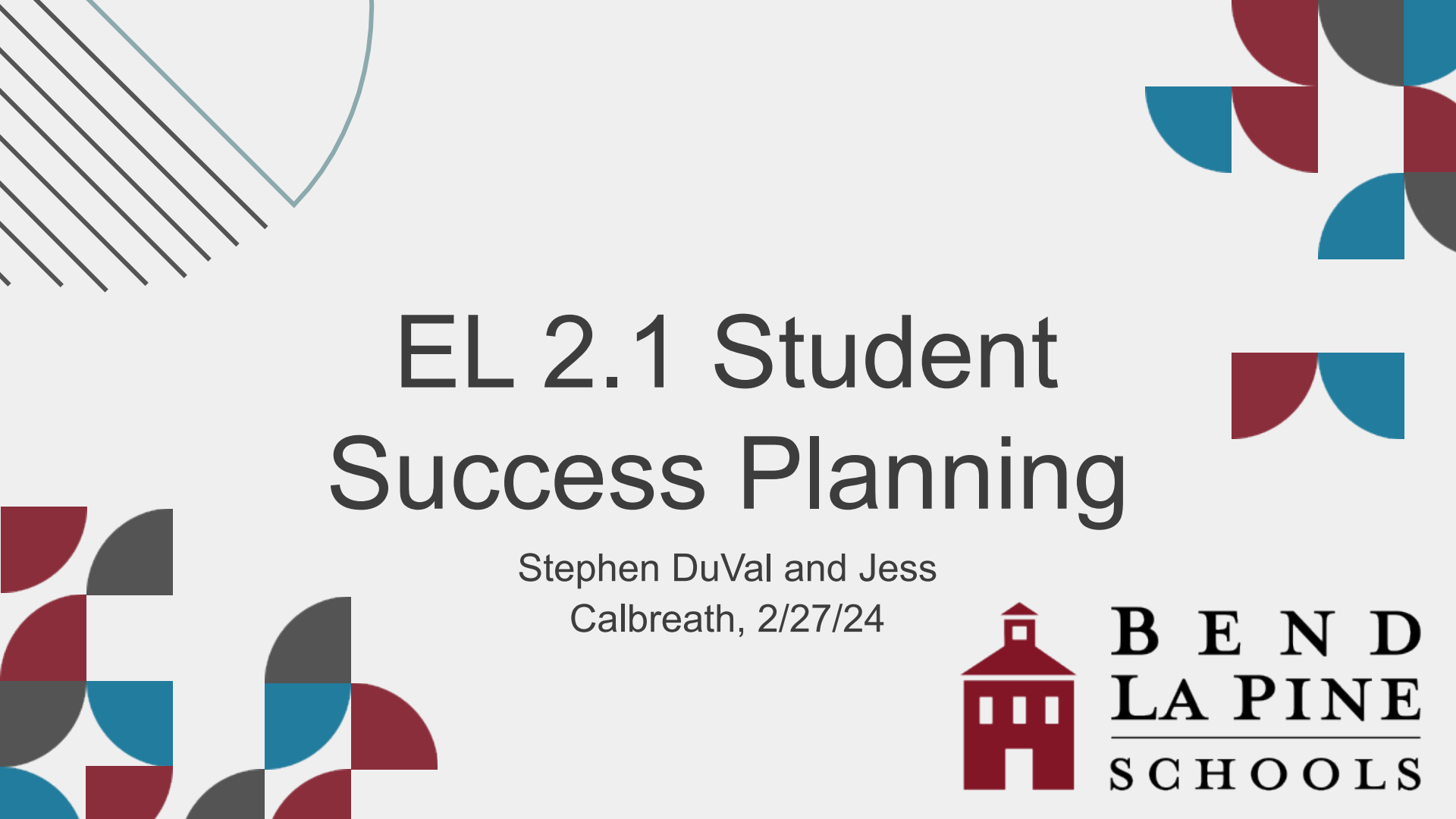
1. Anchor the academic program in the Oregon State graduation requirements.
2. Promote school and classroom practices that comprehensively prepare students for life and career through:
 - a. Safe, inclusive, and equitable learning environments.
 - b. Development of positive self-identity and healthy relationships.
 - c. Reparation of harm and transformation of conflict.
 - d. A K-12 continuum that exposes students to a wide variety of careers and fields of study.
3. Align the K-12 instructional program to post-secondary education requirements, training, and work opportunities to prepare graduates for their future.
4. Ensure that district high schools prepare all students for post-secondary success through their achievement of one or more college/career ready indicators.
5. Offer a variety of diplomas as identified by the State Board of Education.
6. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.

Notable Evidence 2023-24:

- The 23-24 school year has been the first year of a staged implementation K-12 of *Wayfinder*, the district's adopted life and career readiness curriculum.
- All secondary schools in the district have begun implementation of the *School Links* college and career planning platform.

Strategic Initiatives for (2024-25):

- For the 24-25 school year, district schools will move to Stage Two of the implementation process in its use of *Wayfinder* curriculum materials.
- For the 24-25 school year, secondary schools will continue implementation of the *School Links* platform:
 - Educational Plan and Profile: Four and six-year planning
 - Aligning forecasting and course selections with student goals
 - Delivering tier-one postsecondary awareness and skill-building curriculum
 - Conducting student strengths and interest surveys
 - Administering senior exit-surveys (this year!)
 - Tracking alumni data through self-reporting and National Student Clearinghouse
 - Offering analytics for our Life and Career Readiness initiatives



EL 2.1 Student Success Planning

Stephen DuVal and Jess
Calbreath, 2/27/24



B E N D
LA PINE

S C H O O L S



Passion, Plan, and Purpose

Secondary sites will begin implementation of the SchoolLinks college and career platform, which will help students plan for their future as well as build awareness of postsecondary pathways and how they connect to strengths and interests.

Life and Career Readiness



Systemically Implement Evidence-Based Preschool Through High School SEL for All

and at the same time...

Explicitly Integrate SEL Into All Career and Workforce Development Activities

With Attention to Equity Barriers and Facilitators and Intentionally Leverage Personalized Career and Academic Planning (PCAP)

Exposure and Awareness

Beginning in Preschool and Elementary School: early jobs awareness

Exploration and Engagement

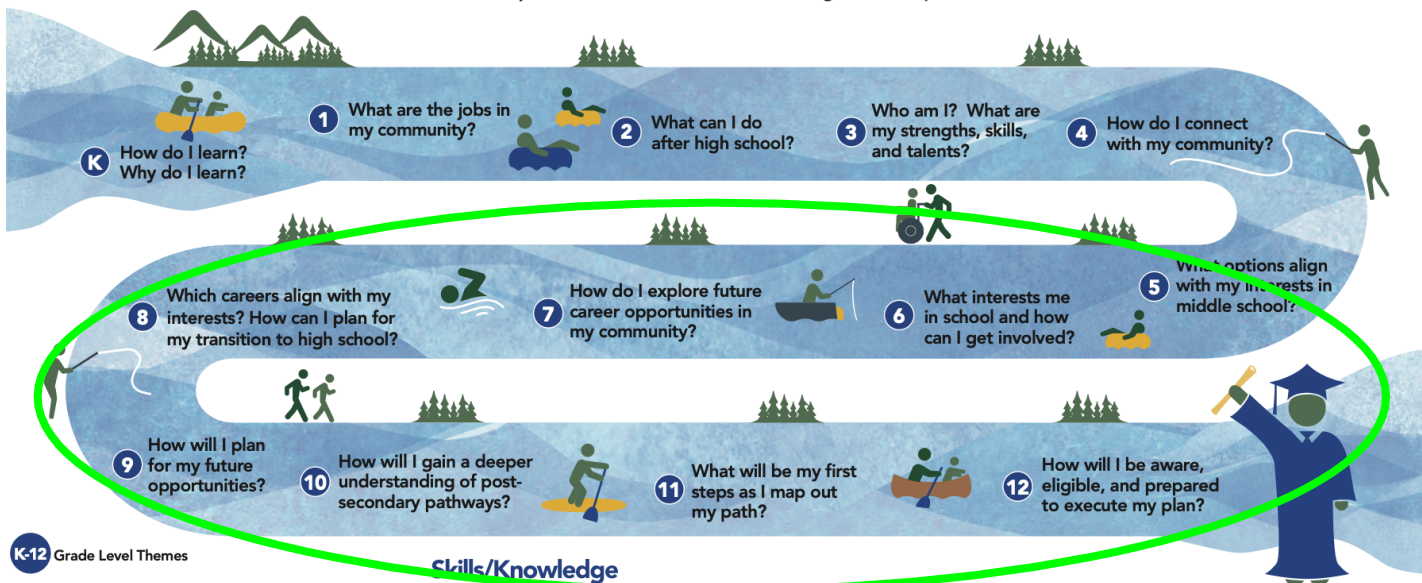
Beginning in Middle School: career exploration activities

Immersion, Participation, and Preparation

Beginning in High School: career participation experiences

Life & Career Readiness

The path to life and career readiness for Bend-La Pine students within a framework of equity, community, school climate and culture, and global competence.



K-12 Grade Level Themes

Skills/Knowledge

Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Experience

Provide opportunities to practice skills

Outcomes

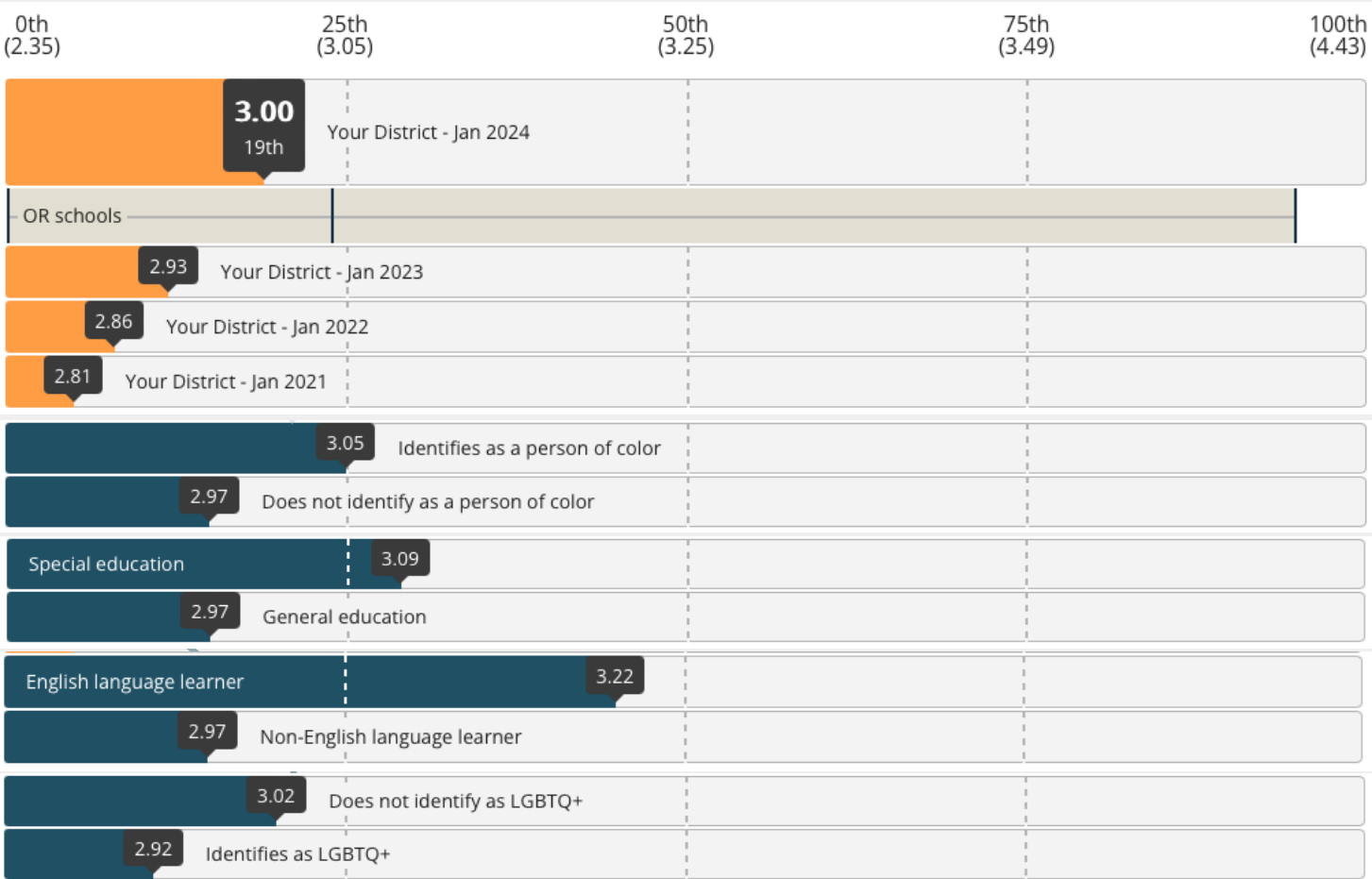
- Competence
- Confidence
- Contribution
- Connection
- Character
- Caring

Bend-La Pine students learn skills and gain experience to achieve outcomes that lead to graduation and future success.



**B E N D
LA PINE
SCHOOLS**

Youth Truth CCR Data



Multiple Systems

Different Experiences with Postsecondary Planning



- Career Exploration
 - OregonCIS
 - YouScience
 - Homemade lessons
- Educational Plan and Profile
 - inconsistent across sites on implementation and systems
- College Search
 - Various online platforms
 - SCOIR
 - Google Search
- Scholarships
 - Google Sheets
- Resume Creation
 - Inconsistent tool and applications
- College Application
 - CommonApp
 - School Websites
 - Lack of data collection
- Alumni Data
 - National Student Clearinghouse

Life and Career Readiness

Two-year steering committee

Explored tools to help us meet our goal of ensuring every student has a passion, plan, and purpose. Ultimately SchoolLinks AND Wayfinder were chosen to support our work.



SchoolLinks



Why SchoolLinks?

SchoolLinks

- Promotion of all pathways
- Access for all
- Parent access
- Integration with existing systems
- Potential Integration with CTE
- “One stop” experience



What can it do?



College Search



Career Exploration



Indicator Tracking



Alumni Network



NSC Reports



Rep Visit



Scholarships



Elementary Level CCR



Industry Partnerships



Service Hour Tracking



Transcripts



SchoolLinks

DEMO

SchoolLinks

Year Zero (23-24)

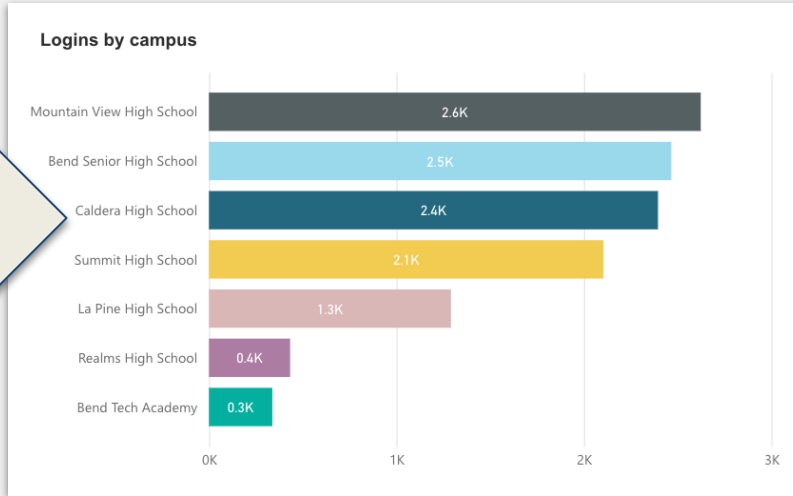
Align existing systems and transition to SchoolLinks



- Student OnBoarding
- College Search
- College Application Manager
 - Student and Counselor Database for tracking application materials
 - Counselors send required School Reports and transcripts
 - Submission of Letter of Recommendations from teachers and counselors
- Scholarships
- Self-discovery/interest tools
- Postsecondary pathways
- Transcription

SchoolLinks Analytics

High School



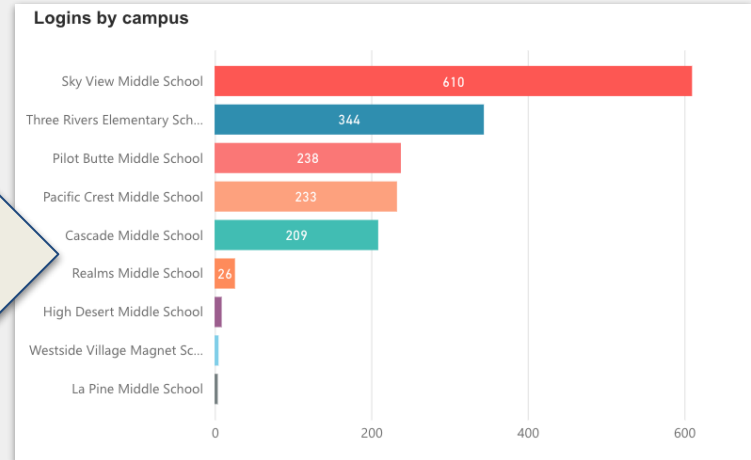
Total Student logins:

13.39K

Unique Student users logged in:

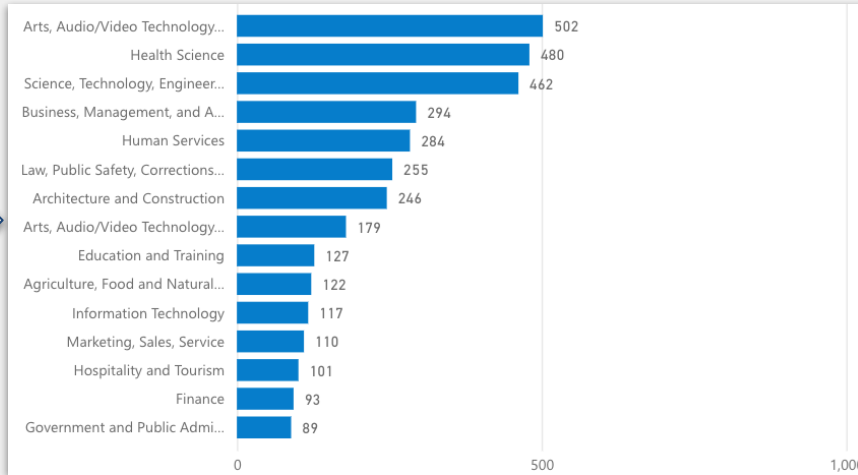
4243

Middle School

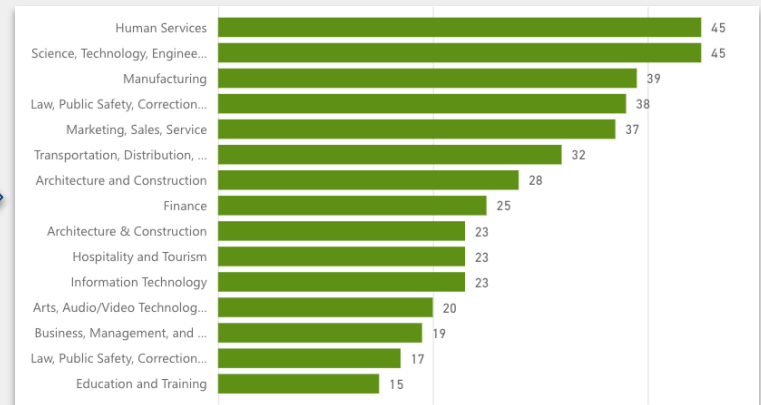


SchoolLinks Analytics: Career Interest Data

Find Your
Path (MS & HS)



Would You
Rather (MS)



SchooLinks Analytics: College Application Data

- As of February 15, 2024, there were **3792** college applications submitted by students via SchooLinks!
- **637 12th grade students** across the district have submitted at least one college application (2-and 4-year colleges)
 - **180** of those students have reported that they have received an acceptance with a total of **488** acceptances so far!
- The average amount of college applications submitted for students who apply to college is **5.95 applications**.
- Final deadlines are approaching and decisions still pending, so there will likely be more applications and acceptances reported by students.
- Next year, this data will populate into a visual “scattergram” for students to see both district and national application data for college/universities that they are looking at.

SchoolLinks Analytics: College Application Data

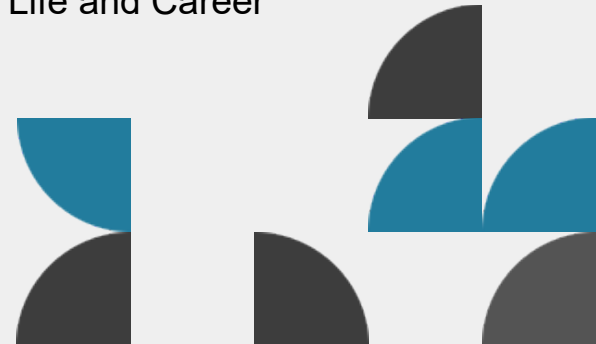
Most Applied to College/Universities for Class of 2024

1. Oregon State University (Main and Cascades)
2. University of Oregon
3. University of California (All)
4. California State University (All)
5. Central Oregon Community College
6. University of Washington
7. University of Arizona
8. University of Utah
9. University of Colorado at Boulder
10. Colorado State University-Fort Collins

Next Steps

Moving forward, SchoolLinks will serve as a comprehensive tool for:

- Educational Plan and Profile: Four and six-year planning
- Aligning forecasting and course selections with student goals
- Delivering tier-one postsecondary awareness and skill-building curriculum
- Conducting student strengths and interest surveys
- Administering senior exit-surveys (this year!)
- Tracking alumni data through self-reporting and National Student Clearinghouse
- Offering analytics for our Life and Career Readiness initiatives





LIFE AND CAREER READINESS NIGHT

COLLEGE AND CAREER EVENT



INDUSTRY PARTNERS



SCHOOLINKS PRESENTATION



BLS SCHOOL COUNSELOR Q & A



OSU AND COCC BREAKOUT SESSIONS



Tuesday March 5th, 2024

6:00-7:30 pm

Caldera High School

ALL STUDENTS AND FAMILIES IN GRADES 6TH-12TH ARE INVITED TO ATTEND

FOOD TRUCKS

During the day on March 5th, counselors will:

- engage in professional development from SchoolLinks to delve deeper into SchoolLinks activities and curriculum.
- explore the SchoolLinks personalized planning and course planner slated for rollout next year.
- discuss plan to align forecasting and Educational Plan and Profile process across the district.



Family Engagement Events for High School

BLS College Application Night: September 19 from 5:30–7:30 pm at Caldera High School and La Pine High School

BLS Financial Aid Updates and Overview: Grade 12, October 17 (Bend Area) and 18 (LPHS)

BLS Academic Information Night: Grades 9–11, Wednesday January 31 2024 at MVHS and LPHS

BLS Life and Career Readiness Fair : Grades 6–12, Tuesday March 5, 2024 (*in collaboration with CHS DECA project*)

BLS College Information Night and Fair : Grades 10 and 11, Wednesday March 13

Virtual “Scoresback” Night for Pre ACT and PSAT: Grades 10 and 11, May TBD

**Goal for 2024–25: develop Family Engagement Events targeted for Middle School Families*



THANK YOU

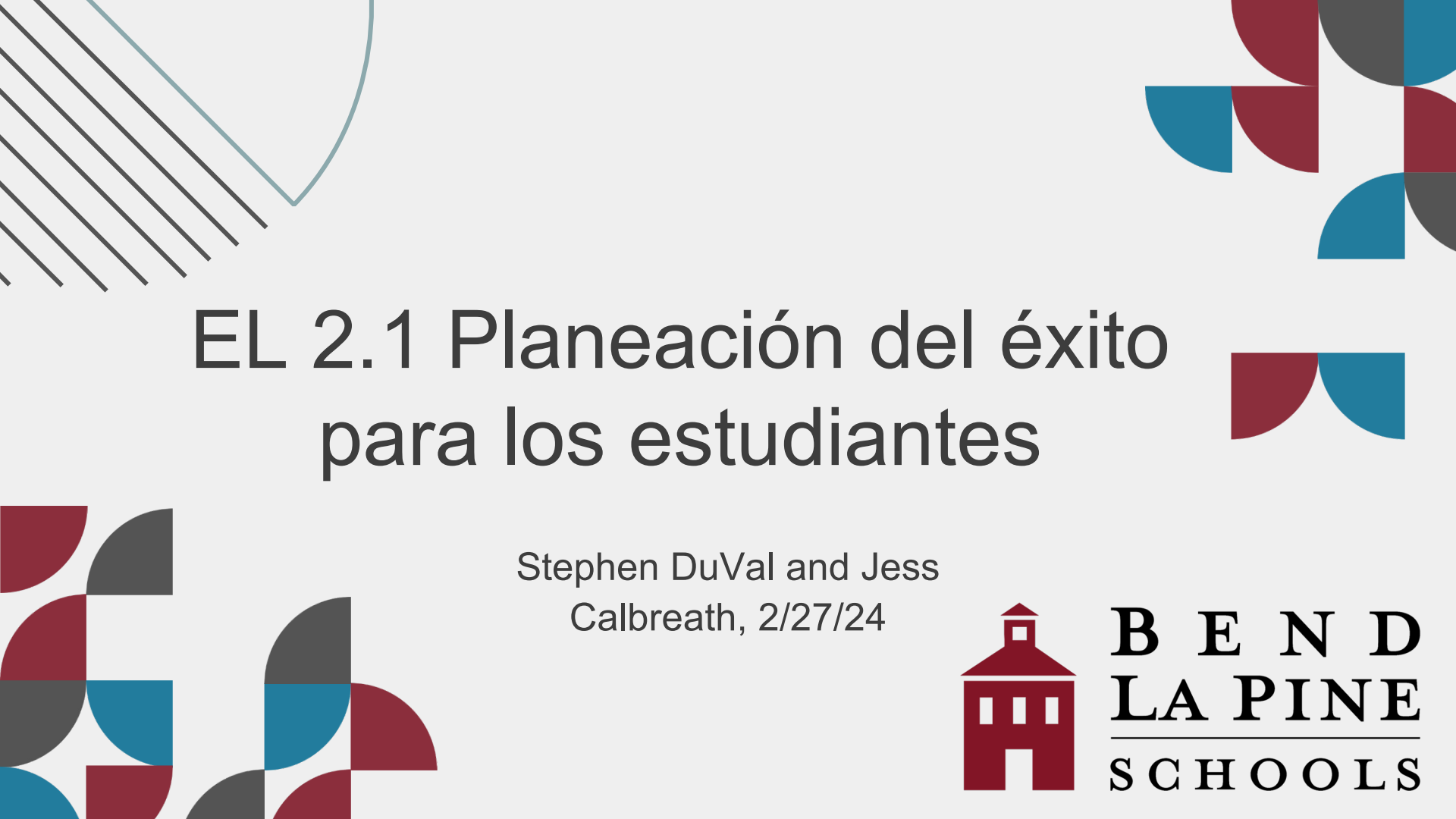
Questions?



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SCHOOLS





EL 2.1 Planeación del éxito para los estudiantes

Stephen DuVal and Jess
Calbreath, 2/27/24



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S C H O O L S

Pasión, plan y propósito

Los sitios de secundaria y preparatoria comenzarán a implementar la plataforma universitaria y profesional SchoolLinks, la cual ayudará a los estudiantes a planear su futuro, así como también a desarrollar una conciencia sobre las trayectorias postsecundarias y cómo éstas se conectan con sus fortalezas e intereses.

Preparación para la Vida y una Carrera



Systemically Implement Evidence-Based Preschool Through High School SEL for All

and at the same time...

Explicitly Integrate SEL Into All Career and Workforce Development Activities

With Attention to Equity Barriers and Facilitators and Intentionally Leverage Personalized Career and Academic Planning (PCAP)

Exposure and Awareness

Beginning in Preschool and Elementary School: early jobs awareness

Exploration and Engagement

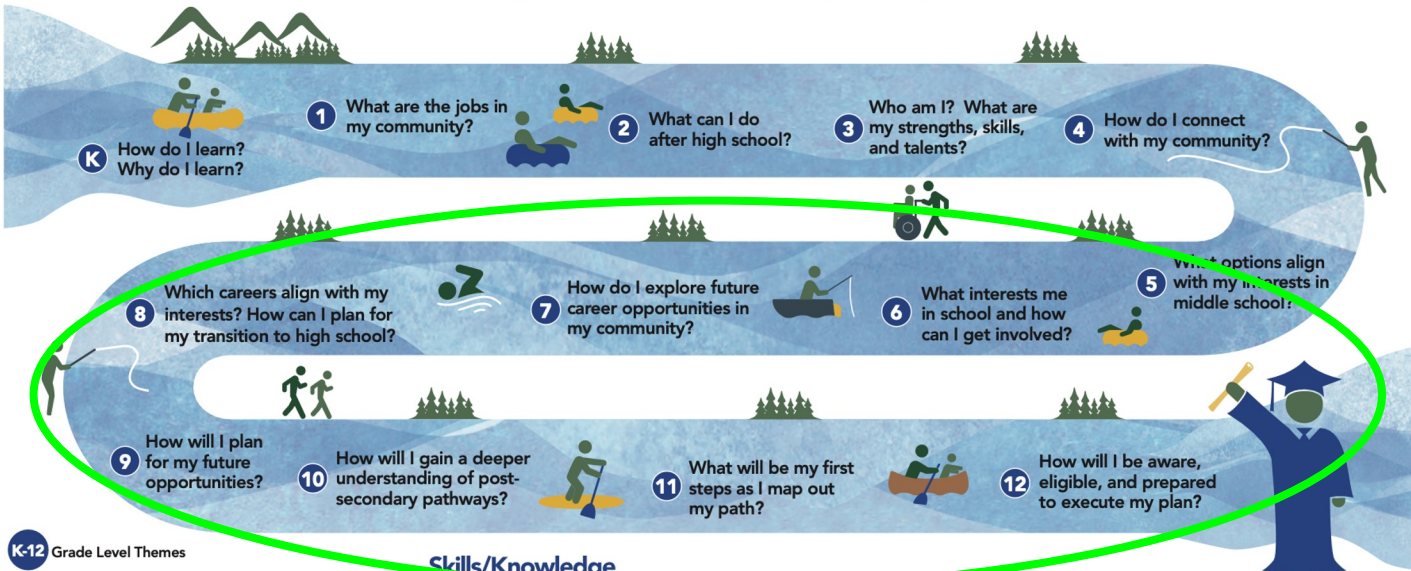
Beginning in Middle School: career exploration activities

Immersion, Participation, and Preparation

Beginning in High School: career participation experiences

Life & Career Readiness

The path to life and career readiness for Bend-La Pine students within a framework of equity, community, school climate and culture, and global competence.



K-12 Grade Level Themes

Skills/Knowledge

Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Experience

Provide opportunities to practice skills

Outcomes

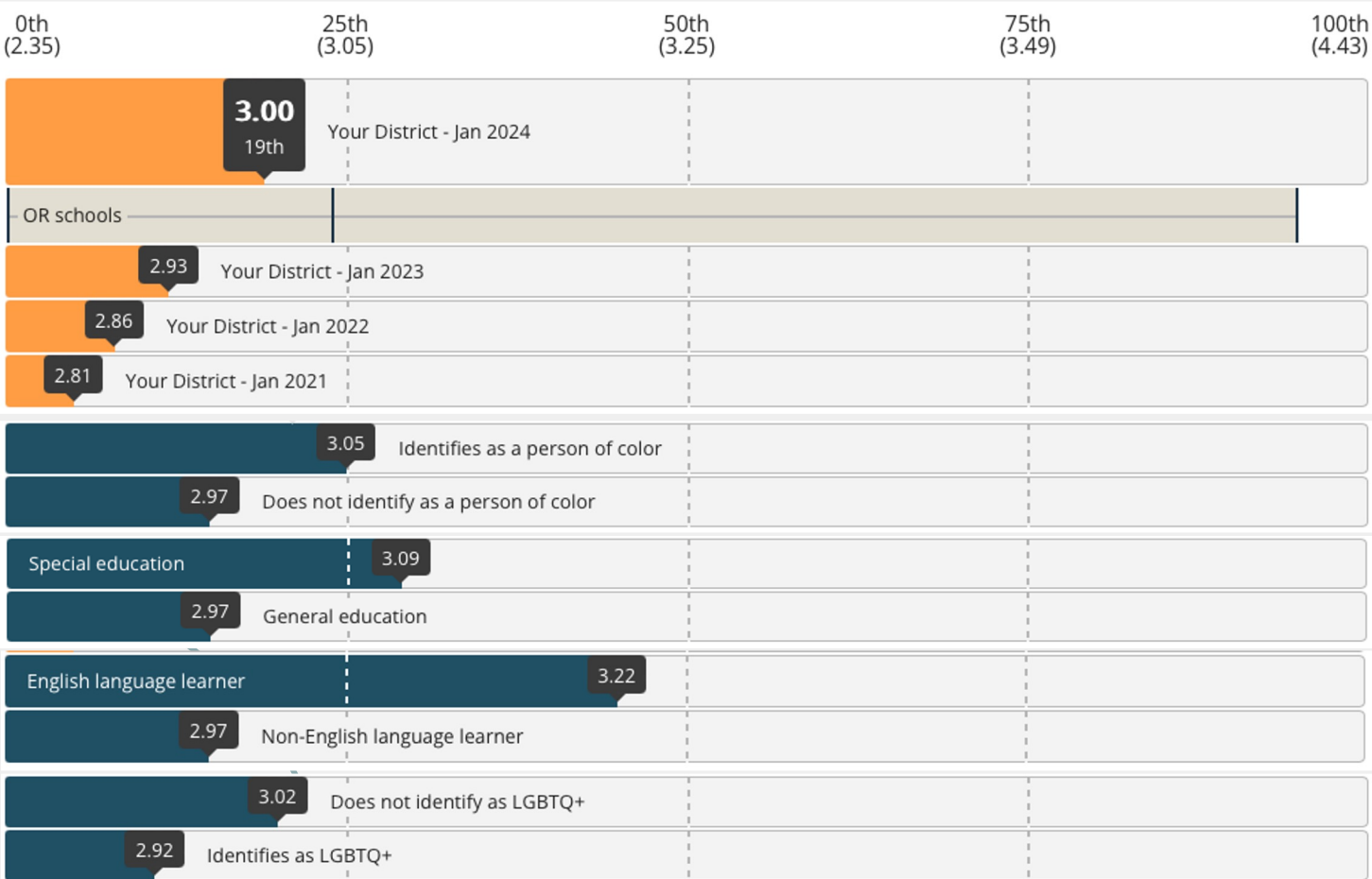
- Competence
- Confidence
- Contribution
- Connection
- Character
- Caring

Bend-La Pine students learn skills and gain experience to achieve outcomes that lead to graduation and future success.



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Datos de CCR de Youth Truth



Sistemas múltiples

Diferentes experiencias con la planeación postsecundaria



- Exploración de carreras
 - OregonCIS
 - YouScience
 - Lecciones hechas internamente
- Plan y perfil educativos
 - Inconsistente en todos los centros sobre la implementación y sistemas
- Búsqueda de colegios y universidades
 - Varias plataformas en línea
 - SCOIR
 - Búsqueda en Google
- Becas
 - Hojas de Google
- Creación de curriculum vitae
 - Herramienta y aplicaciones inconsistentes
- Solicitud universitaria
 - CommonApp
 - Sitios web de las escuelas
 - Falta de recopilación de datos
- Datos sobre estudiantes egresados
 - Centro Nacional para Intercambio de Información sobre Estudiantes

Preparación para la Vida y una
Carrera

Comité directivo de dos
años

Exploramos herramientas para ayudarnos a lograr nuestra meta de asegurar que cada estudiante tenga una pasión, plan y propósito. Finalmente, SchoolLinks Y Wayfinder fueron elegidos para apoyar nuestro trabajo.



¿Por qué SchoolLinks?

SchoolLinks

- Promoción de todas las trayectorias
- Acceso para todos
- Acceso para los padres
- Integración con los sistemas existentes
- Integración potencial con CTE
- Experiencia de "todo en un solo lugar"



¿Qué puede hacer esto?



College Search



Career Exploration



Indicator Tracking



Alumni Network



NSC Reports



Rep Visit



Scholarships



Elementary Level CCR



Industry Partnerships



Service Hour Tracking



Transcripts



SchoolLinks

DEMO

SchoolLinks

Año cero (23-24)

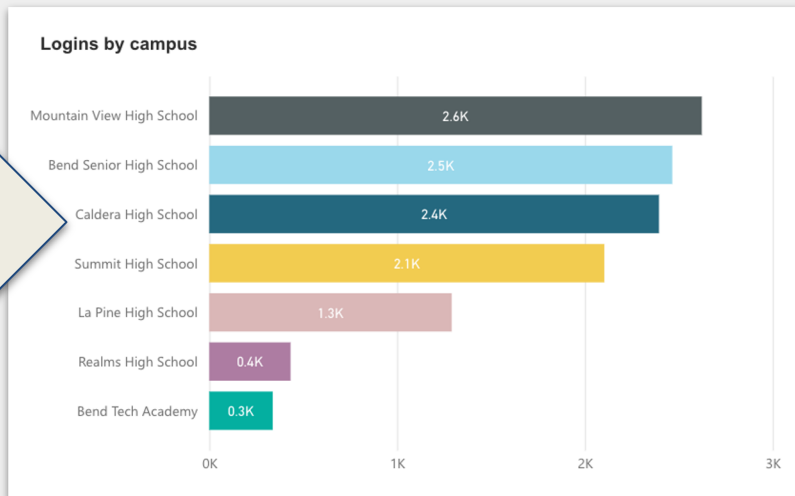
Alinear los sistemas existentes y la transición a SchoolLinks



- Student OnBoarding
- Búsqueda de colegios y universidades
- Administrador de solicitudes universitarias
 - Base de datos de estudiantes y consejeros para el seguimiento de los materiales de solicitud
 - Los consejeros envían los reportes escolares y expedientes académicos requeridos
 - Envío de cartas de recomendación de los maestros y consejeros
- Becas
- Herramientas de autodescubrimiento/intereses
- Trayectorias postsecundarias
- Transcripción

Análisis de SchoolLinks

Escuela preparatoria



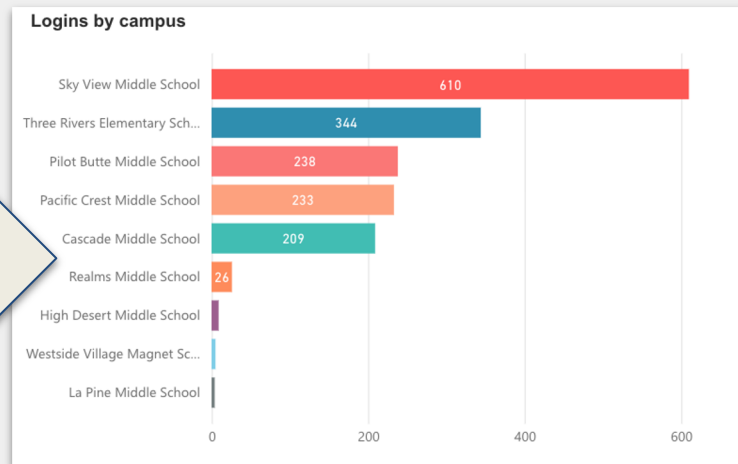
Total Student logins:

13.39K

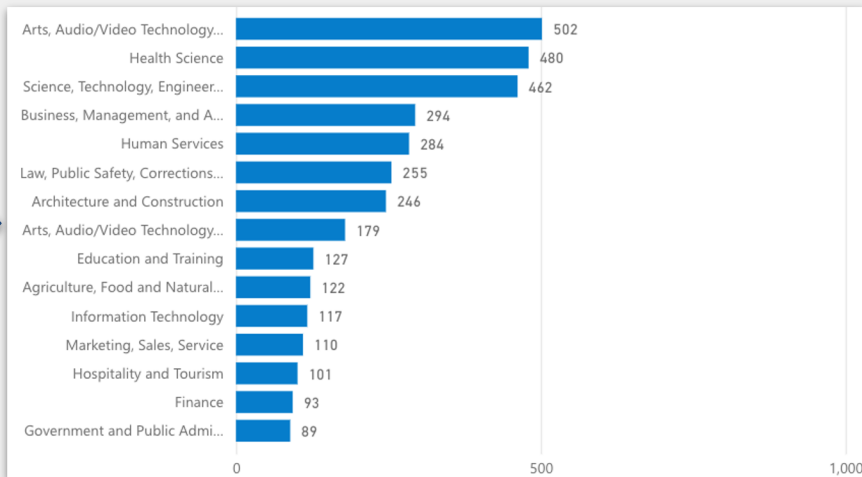
Unique Student users logged in:

4243

Escuela secundaria

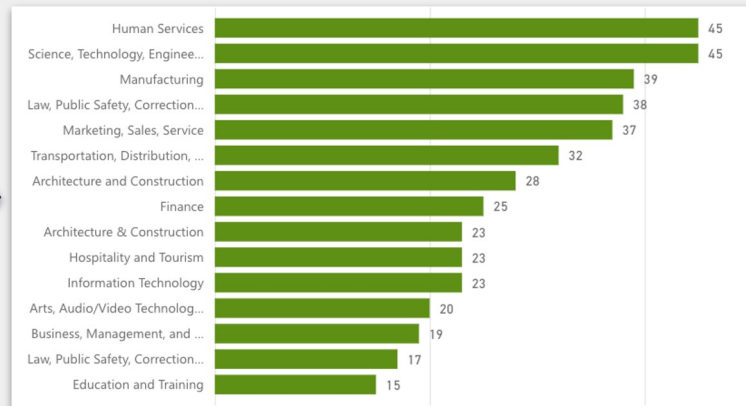


Análisis de SchoolLinks: Datos sobre intereses profesionales



Encuentra tu trayectoria (secundarias y preparatorias)

¿Qué preferirías? (secundarias)



Análisis de SchoolLinks: Datos sobre solicitudes universitarias

- Hasta el 15 de febrero de 2024, ¡había 3792 solicitudes universitarias presentadas por los estudiantes a través de SchoolLinks!
- **637 estudiantes del 12° grado** de todo el distrito han presentado cuando menos una solicitud universitaria (universidades de 2 y 4 años).
 - **180** de esos estudiantes han reportado que han recibido una aceptación ¡con un total de **488** aceptaciones hasta ahora!
- El promedio de solicitudes universitarias presentadas por los estudiantes que solicitan su ingreso a la universidad es de **5.95 solicitudes**.
- Los plazos finales se aproximan y las decisiones todavía están pendientes, por lo que es probable que haya más solicitudes y aceptaciones reportadas por los estudiantes.
- El año próximo, estos datos se incluirán en un "diagrama de dispersión" visual para que los estudiantes puedan ver los datos de las solicitudes nacionales y del distrito para las universidades que están considerando.

Análisis de SchoolLinks: Datos sobre solicitudes universitarias

Colegios y universidades más solicitados para la Clase de 2024

1. Universidad Estatal de Oregón (Main y Cascades)
2. Universidad de Oregón
3. Universidad de California (Todas)
4. Universidad Estatal de California (Todas)
5. Colegio Comunitario de Oregón Central
6. Universidad de Washington
7. Universidad de Arizona
8. Universidad de Utah
9. Universidad de Colorado en Boulder
10. Universidad Estatal de Colorado-Fort Collins

Pasos siguientes

En el futuro, SchoolLinks servirá como una herramienta comprensiva para:

- Plan y Perfil Educativo: Planeación de cuatro y seis años
- Alinear las peticiones y selecciones de cursos con las metas de los estudiantes.
- Proveer una concientización postsecundaria de primer nivel y un currículo para el desarrollo de destrezas.
- Realizar encuestas sobre las fortalezas e intereses de los estudiantes.
- Administrar encuestas de fin de estudios para estudiantes del 12º grado (¡este año!)
- Seguimiento de los datos sobre estudiantes egresados a través de auto reportes y del Centro Nacional para Intercambio de Información sobre Estudiantes.
- Ofrecer análisis para nuestras iniciativas de Preparación para la Vida y una Carrera





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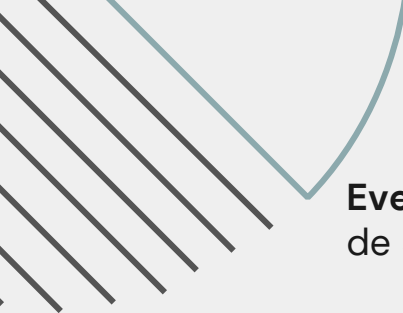
Caldera High School

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FOOD TRUCKS

Durante el día del 5 de marzo, los consejeros:

- participarán en el desarrollo profesional de SchoolLinks para profundizar en las actividades y el currículo de SchoolLinks.
- explorarán la planeación personalizada y el planeador de cursos de SchoolLinks que se lanzará el próximo año.
- discutirán el plan para alinear la petición de cursos y el proceso de Plan y Perfil Educativo en todo el distrito.



Eventos de participación familiar para las escuelas preparatorias

Eventos de participación familiar para las escuelas preparatorias: 19 de septiembre de 5:30–7:30 pm en la Escuela Preparatoria Caldera y Escuela Preparatoria La Pine

Actualizaciones y panorama general sobre asistencia financiera de BLP: Grado 12, 17 de octubre (Área de Bend) y 18 (LPHS)

Noche de Información Académica de BLS: Grados 9–11, miércoles 31 de enero de 2024 en MVHS LPHS

Feria de Preparación para la Vida y una Carrera: Grados 6–12, martes 5 de marzo de 2024 (*en colaboración con el proyecto DECA de CHS*)

Feria y Noche de Información Universitaria de BLS: Grados 10 y 11, miércoles 13 de marzo

Noche Virtual de "Scoresback" para Pre–ACT y PSAT: Grados 10 y 11, mayo (fecha por determinarse)

**Meta para 2024–25: Desarrollar eventos de participación familiar destinados para las familias de escuelas secundarias*



GRACIAS

¿Preguntas?



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