



## School Board Regular Meeting Agenda

April 9, 2024, 5:30 PM

### Location:

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

1.	<b><u>Call to Order</u></b>	
	<b>Speaker(s):</b> Vice Chair Marcus LeGrand	
2.	<b><u>Pledge of Allegiance</u></b>	
	<b>Speaker(s):</b> Vice Chair Marcus LeGrand	
3.	<b><u>Review of Agenda</u></b>	<b>4</b>
	<b>Speaker(s):</b> Vice Chair Marcus LeGrand	
	<b>Attachments:</b>	
4.9.24	Agenda - BORRADOR	4
4.	<b><u>District Recognitions</u></b>	
A.	Champion for Students Award	
	<b>Speaker(s):</b> Superintendent Cook	
B.	Resolution 1963: Teacher Appreciation Week	6
	<b>Speaker(s):</b> Vice Chair Marcus LeGrand	
	<b>Attachments:</b>	
	Resolution 1963: Teacher Appreciation Week	6
5.	<b><u>Action Items</u></b>	
A.	At Large Zone 6 Position	
	<b>Speaker(s):</b> Vice Chair Marcus LeGrand	
B.	Election of Board Officers	
	<b>Speaker(s):</b> Vice Chair Marcus LeGrand	
6.	<b><u>Student Advisory Council Report</u></b>	
	<b>Speaker(s):</b> Student Voice Council Leadership	
7.	<b><u>Public Comment</u></b>	
	<b>Speaker(s):</b> Board Chair	
	<b>Description:</b> This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.	
8.	<b><u>Consent for Action</u></b>	
	<b>Speaker(s):</b> Board Chair	
	<b>Description:</b> Items that are routine in nature are placed on the Consent Agenda. Any item placed on the Consent for Action may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent for Action are then disposed of in a single motion.	
A.	Approval of Minutes	

<b>Description:</b> March 12, 2024, Regular Business Meeting <i>Reference: ORS 192.650 and ORS 332.057</i> <b>Attachments:</b>	
3.12.24 Minutes - DRAFT	7
B. Approval of Personnel Recommendations <b>Description:</b> Administrative, Licensed, Classified, and Confidential Staff Recommended Hires, Resignations, and Retirements <i>Reference: ORS 332.505</i> <b>Attachments:</b>	12
Certified Board Report 4.9.24	12
Classified Board Report 4.9.24	14
9. <b><u>Consent for Information</u></b> <b>Speaker(s):</b> Superintendent Cook <b>Description:</b> Items that are routine in nature and for informational purposes only are placed on the Consent for Information.	
A. Public Comment Follow-up <b>Attachments:</b>	16
4.9.24 District Follow-up to BLS School Board Meeting Public Comment	16
B. Sustainability Update <b>Attachments:</b>	17
Executive Summary: Sustainability 2023	17
C. Report: Executive Limitation 4.4: Facilities <b>Attachments:</b>	18
Executive Summary: Executive Limitation 4.4: Facilities	18
D. 3rd Quarter Finance Report <b>Attachments:</b>	19
Q3 2023-24 Financial Report	19
10. <b><u>Reports</u></b>	
A. Curriculum Adoption <b>Speaker(s):</b> Kinsey Martin, Executive Director of Policy, Advocacy, and Equity <b>Description:</b> English Language Development Curriculum (ELL/Title III) and Biliteracy/Spanish Language Arts Curriculum (Dual Immersion) <b>Attachments:</b>	22
Executive Summary: Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs	22
Presentation Curriculum Adoption ELL and DI	23
Presentación: Adopción del plan de estudios	47
B. TAG Programming <b>Speaker(s):</b> Deputy Superintendent Nordquist; Stephen DuVal, Director of College and Career Readiness; and Jessica Scott, Assistant Principal Juniper Elementary <b>Attachments:</b>	71
Executive Summary: TAG Programming	71
Presentation: TAG Programming	72
Presentación: TAG y Escuelas de Bend-La Pine	89
11. <b><u>Superintendent's Report</u></b> <b>Speaker(s):</b> Superintendent Cook	
12. <b><u>Board Chair Report</u></b> <b>Speaker(s):</b> Board Chair	
13. <b><u>Director Comments</u></b> <b>Description:</b> An opportunity for board members to provide comments or reflections.	
14. <b><u>Adjourn</u></b> <b>Description:</b> Meeting will be adjourned with next Regular School Board Meeting scheduled for May 14, 2024.	





**Escuelas de Bend-La Pine**  
**Agenda para reunión regular de la Junta Escolar- BORRADOR**  
9 de abril, 2024, 5:30 PM

**Lugar:**

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

1. **Apertura de la reunión**  
**Ponente:** Vicepresidente Marcus LeGrand
2. **Juramento a la bandera**  
**Ponente:** Vicepresidente Marcus LeGrand
3. **Revisión de la agenda**  
**Ponente:** Vicepresidente Marcus LeGrand
4. **Reconocimientos del distrito**
  - A. Premio de Campeón para Estudiantes  
**Ponente:** Superintendente Cook
  - B. Resolución 1963: Semana de Apreciación de Maestros  
**Ponente:** Vicepresidente Marcus LeGrand
5. **Reporte del Consejo de Asesoramiento Estudiantil**  
**Ponente:** Liderazgo del Consejo de Voz Estudiantil
6. **Comentarios públicos**  
**Ponente:** Vicepresidente Marcus LeGrand  
**Descripción:** Este es el tiempo designado para que las personas aborden a la Junta. Las peticiones de comentarios públicos se aceptan por anticipado a través de Google Form hasta las 5:00 pm el día de la reunión para los comentarios virtuales y en persona. Las personas también pueden registrarse para comentarios públicos el día de la reunión en base al espacio disponible, de acuerdo con el Proceso de Gobernanza 6 (GP-6). El registro en persona se aceptará en la puerta de la sala de juntas hasta las 5:35 pm el día de la reunión.
7. **Consentimiento para la acción**  
**Ponente:** Vicepresidente Marcus LeGrand  
**Descripción:** Los temas de rutina por naturaleza se colocan en la agenda de consentimiento. Cualquier tema colocado en el consentimiento para la acción puede removerse a petición de cualquier miembro de la Junta antes del momento de tomarse una votación. Todos los temas restantes del consentimiento para la acción después se remueven de una sola vez.
  - A. Aprobación de actas de la reunión  
**Descripción:** 12 de marzo, 2024, reunión de negocios regular; *Referencia: ORS 192.650 y ORS 332.057*
  - B. Aprobación de recomendaciones del personal  
**Descripción:** Contrataciones recomendadas, renuncias y jubilaciones del personal administrativo, con licencia, clasificado y; *Referencia: ORS 332.505*
  - C. Aprobación de políticas de la Junta
8. **Consentimiento para información**  
**Ponente:** Superintendente Cook

**Descripción:** Los aspectos que son rutinarios por naturaleza y para propósitos informativos solamente se colocan en el consentimiento para información.

- A. Aprobación de políticas y regulaciones administrativas
- B. Actualización sobre sostenibilidad
- C. Reporte: EL 4.4 - Instalaciones
- D. Reporte financiero del tercer trimestre

9. **Reportes**

- A. Programas de TAG

**Ponente:** Superintendente Adjunto Nordquist; Stephen DuVal, Director de Preparación Universitaria y Profesional; y Jessica Scott, Subdirectora de la Escuela Primaria Juniper

- B. Adopción del currículo de ELD y Artes del Lenguaje para Español de Inmersión Doble (primarias)

**Ponente:** Kinsey Martin, Directora Ejecutiva de Políticas. Defensa y Equidad

10. **Discusión**

- A. Políticas de la Junta en revisión

**Ponente:** Vicepresidente Marcus LeGrand

**Descripción:** Políticas de la Junta, procesos de gobierno, limitaciones ejecutivas, fines de la Junta y enlaces del personal de la Junta que requieren la revisión de la Junta Escolar. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del \_\_\_\_\_ a través de Google Form.

11. **Reporte de políticas y regulaciones administrativas**

**Ponente:** Vicepresidente Marcus LeGrand

- A. Políticas y regulaciones administrativas en revisión

**Ponente:** Superintendente Cook

**Descripción:** Lista de políticas y/o regulaciones que actualmente están bajo revisión por el distrito. Los comentarios públicos sobre las políticas en revisión se aceptan a partir del \_\_\_\_\_ a través de Google Form.

12. **Reporte del Superintendente**

**Ponente:** Superintendente Cook

13. **Reporte del presidente de la Junta**

**Ponente:** Vicepresidente Marcus LeGrand

14. **Comentarios de los miembros de la Junta**

**Descripción:** Una oportunidad para que los miembros de la Junta provean sus comentarios o reflexiones.

15. **Cierre de la reunión**

**Descripción:** La reunión se cerrará con la programación de la próxima reunión regular de la Junta Escolar para el 14 de mayo, 2024.



Administrative School District No. 1

Resolution No. 1963: Teacher Appreciation Week

**WHEREAS**, teachers shape our future by their commitment to students' success; and

**WHEREAS**, teachers engage students from many backgrounds and experiences; and

**WHEREAS**, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students, and performing community service; and

**WHEREAS**, the community recognizes and salutes our teachers for educating our children;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors for Bend-La Pine Schools proclaims **May 6-10, 2024**, to be **TEACHER APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Board of Directors for Bend-La Pine Schools strongly encourages all members of our community to join in expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this \_\_\_\_\_ day of April 2024.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Superintendent



## Bend-La Pine Schools School Board Regular Meeting Minutes

### Meeting Location:

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

**Meeting Date:** March 12, 2024

### Board Members

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

### 1. Call to Order

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** The meeting was called to order by Chair Barnes Dholakia at 5:33 pm. ASL interpreters were Erin Trimble and Hannah Westfall. It was noted that a live Spanish interpretation of the meeting was being provided on the BLS SchoolBoard YouTube page.

### 2. Pledge of Allegiance

**Speaker(s):** Chair Barnes Dholakia

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

### 3. Review of Agenda

**Speaker(s):** Chair Barnes Dholakia

**Attachments:** 3.12.24 Agenda - BORRADOR

**Discussion:** There were no changes to the agenda.

### 4. District Recognitions

#### A. Champion for Students Award

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook presented the Champion for Students award to Michael Chavarin for the impact he has on students with his love of music and passion for teaching.

### 5. Student Advisory Council Report

**Speaker(s):** Student Voice Council Leadership

**Discussion:** Dailey Arnold, a junior at Summit High School, shared that the Student Voice Council (SVC) is working to raise awareness of the work of the council in an effort to recruit new members. She also shared the importance of increasing clear communication with students on all issues for a better understanding of district processes and decisions. Colin McCracken, a senior at Bend Senior High School, discussed the SVC's focus on improving the forecasting process and updated course catalogs to improve student experiences.

Dailey noted the application for new members should be available at the end of the month. High schools are pushing the application information out to students based on what have proven to be effective means of communication in the past and through word of mouth from current SVC members.

## 6. Public Comment

**Speaker(s):** Chair Barnes Dholakia

**Description:** This is the time provided for individuals to address the Board. Public Comment requests are accepted in advance via Google Form until 5:00 p.m. on the day of the meeting for both in-person and virtual comment. Individuals may also sign up for public comment on the day of the meeting on a space available basis in alignment with Governance Process 6 (GP-6). In-person sign up will be accepted at the boardroom door until 5:35 p.m. on the day of the meeting.

**Discussion:** A community member shared a desire to establish a fund to provide the district with a book and then provided each Board member with a copy of the book.

A district employee spoke to the need for increased grief counseling in schools.

A community member shared a desire for school grounds to be open to the public after school hours.

## 7. Consent for Action

**Speaker(s):** Chair Barnes Dholakia

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

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

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

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

### A. Approval of Minutes

**Description:** February 13, 2024, Regular Meeting; and February 27, 2024, Work Session; *Reference: ORS 192.650 and ORS 332.057*

**Attachments:** 2.13.24 Minutes – DRAFT and 2.27.24 Minutes – DRAFT

### B. Approval of Personnel Recommendations

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

**Attachments:** Certified Board Report 3.12.24 and Classified Board Report 3.12.24

### C. Bend-La Pine Schools BLAST and Confidential Employee Agreements

**Attachments:** Settlement Summary: BLAST and Settlement Summary: Confidential

## 8. Consent for Information

**Speaker(s):** Superintendent Cook

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

**Discussion:** Superintendent Cook shared that the district is adopting KGB-AR: Public Conduct on District Property, which has been updated to include language about appropriate conduct and expectations of the public while on district property and aligns with current district policies, regulations, and practices. He noted the regulation draft has been reorganized to a more reader-friendly format. The district is also adopting IKF-AR: High School Diplomas, Graduation Requirements and Graduation Exercises, which includes the requirements for the Seal of Biliteracy. Honors diploma information, including waiver requirements for small high schools, has also been updated beginning with the graduating class of 2025.

Chair Barnes Dholakia asked parents not to send their students to school on an e-bike if they are under age 16, as it is against state law and now district policy KGB-AR. Superintendent Cook shared that education in

schools regarding the policy will take place between now and the week following Spring Break before full implementation.

#### A. Approval of Administrative Policies and Regulations

**Attachments:** Executive Summary: Administrative Regulations for Adoption, IKF-AR: High School Diplomas, Graduation Requirements, and Graduation Exercises - draft 3.12.24, IKF-AR Public Comment with BLS response, KGB-AR: Public Conduct on District Property - draft 3.12.24, KGB-AR - original format - draft 3.12.24, and KGB-AR Policy Public Comment with BLS response

### 9. Reports

#### A. Choice Programs

**Speaker(s):** Deputy Superintendent Nordquist

**Attachments:** Executive Summary: Choice Programs, Presentation Choice Programs, and Presentación: Programas de Elección

**Discussion:** Deputy Superintendent Nordquist noted that Board Goal 1 is that all students have a strong academic foundation. She shared that the presentation tonight is a focus on choice programs in the district. She discussed the characteristics of a rigorous classroom which creates a strong foundation for student pathways. Nordquist pointed out that rigor does not always mean "more".

LaKisha Clark, Principal at Bend Tech Academy (BTA), shared that BTA is one of two choice option high schools in BLS and is designed to provide more choice and voice for students. The focus of BTA is centered around CTE programming with four CTE academies for students to choose from. She discussed the core curriculum for all students, dual credit opportunities and the extended options available to students on top of the specialized academy offerings. Clark shared that 2024-25 enrollment is currently open at BTA.

Kinsey Martin, Executive Director of Policy, Advocacy, and Equity, provided an overview of the Dual Immersion program, noting that the K-12 model is 50% English/50% Spanish beginning in the 3rd grade. There are approximately 50-55 students in each cohort with most students starting the program in Kindergarten. She noted the presentation would be a focus on the 9-12 program. All 11th graders in the program take AP Spanish as well as a translation/interpretation course. Maria Vidas, Secondary Program Coordinator, provided an overview of who DI high school students are. Vidas noted that 100% of the cohort is currently on track to obtain the BLS Gold Seal of Biliteracy and 90% are on track to obtain the Oregon State Seal of Biliteracy (OSSB). She shared some quotes from students regarding the impact the program has had on them regarding academics, community/belonging, and agency/leadership. Martin noted that next steps for the program include adding additional AP courses and medical translation certifications.

Paul Hutter, Assistant Principal at Bend Senior High School, discussed the CP Programme which allows students to explore a CTE pathway while encouraging them to take IB classes at the same time. He noted the CP Programme would be new to BSHS and that only three high schools in Oregon currently have a CP diploma program. Kristen Kitt joined to discuss the current IB program available to students. There are over 219 students testing in IB this year with over 50 of those in the IB cohort.

#### B. Strategic Priorities Update

**Speaker(s):** Superintendent Cook

**Attachments:** Executive Summary: Strategic Priorities Update, Presentation: Strategic Priorities Update, and Presentación: Actualización de prioridades estratégicas

**Discussion:** Superintendent Cook noted that the strategic priorities update is the official kickoff to the budget season. He shared a history of the state school fund, by biennium from 2007 to present, highlighting the nominal amount received in the 2021-23 biennium. Overall, Oregon enrollment is down 33,000 students, so it's not just BLS that is experiencing decreased enrollment. Cook reviewed the four Board goals, noting that the goals are ultimately what drives the budget process for the district. The budget reflects the values of the District with how we choose to fund programs. He noted that with

approximately 2200 employees, 85% of the total budget is allocated to people. The factors affecting the general fund going into the current budget cycle are decreased enrollment, increased cost of staffing, and the end of ESSR funding with all ESSR funds required to be spent by September 2024. The allowable uses of SIA and HSS funding were discussed. The investment focuses for the 2024-25 budget cycle were highlighted as well as the enrollment forecast and budget timeline.

Discussion ensued on how the district balances the needs of all while living with the budget.

## 10. Action Items

### A. Property Tax Exemption

**Speaker(s):** Sharon Smith, Land Use Attorney

**Action(s):** I move to adopt the Resolution approving the property tax exemption for COVO. This motion, made by Kina Chadwick and seconded by Cameron Fischer, Carried.

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

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

**Attachments:** Executive Summary: Approval of Property Tax Exemption and Resolution 1962: Resolution Agreeing to Tax Exemption under ORS 307.540 -.548 and BDC 12.30

**Discussion:** Sharon Smith, Land Use Attorney, joined to discuss the property tax exemption. She noted it is a non-profit that is providing affordable housing for veterans and their families and the tax exemption is for eight tax lots.

## 11. Discussion

### A. Board Discussion

**Description:** Board of Directors Work and Priorities

**Discussion:** Chair Barnes Dholakia shared that over the last month she interviewed board members individually to determine how they feel things are going with the Board. The overall feedback was that the goals are set properly, but the wondering was if we are striving for them in the correct manner. Another note was a wondering if the board meeting cycles were engaging for board members and purposeful for Cabinet members. Board members shared their individual asks to create stronger cycles for 2024-25: deeper understanding of what is being presented so as not to "rubber stamp", data benchmarks throughout the year not just annually, more time to ask questions and dig into deeper topics during meetings, more experiences directly from students, more time for genuine feedback with presenters, leading presentations with the goal of the presentation, deeper dive into topics during workshops.

## 12. Superintendent's Report

**Speaker(s):** Superintendent Cook

**Discussion:** Superintendent Cook shared that meaningful taskforce work continues with the work being divided by level: elementary, middle, and high. He also shared his positive feeling about the recent hiring of four elementary principals, three of which were interim principals. He noted that the principal hiring for Summit High School was still ongoing and that the Deputy Superintendent position was being reposted.

## 13. Board Chair Report

**Speaker(s):** Chair Barnes Dholakia

**Discussion:** Chair Barnes Dholakia did not have anything to add for the Chair Report.

## 14. Director Comments

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

**Discussion:** Director Shirley Olson was thankful for the opportunity to have the Board Discussion topic.

Director Kina Chadwick shared that the 5th graders at Lava Ridge recently had an awesome field trip and shared what an excellent turnout the Life and Career night at Caldera High School had especially for its first year.

Director Amy Tatom shared she is looking forward to a robust presentation on TAG programming next

month.

Chair Melissa Barnes Dholakia appreciated Scott Maben for his work on preparing the levy information for the ballot and for the district website. She also appreciated LaKisha Clark for all of the community praise for her work as principal at BTA and Paul Hutter for taking time to meet with her personally to discuss the IB-CP programme.

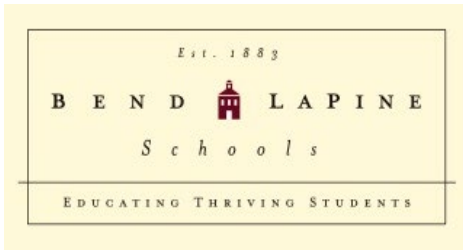
**15. Adjourn**

**Description:** Meeting will be adjourned with next Regular School Board Meeting scheduled for April 9, 2024.

**Discussion:** Chair Barnes Dholakia adjourned the meeting at 8:22 pm.

Recorded by: Janet Bojanowski, Board Clerk

DRAFT: Pending Board Approval



**HUMAN RESOURCES**

*Education Center*

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

DATE: April 3, 2024  
TO: Dr. Steven Cook, Superintendent  
Board of Directors for Bend-La Pine Schools

FROM: Steve Herron, Chief Human Resources Officer

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on April 9, 2024. All Hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES**

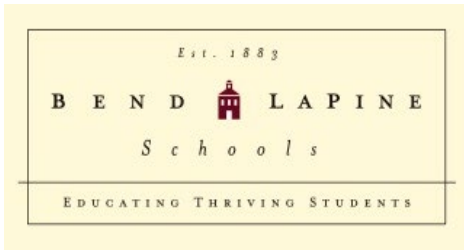
NAME	POSITION	LOCATION	STATUS	HIRE DATE
Aubin, Theodore	Intermediate Teacher	Pilot Butte MS	Part Time Regular to Full Time Temporary	08/28/2023
Dailey, Mary	Language Arts Teacher	REALMS HS	Full Time Temporary	04/01/2024
Ragnarsson, Kristin	Speech Therapist	High Desert MS/Bend Tech Academy	Part Time Temporary to Part Time Regular	03/07/2024

**CERTIFIED RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Bradshaw, Kristen	Behavior Coach	Special Programs	08/30/2021 – 06/30/2024
Carter, Donald	Computer Tech	Bend Senior HS	08/26/2013 – 04/30/2024
Crawford, Timothy	Technology/Leadership Teacher	High Desert MS	08/29/2022 – 06/30/2024
Koch, Sadie	Primary Teacher	Highland Elementary	08/30/2021 – 06/30/2024
Martinez, Ashley	SRC Teacher	Caldera HS	08/30/2021- 06/30/2024
Mason, Britni	ERC Teacher	Juniper Elementary	08/27/2018 - 06/30/2024
Roach, Katherine	Primary Teacher	Elk Meadow Elementary	08/28/2012 – 06/30/2024
Shaw, Kristin	Intermediate Teacher	Ponderosa Elementary	08/25/2005 – 06/30/2024
Swain, Rebecca	Primary Teacher	Ponderosa Elementary	08/31/2015 - 06/30/2024
Thorp, Jeannie	Title 1 Reading Teacher	Rosland Elementary	12/05/2012 – 06/30/2024
Well, Catherine	Behavior Coach	Special Programs	08/23/2007 – 06/30/2024

**CERTIFIED RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES
Carter, Donald	Computer Tech Teacher	Bend Senior HS	05/01/2024 – 06/30/2024



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**ADMINISTRATIVE HIRES**

NAME	POSITION	LOCATION	STATUS	HIRE DATE

**ADMINISTRATIVE RESIGNATIONS**

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Koike, Mary	Principal	Pilot Butte MS	07/01/2019 – 04/30/2024

**ADMINISTRATIVE RETIRE/REHIRES**

NAME	POSITION	LOCATION	REHIRED/END DATES
Koike, Mary	Principal	Pilot Butte MS	05/01/2024– 06/30/2024



**HUMAN RESOURCES**

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Bend, Oregon 97703-2699  
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April 2, 2024

**TO:** Steve Cook, Superintendent  
Bend-La Pine School Board of Directors

**FROM:** Steve Herron, Chief Human Resources Officer  
Paul Dean, Director of Human Resources

**RE:** Classified Recommended Hires, Classified & Confidential Resignations, and Classified Retirements

The Human Resources Department recommends approval of the following hires, resignations, and retirements at the School Board meeting on April 9, 2024.

**Classified Hiring**

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Arraut-Olson, Claudia	Nutrition Server I	Summit	Reg 3.25 hrs / day	03/07/24
Barkus, Zackery	Bus Driver	Transportation	Reg 5.8 hrs / day	03/07/24
Hoener, Renna	EA - Inclusion	Bend High	Temp 7.0 hrs / day	03/14/24
Mendiola, Sarah	Kitchen Manager I	Bend High	Reg 8.0 hrs / day	03/22/24
Modugno, Danica	EA – Inclusion	Bear Creek	Temp 6.5 hrs / day	03/08/24
Quinn, Rebekkah	Records Clerk	Student Services	Reg 8.0 hrs / day	03/11/24
Simpson, Robert	Distribution Delivery Driver	Distribution Center	Reg 8.0 hrs / day	04/02/24
Strom, Erik	Bus Driver	Transportation	Reg 4.3 hrs / day	03/12/24
Wray, Krystal	EA – Inclusion	La Pine Elementary	Reg 6.5 hrs / day	03/20/24

**Classified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Bathey, Lorena	EA – Student Success	Cascade	08/29/23 – 06/19/24
Campbell, Ryle	Journeyman Electrician	Maintenance	04/04/22 – 03/30/24
Driscoll, Kathleen	Office Manager	Rosland	01/09/20 – 04/27/24
Kruse, Melinda	Accounts Payable Tech	Business Office	07/06/20 – 03/13/24
Larkin, Carter	Campus Monitor	BTA	09/04/08 – 03/21/24
Loberg, Krys	EA – Inclusion	Cascade	03/10/16 – 03/21/24



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*(541) 355-1100*

*Fax (541) 355-1109*

Palozzi, Shauna	Bus Driver	Transportation	01/25/24 – 03/22/24
Schaub, Carla	Kitchen Manager I	Caldera	11/08/19 – 03/15/24
Sherfield, Cooper	EA – Inclusion	Buckingham	09/25/23 – 04/12/24
Stewart, Danielle	Distribution Delivery Driver	Distribution Center	01/06/14 – 03/19/24
Turkovich, Lauren	Nutrition Server I	Sky View	12/02/22 – 03/22/24

**Classified Retirements**

Name	Position	Location	Retire Date

**Classified Retire-Rehires**

Name	Position	Location	Rehire Date

**Confidential Hiring**

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date

**Confidential Resignations**

Name	Position	Location	Resign Date



District Follow-up to Public Comment Received at March 12, 2024, Board Meeting

Agenda Item/Topic:	Submitted by:	District Staff Assigned to:	Notes/Comments:
Non-Agendized Item: Public Access to BLS Grounds	Robin Vora	Doug Pigman, Executive Director of Facilities	The district is in the process of evaluating the need to open District grounds to the public outside school hours and creating a guidance document to speak to things such as vandalism, dogs on property, among other things.



**REPORT:** Sustainability Update 2023-24

**PRESENTED BY:** Jackie Wilson Mueller, Sustainability and Energy Specialist

**EXECUTIVE SUMMARY:**

Sustainability mission statement: Bend-La Pine Schools will create a culture of sustainability by inspiring students and staff to commit to sustainable actions and stewardship in the operation and design of district facilities.

In 2021, Bend-La Pine Schools (BLS) launched its updated Sustainability Plan, building upon the foundational principles of EL-7. This plan mandates the development, review, and revision of sustainability initiatives every five years, focusing on facility development, improvement, operation, and maintenance. The plan also sets forth the identification of short and long-term objectives, measuring achievements, and annual reporting, with the next revision scheduled for 2025.

The Sustainability plan comprises four primary focus areas: Education, Building Operations, Transportation, and Materials Management. Each area has goals, specific strategies, and measures of success to provide clear guidance for the district's sustainability endeavors.

Jackie Wilson Mueller, the Sustainability and Energy Specialist, has led the districts progress in the implementation of the plan for the last two years. She collaborates with other district departments to ensure the measures of success and achievement of sustainability goals. Notably, she recently showcased the districts efforts through presentations at both the National Green Schools Conference and the School Facilities Leadership Summit, highlighting the districts commitment to environmental stewardship and sustainability actions.

A comprehensive report detailing measurable outcomes for the 2023-2024 school year will be compiled in August. Highlights of the year include enhanced sustainability communication efforts, achieving an 87% participation rate in the SustainBLS program, creation and implementation of Waste Management Guidelines, securing a \$10,000 grant in partnership with Deschutes County Solid Waste for additional waste stations in high schools, conducting food waste audits and educational initiatives, creating a new 'Love Food Not Waste' video for high schools and middle schools, ongoing projects by the Green Leadership Coalition, and continued focus on energy conservation.

We are working to create a space on the District's website to showcase our plan, annual report, and additional documentation so the information is readily available.

[22-23 Sustainability Report](#) completed in September 2023

[Staff overview](#) shared with staff in October of 2023

[Waste management guidelines](#)



**REPORT:** Executive Limitation 4.4: Facilities

**PRESENTED BY:** Doug Pigman, Executive Director of Facilities

**EXECUTIVE SUMMARY:**

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 4.4: Facilities.

Monitoring Report

The Superintendent shall not fail to assure that the district's physical facilities support the accomplishment of Board Ends and policies.

Accordingly, the Superintendent shall not fail to:

1. Take reasonable steps to ensure that district facilities are clean, safe, and not subject to improper wear and tear or insufficient maintenance.
2. Ensure a Sustainability Plan is developed, reviewed, and revised every five years or more.
3. Refresh the district's 20-year long-range Facilities Plan every five years to address student capacity, site-specific instructional needs, operational and maintenance needs, changing technology, and safety enhancements, and the Sustainability Plan.
4. Build new facilities without approval from the Board of Directors. For new facilities programming, the Superintendent shall not fail to ensure the programming and construction teams:
  - a. Invite Board member participation for any project which requires architectural services.
  - b. Get approval from the Board of Directors for change orders which alter the scope and purpose of the planned project (i.e., add or subtract from planned square footage or are in excess of \$300,000). The Superintendent shall inform the Board of Directors of any change orders which exceed \$100,000 but are less than \$300,000.
  - c. Regularly update the Board of Directors on construction progress.

**Notable Evidence for 2023-2024:**

- District construction and design standards have been thoroughly evaluated and updated. These standards will be under continual scrutiny as we perform projects throughout the district to insure durability, cost benefit, and sustainability.
- Partnered with Operations departments to collaborate on changes that will benefit district efficiency and provide safer, healthier facilities.
- Updated district Building Automation Control System (BAS) to improve indoor air quality, energy efficiency, and system reliability.
- Retrofitted district dry wells to meet DEQ storm water requirements.
- Completed district wide testing and repair of fire sprinklers and monitoring systems to maintain compliance with local and state fire codes.
- Completed annual report on sustainability efforts, per the Sustainability Plan. Working to create space on District website to show all sustainability efforts.



Business Office  
520 NW Wall Street  
Bend, OR 97703

April 9, 2024

To: Dr. Steve Cook, Superintendent

From: Leah Bibeau, Finance Director

RE: Q3 Financial update for FY2023-24

Dr. Cook,

This is the 3<sup>rd</sup> Quarter financial report on General Fund Operations for the FY23-24. The financial information is based on actual data through March 31, 2024 with projections to June 30, 2024, the end of the fiscal year.

For FY2023-24, we began the year with a beginning fund balance of \$17,439,101 which is approximately \$1.5 million more than adopted budget.

For revenues, while our enrollment continues to be less than projected, our forecasted revenues from the State School fund have been updated for a number of factors. The Oregon Department of Revenue completed another rebalancing of the current year state school fund. This rebalancing considers a number of factors, including the adjustment of our enrollment to include 2<sup>nd</sup> quarter actual ADMw and is based on the District's portion of the \$10.2 biennial state school fund level. All factors combined are estimated to result in approximately \$5.7 million in state school fund proceeds, over adopted budget. Also reflected in our Q3 revenues is approximately \$650,000 in additional earnings on investments resulting from short term investments of cash balances.

The projected expenditures in the 3<sup>rd</sup> quarter financial report reflect a more accurate picture of our costs now as we approach the end of the year. The largest change is a more accurate picture of our payroll costs and benefits, now that the employee agreements have been finalized. We have also adjusted our costs to reflect the transfer of expenditures out of the general fund and into the Elementary and Secondary School Emergency Relief Fund (ESSER). The movement of these costs accomplishes a couple things. One is that our overall expenditures for FY23-24 will remain within our previously approved budget appropriation levels, thus no supplemental budget will be submitted for this year. Second, this provides for a larger ending fund balance to carry into next fiscal year as we adjust and respond to the funding cliff that has resulted from the end of the ESSER funds and the State School fund being insufficient to cover our current service level expenses.

The ending fund balance for FY23-24 is now projected to be \$23.0 million. This ending fund balance is the beginning fund balance in the proposed budget for the 2024-25 school year.

Also included again in your financial statement package, you will find a report on Investment of proceeds. Our policy allows for investment of cash balances to achieve greater earnings on our cash balances. During this year we have initiated short term investment of Operating funds, as well as some longer term investments of the 2023 Bond issuance. Maturities of these investments are scheduled to align with our spending needs.

If you have any questions or would like additional information, please let me know.

Bend-La Pine Schools  
Statement of Revenues and Expenditures  
For the Period Ended March 31, 2024 with Year-End Projections  
General Fund - Operations Sub-fund  
FY 2023-24

	Adopted Budget	March 2024	Budget Variance
<b>Resources:</b>			
Beginning fund balance	15,900,000	17,439,101	1,539,101
<b>Revenue</b>			
<b>Formula revenue:</b>			
Tax revenue	103,643,000	103,643,000	-
State school fund	88,864,456	94,574,152	5,709,696
Common school fund	2,314,006	2,289,066	(24,940)
County school fund	270,000	271,247	1,247
<b>Total formula revenue</b>	<b>195,091,462</b>	<b>200,777,465</b>	<b>5,686,003</b>
Earnings on investments	900,000	1,551,116	651,116
Local sources - other	2,770,493	2,770,493	-
Intermediate sources	2,100,000	2,100,000	-
State non-formula resources	785,000	-	(785,000)
Federal non-formula resources	310,000	291,941	(18,059)
<b>Total revenues</b>	<b>201,956,955</b>	<b>207,491,015</b>	<b>5,534,060</b>
<b>Total resources</b>	<b>217,856,955</b>	<b>224,930,116</b>	<b>7,073,161</b>
<b>Expenditures:</b>			
<b>Salaries, payroll costs and benefits:</b>			
Certified	65,998,927	62,582,201	3,416,726
Classified	28,254,499	28,517,926	(263,427)
Administrators and supervisors	11,697,398	12,984,261	(1,286,863)
All other salaries	2,783,619	3,195,150	(411,531)
<b>Total salaries</b>	<b>108,734,443</b>	<b>107,279,538</b>	<b>1,454,905</b>
Payroll costs & benefits	59,516,397	56,889,253	2,627,144
<b>Total salaries, payroll costs and benefits</b>	<b>168,250,840</b>	<b>164,168,791</b>	<b>4,082,049</b>
<b>Other operating costs</b>			
Utilities & purchased services	22,447,977	21,439,977	1,008,000
Supplies, texts, tools	7,193,791	7,193,791	-
Equipment	155,566	155,566	-
Dues, fees and liability insurance	1,876,915	1,876,915	-
Debt service	651,667	707,968	(56,301)
Transfers	6,387,108	6,387,108	-
<b>Total other operating costs</b>	<b>38,713,024</b>	<b>37,761,325</b>	<b>951,699</b>
<b>Total expenditures</b>	<b>206,963,864</b>	<b>201,930,116</b>	<b>5,033,748</b>
<b>Excess of revenues over expenditures</b>	<b>10,893,091</b>	<b>23,000,000</b>	<b>12,106,909</b>
<b>Fund balance, ending</b>	<b>10,893,091</b>	<b>23,000,000</b>	<b>12,106,909</b>
<b>As budgeted</b>			
Contingency	500,000	500,000	
Fund balance	10,392,848	22,500,000	
<b>Fund balance, ending</b>	<b>10,892,848</b>	<b>23,000,000</b>	
<b>Fund Balance as a percent of resources</b>			
Contingency	0.2%	0.2%	
Fund Balance	4.8%	10.0%	
Total reserve	5.0%	10.2%	

## Investment of Proceeds

March 31, 2024

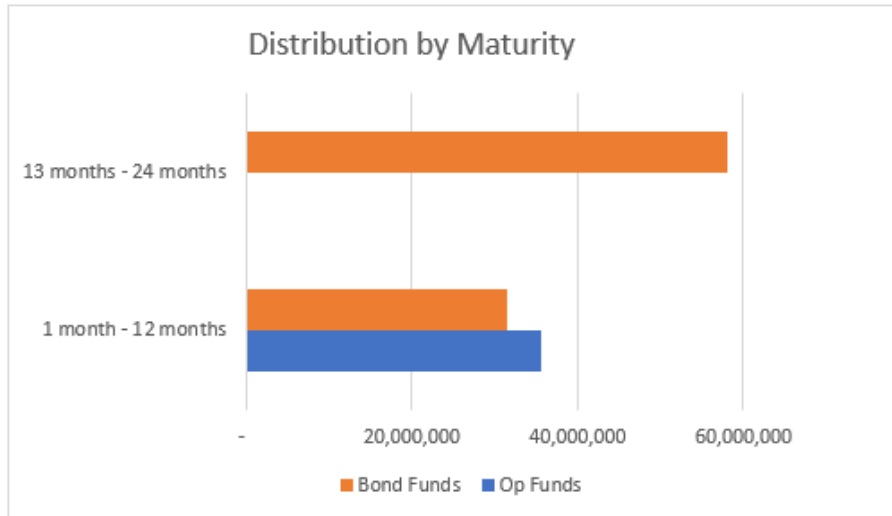
### Distribution by Maturity

#### Operating Funds:

<u>Maturity</u>	<u>Number</u>	<u>Market Value</u>	<u>Percent of Holdings</u>	<u>Average Yield to Maturity</u>
1 month - 12 months	2	35,605,248	100%	4.4%
<b>Total</b>	<b>2</b>	<b>35,605,248</b>		

#### 2023 Bond Funds:

<u>Maturity</u>	<u>Number</u>	<u>Market Value</u>	<u>Percent of Holdings</u>	<u>Average Yield to Maturity</u>
1 month - 12 months	4	31,473,200	35%	5.3%
13 months - 24 months	3	58,022,962	65%	5.2%
<b>Total</b>	<b>7</b>	<b>89,496,162</b>		



### Distribution by S&P Rating

<u>S&amp;P Rating</u>	<u>Number</u>	<u>Market Value</u>	<u>Average Yield to Maturity</u>
AA+u	9	125,101,409	5.1%

### Distribution by Moody's Rating

<u>Moody Rating</u>	<u>Number</u>	<u>Market Value</u>	<u>Average Yield to Maturity</u>
Aaa	9	125,101,409	5.1%

<u>Issuer</u>	<u>Market Value</u>	<u>% Assets</u>	<u>Yield</u>
United States Treasuries	35,605,248	28.5%	4.4%
United States Treasuries Notes	89,496,162	71.5%	5.3%
<b>Total</b>	<b>125,101,409</b>		



**REPORT:** Curriculum Adoption for Office of Diversity, Equity, and Inclusion Programs

**PRESENTED BY:** Kinsey Martin, Executive Director of Policy, Advocacy, and Equity

## **EXECUTIVE SUMMARY:**

**Objective:** This executive summary presents the findings and recommendations of the curriculum design and review teams for Biliteracy/Spanish Language Arts (Dual Immersion) and English Language Development (ELL/Title III). The recommendations identify standards-based curriculum that aligns with best practices in biliteracy and language acquisition, promotes intercultural competence, and prioritizes family partnership in student learning.

**Background:** The English Language Development, or ELD, team (for ELL/Title III instruction) and the Biliteracy/Spanish Language Arts team (for the elementary Dual Immersion classes) were both comprised of many team members from different grade levels and schools—language specialists and bilingual classroom teachers, respectively. The ELD team was charged with determining adopted curriculum for the entire K-12 team of Language Specialists who serve all English Language Learners (ELL students) across every school in the district. The Biliteracy/Spanish Language Arts team was charged with determining curriculum to be used in Dual Immersion elementary classrooms at Bear Creek and RE Jewell Elementary Schools, specifically for Spanish literacy instruction and within a holistic and integrated biliteracy instructional model.

## **Materials Review Process:**

1. Anchor in student, family, and community strengths and assets: Both teams engaged in an in-depth analysis of the strengths and assets held by the specific student populations impacted by the curriculum adoption decision, as well as the assets available within their families and the broader community. These resources and strengths were incorporated into the decision-making framework for analyzing potential programs and will form the basis for the instructional sequence and the application of the curriculum.
2. Identify best practices and core beliefs: The teams reviewed current research regarding language acquisition, biliteracy instruction, authentic Spanish literacy development, and family partnership and developed core beliefs and values based on best practices, which formed the rating tools and rubrics used to evaluate proposed materials and programs.
3. Review of initial state-approved materials: Each team reviewed the state-approved list of current programs and materials available for adoption, using the rubrics and rating tools developed earlier in the process. Based on those scores, the teams immediately disposed of some of the programs, and identified others for further evaluation. For the ELD team, none of the packaged programs on the state list scored high enough to meet minimum satisfaction by the team, so the team brought in the option of internal curriculum design (backward designing and writing units of study in collaborative teams).
4. Evaluate and field test finalist materials: Finalist programs and materials were analyzed further, and field testing in classrooms occurred. For the ELD team, additional study and professional learning took place regarding backward design and writing units of study, and an initial unit was developed as a field test.
5. Analyze stakeholder feedback and develop recommendation: Student and family input was sought through informal interviews and formal review and feedback sessions. That feedback, in combination with teacher feedback from field-testing, was analyzed by the teams and recommendations for curriculum were developed.

**Key Findings:** For the ELD curriculum, the backward design writing of units of study is strongly supported and preferred based on all stakeholder feedback and team member analysis. For Biliteracy/Spanish Language Arts elementary curriculum, the preferred biliteracy curricular program centers student strengths and assets, authentic Spanish literacy and family engagement, and integrated and coherent biliteracy instruction.

April 9, 2024

# Curriculum Adoption

Office of Diversity, Equity, and Inclusion



# CONTENT

**01**

Overview

**02**

English Language Development  
curriculum (ELL/Title III)

**03**

Biliteracy/Spanish Language Arts  
curriculum (Dual Immersion)

**04**

Questions and Answers



***There is a significant difference between 'All are welcome here' and 'This was created with you in mind'.***

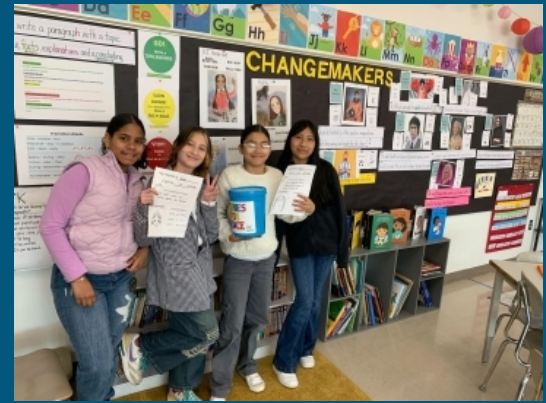
**–Dr. Crystal Young**



# ELD CURRICULUM DESIGN PROCESS . . .

## SPRING OF 23

- **ODE: State approved adoption list**
- **3 programs for each level: K-5, 6-8, 9-12 and Newcomer**
- **Reviewed and scored each set**



Your name: \_\_\_\_\_  
Publisher/Curriculum: \_\_\_\_\_  
Unit or chapter reviewed: \_\_\_\_\_

COMPONENT:	Y/3, P/2, N/1, A/0
1. Supports teachers in upholding and implementing our district Equity Stance	
2. Aligns with and upholds our district bilingual education policy and regulation	
3. The content presented is personal, local, and specific to our student population	
4. The program is designed to facilitate deep knowledge building on particular topics	
5. Units are designed around real-world experiences that students will access in the community	
6. Every unit actively incorporates families and culture as a source of expertise for language and learning	
7. Materials expose students to rigorous grade-level content and skills	
8. Performance tasks and assessments require authentic audiences and community contributions	
9. Lessons and materials are differentiated for diverse profiles of learners and language skills	
10. Lessons and materials align to and facilitate the mastery of ELP standards	

Total = \_\_\_\_\_

# ALIGNED WITH OUR VALUES . . .

COMPONENT:	Y/3, P/2, N/1, A/0
1. Supports teachers in upholding and implementing our district Equity Stance	
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10. Lessons and materials align to and facilitate the mastery of ELP standards	



# SPRING 23 and FALL 24

- Independent adoption process
- PD

USING UNDERSTANDING BY  
DESIGN TO CRAFT ENGLISH  
LANGUAGE DEVELOPMENT  
CURRICULUM



**MAC**  
McTighe & Associates Consulting



# DESIGN TEMPLATES AND TEAMS . . .

**MAKE A COPY BEFORE EDITING!!!**

ELD Curriculum Unit Plan  
Multilingual Services  
Bend-La Pine Schools  
(based on the Understanding By Design framework)

**TABLE OF CONTENTS:**

- Unit purpose and outcomes
- Unit learning plan
- Week 1
- Week 2
- Week 3
- Week 4

---

**UNIT PURPOSE AND OUTCOMES**

**Overview**

Unit title:  
Unit length:  
Grade band:  
Content area:

**Goals/Mastery**

ELP standards:

- 

Content standards or practices:

- 

**Meaning-Making**

Unit essential question:  
Students will understand that \_\_\_

**Acquisition and Application**

Students will know \_\_\_  
Students will be skilled at \_\_\_  
Students will be able to independently use their learning to \_\_\_

**Evidence**

Performance task:  
Audience:  
Criteria:

## UNIT LEARNING PLAN

Family engagement/communication:

Knowledge/Background-building shared experience:

Anchor text/Read-aloud:

Thematic song, poetry, art project:

Native language/cross-linguistic connections:

### WEEK 1

Day	Objective	Learning Activities	Assessment/CfU
Mon			
Tues			
Thurs			
Fri			

### WEEK 2

K-1  
2-3  
4-5  
6-8  
9-12  
NC



# EXAMPLE K/1 UNIT . . . Weather and Patterns (ELP and Science)

Local Videos FOLLOW 7 Followers

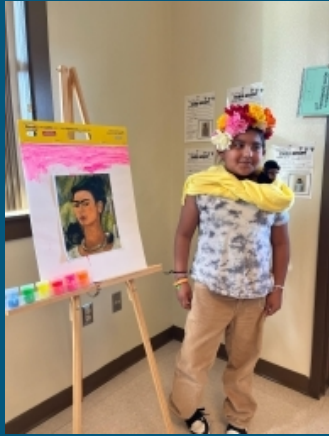
KTVZ Chief Meteorologist John Carroll visits the kids at Bear Creek Elementary School



*“ Meeting John Carroll and having him share his expertise on central Oregon weather encouraged my students to be curious and ask questions. He also shared the book he wrote about the water cycle and my students loved following the adventures of Robbie the raindrop!” - Keri Jacobi, Language Specialist, Bear Creek Elementary*



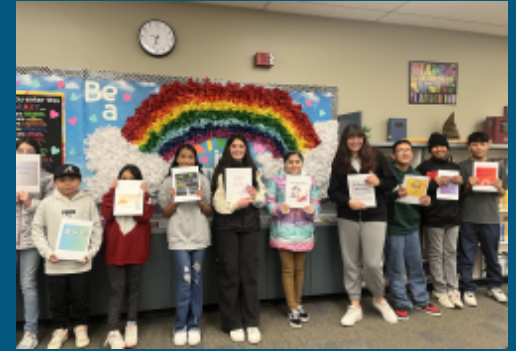
# EXAMPLE 4/5 UNIT . . . Change Makers (ELP and Social Studies)



*“I learned that anyone can be a change-maker. You don’t need to be famous. You just need to help. We can ALL be change-makers”. Eliane, 4th Grade, Ensworth Elementary*



## EXAMPLE 6-8 UNIT . . . Sharing Stories Builds Community (ELP, ELA and Social Studies)



*“When students are engaged in authentic tasks, they have buy-in. Typically ELL students at the middle level are embarrassed about speaking to others, but not in this case. Even our newcomer ELL students read their stories in Spanish! It was a great way to build community!” - Karen Corson, 6th-8th Grade, Pilot Butte Middle School*



## EXAMPLE 9/10 UNIT . . . Investigative Journalism in Action! (ELP, ELA and Social Studies)



*“Getting to go somewhere to see something we were learning about was cool. We met nice people and saw things we hadn’t seen before. It made what we were learning in class seem more important.” - Antonio, 9th Grade, Mountain View High School*





# EXAMPLE NEWCOMER PROGRAM UNIT . . . Exploring Bend! (ELP, PE, SEL)



*“I learned not to compare myself to others because everyone has different skills and abilities. Everyone goes at their own pace, and everyone does things differently. Going to Bachelor was a new experience. I didn’t know there was a place like that in Bend. It inspired me to want to spend more time in nature.” -  
Vania, 11th Grade, Mountain View High School*



## STAFF QUOTES . . . What are you most proud of?

*“The collaboration among the teams is something that has been so life giving. I am very proud of all of the units our team developed.”*

*“I am most proud of our team creating meaningful and engaging material that connects all ELL students throughout the district.”*

*“I love that we were able to integrate the arts and science as well as some hands on activities.”*

*“Student engagement and voice!”*





# Spanish Language Arts Curriculum Adoption

*We are committed to adopting a core language arts curriculum that is rooted in best practice, is culturally sensitive and relevant, and is authentic to literacy instruction in Spanish.*



# Language Allocation

	Literacy K-2= 120 min Core 3-5= 90 min Core		Math (1 hour Core + NC daily)		Writing (3 hours weekly)	Sci/Soc. Studies (60/90 min)	ELD (30 min daily)	Specials (30 min daily)
K	600 min		370 min		180 min	60 min	150 min	150 min
1	600 min		370 min		180 min	60 min	150 min	150 min
2	150 min CLC/Core	450 min	370 min		180 min	60 min	150 min	150 min
3	300 min	300 min	370 min		180 min	90 min	150 min	150 min
4	300 min	300 min	185min	185min	180 min	90 min	150 min	150 min
5	300 min	300 min	185min	185min	180 min	90 min	150 min	150 min



# Spanish Language Arts v. English language Arts

**It is not only the language of instruction that requires a different curriculum, it is what we know about best practice in English Language Arts instruction v. best practice in Spanish Language Arts instruction.**

- English has an opaque orthography, meaning the English sound-symbol correspondences are not always predictable. This requires a very systematic approach to teaching foundational skills.
- Spanish however, has a very predictably orthogprahy, or transparent orthography, meaning once children learn the basic sound-symbol correspondences they can easily decode most Spanish words.



# Adoption Process

- A curriculum adoption committee was formed, with representatives from each grade level and both host sites.
- We vetted a variety of Spanish Language Arts Programs and narrowed the field to 5.

*Maravillas*

*Expeditionary Learning*

*Vista*

*American Reading Company*

*Benchmark Adelante*

- We then did field testing with our finalist in grades K, 1, and 4

- Families were invited to see the materials and were asked to provide feedback via a google forms survey



### **Award-Winning Authentic Texts**

Access authentic complex texts and the *Authentic Voices Library*, a 2022 Excellence in Equity Award winner.

### **Exploring Perspectives**

Embedded instructional supports guide conversations on a range of topics.

### **Culturally Affirming Texts**

Incorporate a wide range of student identities, languages, backgrounds, and abilities.

### **Knowledge-Building Texts**

Expand knowledge and vocabulary in literary, science, and social studies topics.

### **Elevated Voices**

Diverse experiences are represented throughout texts.

### **Civic Engagement & Leadership**

Text topics expand to real-world applications.

*Aligned with Science of Reading research, Benchmark Adelate is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge*



# **We used a rubric to help us evaluate each program**

- **Authentic literature vs. translated texts**
- **Representation of Latino culture and multicultural themes**
- **Differentiation of core materials for all linguistic proficiencies**
- **Language development sequence and fluency instruction**
- **Dual language instructional strategies, cross-linguistic connections**
- **Authentic approach to foundational skills**



# Stakeholder Input

## Teacher Feedback

“It is high rigor, with intentional support and differentiation to meet the needs of all learners.”

“It is very engaging for my kindergartners. The lessons are interactive and hands on.”

“I am impressed by the vocabulary and grammar support and how in depth the variety of texts go into the unit theme.”

## Student Feedback

“I really liked the books we got to read. Sometimes the books we have to read are boring but these books weren't boring at all.”

“The project that we got to do at the end of the unit was really fun. I came up with a really great idea.”

“I liked that we wrote about what we were reading. I've never like writing before but I like writing now.”

## Parent Feedback

“I am so excited that I would have access at home to so many great Spanish books.”

“Muchos de los personajes de las historias son latinos como nosotros, eso es importante para nuestros hijos.”

“What a great idea to have the themes be the same K-5. Think about all that our students will know when they leave 5th grade.”



# Biliteracy Model

## Cross-Linguistic Transfer Relations within the Program Components

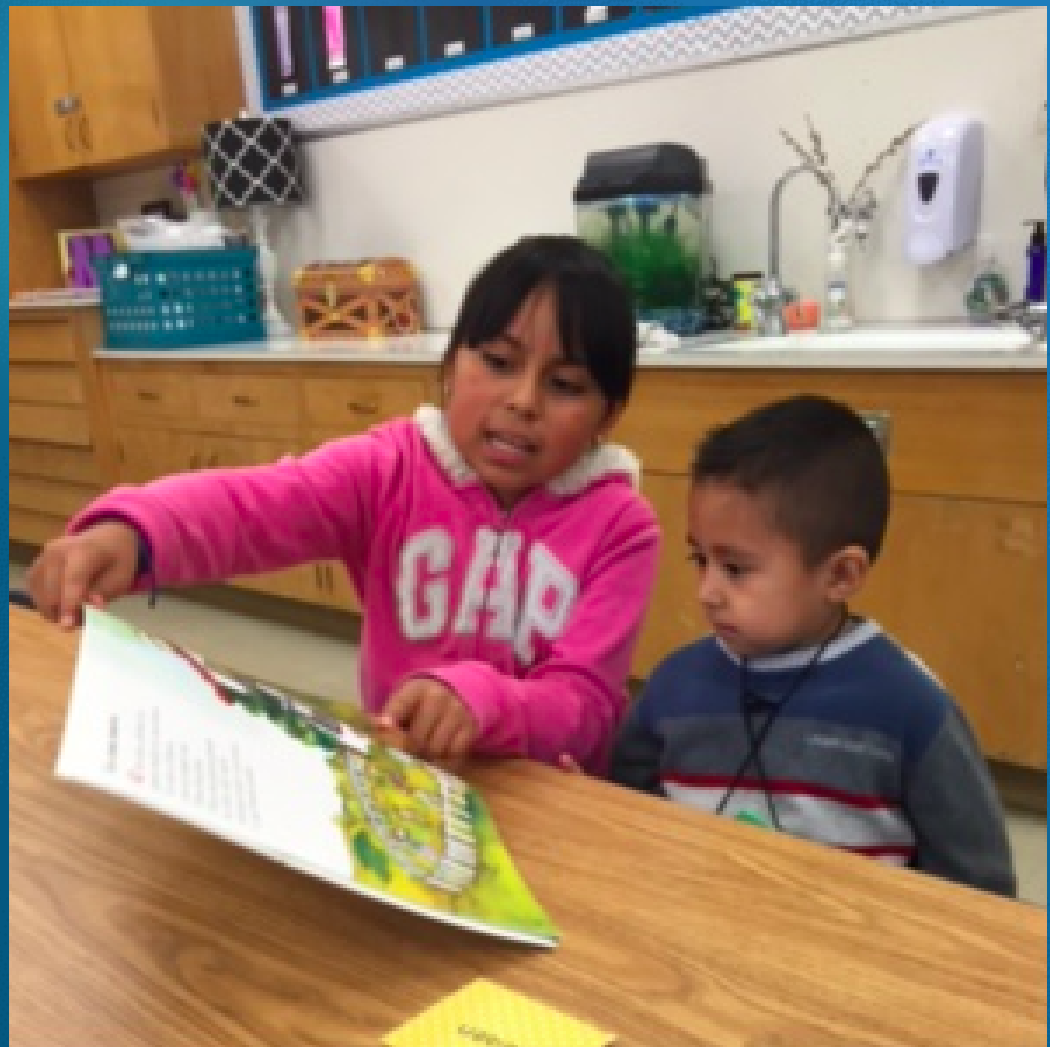
Benchmark Advance and Benchmark Adelante's cohesive program architecture across English and Spanish Language Arts instruction provides ample resources to support Dual Language programs without compromising program models:

- Congruency and cohesiveness of parallel content and grade level topics provide ample variety and variance for a broad range of texts in both English and Spanish.
- Small Group Texts in English and Spanish provide content knowledge support for Science and Social Science at student's level of reading in L1 and L2 across the reading continuum.
- English and Spanish Language Development differentiated support is embedded in each lesson and are aligned in tandem with English and Spanish Language Arts Literacy and Language Instruction.





QUESTIONS?  
THANK YOU!



9 de abril, 2024

# Implementación del plan de estudios

Oficina de diversidad, igualdad e inclusión

# CONTENIDOS

**01**

Vista general

**02**

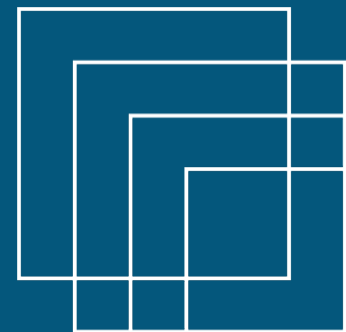
Plan de estudios de Desarrollo del Idioma Inglés  
(English Language Development - ELL/Título III)

**03**

Alfabetización bilingüe/Lengua y literatura en  
español (Spanish Language Arts – Doble  
inmersión)

**04**

Preguntas y respuestas



***There is a significant difference between 'All are welcome here' and 'This was created with you in mind'.***

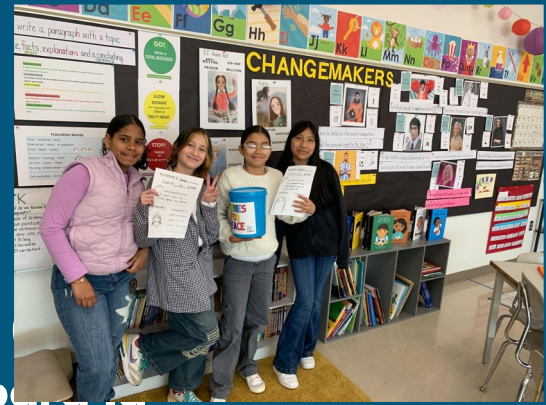
**–Dr. Crystal Young**



# PROCESO DEL DISEÑO DEL PLAN DE ESTUDIOS DE DESARROLLO DEL IDIOMA INGLÉS (ELD POR SUS SIGLAS EN INGLÉS) ...

## PRIMAVERA DE 23

- DEPARTAMENTO DE EDUCACIÓN DE OREGÓN (sus siglas en inglés): El Estado aprobó la lista para la implementación
- 3 programas para cada nivel: K-5, 6-8, 9-12 y nuevo
- Rever y calificar cada grupo



Your name: \_\_\_\_\_

Publisher/Curriculum: \_\_\_\_\_

Unit or chapter reviewed: \_\_\_\_\_

COMPONENT:	Y/3, P/2, N/1, A/0
1. Supports teachers in upholding and implementing our district <u>Equity Stance</u>	
2. Aligns with and upholds our district bilingual education <u>policy and regulation</u>	
3. The content presented is personal, local, and specific to our student <u>population</u>	
4. The program is designed to facilitate deep knowledge <u>building on particular topics</u>	
5. Units are designed around real-world experiences that students will <u>access in the community</u>	
6. Every unit actively incorporates families and culture as a <u>source of expertise for language and learning</u>	
7. Materials expose students to rigorous grade-level content and <u>skills</u>	
8. Performance tasks and assessments require authentic audiences and <u>community contributions</u>	
9. Lessons and materials are differentiated for diverse profiles of <u>learners and language skills</u>	
10. Lessons and materials align to and facilitate the mastery of <u>ELP standards</u>	

Total = \_\_\_\_\_

# ALINEAR CON NUESTROS VALORES...

COMPONENT:	Y/3, P/2, N/1, A/0
1. Supports teachers in upholding and implementing our district Equity Stance	
2. Aligns with and upholds our district bilingual education policy and regulation	
3. The content presented is personal, local, and specific to our student population	
4. The program is designed to facilitate deep knowledge building on particular topics	
5. Units are designed around real-world experiences that students will access in the community	
6. Every unit actively incorporates families and culture as a source of expertise for language and learning	
7. Materials expose students to rigorous grade-level content and skills	
8. Performance tasks and assessments require authentic audiences and community contributions	
9. Lessons and materials are differentiated for diverse profiles of learners and language skills	
10. Lessons and materials align to and facilitate the mastery of ELP standards	



# PRIMAVERA 23 y OTOÑO 24

- Proceso de implementación independiente
- PD

USING UNDERSTANDING BY  
DESIGN TO CRAFT ENGLISH  
LANGUAGE DEVELOPMENT  
CURRICULUM



**MAC**  
McTighe & Associates Consulting



# DISEÑO DE PLANTILLAS Y EQUIPOS ...

**MAKE A COPY BEFORE EDITING!!!**

ELD Curriculum Unit Plan  
Multilingual Services  
Bend-La Pine Schools  
*(based on the Understanding By Design framework)*

**TABLE OF CONTENTS:**

- Unit purpose and outcomes
- Unit learning plan
- Week 1
- Week 2
- Week 3
- Week 4

---

**UNIT PURPOSE AND OUTCOMES**

**Overview**

Unit title:  
Unit length:  
Grade band:  
Content area:

**Goals/Mastery**

ELP [standards](#):

- 

Content [standards](#) or [practices](#):

- 

**Meaning-Making**

Unit essential question:  
Students will understand that \_\_\_

**Acquisition and Application**

Students will know \_\_\_  
Students will be skilled at \_\_\_  
Students will be able to independently use their learning to \_\_\_

**Evidence**

Performance task:  
Audience:  
Criteria:

## UNIT LEARNING PLAN

Family engagement/communication:

Knowledge/Background-building shared experience:

Anchor text/Read-aloud:

Thematic song, poetry, art project:

Native language/cross-linguistic connections:

### WEEK 1

Day	Objective	Learning Activities	Assessment/CfU
Mon			
Tues			
Thurs			
Fri			

### WEEK 2

K-1  
2-3  
4-5  
6-8  
9-12  
NC



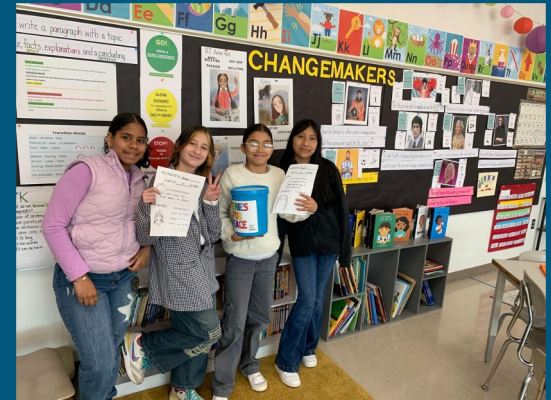
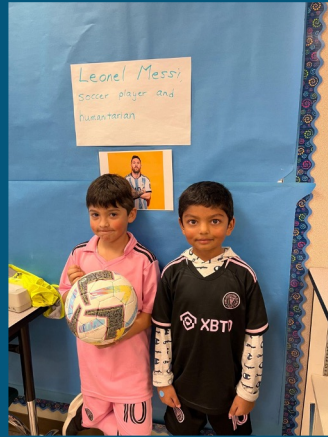
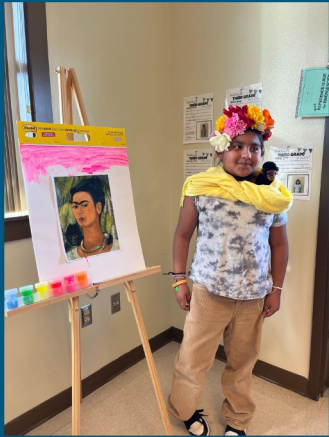
# EJEMPLO UNIDAD K/1 ...Clima y patrones (Dominio del idioma inglés -ELP por sus siglas en inglés- y Ciencia)



*“Haber conocido a John Carroll y haber hecho que compartiera sus conocimientos sobre el clima de Oregon del Centro alentó a mis estudiantes a ser curiosos y a hacer preguntas. También compartió el libro que escribió sobre el ciclo del agua y a mis estudiantes les encantó seguir las aventuras de Robbie la gota de lluvia”! - Keri Jacobi, Maestra especial de Idioma, Primaria Bear Creek*



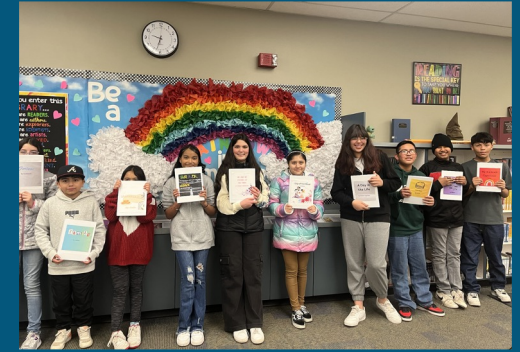
# EJEMPLO UNIDAD 4/5 ...Creadores de cambio (Dominio del idioma inglés y Ciencias sociales)



*Aprendí que cualquiera puede ser un creador de cambio. No necesitas ser famoso. Solo necesitas ayudar. Nosotros TODOS Podemos ser creadores de cambio". Eliane, 4to Grado, Primaria Ensworth*



## EJEMPLO UNIDAD 6-8 ...Compartir historias construye comunidad (Dominio del idioma inglés, Lengua y literatura inglesa -ELA por sus siglas en inglés y Ciencias sociales)



*Cuando los estudiantes participan en tareas auténticas las aceptan. Por lo general los estudiantes de inglés como segundo idioma (ELL por sus siglas en inglés) a nivel de escuela secundaria se sienten avergonzados de hablar con los otros, pero no en este caso. ¡Aún nuestros estudiantes nuevos de ELL leen los cuentos en español! Fue una gran forma de desarrollar comunidad” - Karen Corson, 6to-8vo Grados, escuela Secundaria Pilot Butte*



## EJEMPLO UNIDAD 9/10 ...Periodismo de investigación ien acción! (Dominio del idioma inglés, Lengua y literatura inglesa y Ciencias sociales)



*Haber ido a un lugar sobre el que estábamos aprendiendo fue “cool”. Conocimos gente muy amable y vimos cosas que no habíamos visto antes. Hizo que lo que estábamos aprendiendo en clase pareciera más importante” - Antonio, 9no Grado, escuela Preparatoria Mountain View*





## EJEMPLO UNIDAD DEL NUEVO PROGRAMA... ¡Explorando Bend! (Dominio del idioma inglés, Educación física -PE por sus siglas en inglés-, Aprendizaje socio emocional -SEL por sus siglas en inglés)



*¡¡Fue increíble!! Fue interesante y aprendí como sacar ADN de la fruta y distintas formas de hacer mis huellas digitales” – Encuesta de Google anónima, 11mo/12vo Grado, escuela Preparatoria Bend*



## CITAS DEL PERSONAL... ¿Qué es de lo que estás más orgulloso?

*La colaboración entre los equipos es algo que ha sido vital. Estoy muy orgulloso(a) de todas las unidades que desarrolló nuestro equipo”.*

*Estoy muy orgulloso(a) de nuestro equipo que creó material significativo y motivador que conecta a todos los estudiantes de ELL a través del distrito”.*

*Me encanta que pudimos integrar las artes y las ciencias como también algunas actividades manuales”.*

*¡La participación y voz de los estudiantes”!*





# Implementación del plan de estudios para Lengua y Literatura española (Spanish Language Arts)

*Estamos comprometidos a adoptar un plan de estudios de lengua y literatura que esté enraizado en la mejor práctica, que sea sensitivo y relevante culturalmente y que sea instrucción auténtica para la alfabetización en español.*



# Distribución del idioma

	Literacy K-2= 120 min Core 3-5= 90 min Core		Math (1 hour Core + NC daily)		Writing (3 hours weekly)	Sci/Soc. Studies (60/90 min)	ELD (30 min daily)	Specials (30 min daily)
K	600 min		370 min		180 min	60 min	150 min	150 min
1	600 min		370 min		180 min	60 min	150 min	150 min
2	150 min CLC/Core	450 min	370 min		180 min	60 min	150 min	150 min
3	300 min	300 min	370 min		180 min	90 min	150 min	150 min
4	300 min	300 min	185min	185min	180 min	90 min	150 min	150 min
5	300 min	300 min	185min	185min	180 min	90 min	150 min	150 min



## Lengua y Literatura española opuesto a Lengua y Literatura inglesa (English Language Arts)

**No es solamente el idioma de instrucción que requiere un plan de estudios diferente, es lo que nosotros conocemos como la mejor practica de instrucción de Lengua y Literatura inglesa opuesto a la mejor practica de instrucción de Lengua y Literatura española.**

- El inglés tiene una ortografía opaca, lo que significa que las correspondencias del símbolo del sonido en inglés no siempre son predecibles. Esto requiere un muy sistemático abordaje para enseñar las habilidades fundamentales.
- El idioma español, por otro lado, tiene una muy predecible ortografía, u ortografía transparente, lo que significa que una vez que los estudiantes aprendieron las correspondencias de los símbolos de los sonidos básicos pueden fácilmente decodificar la mayoría de las palabras en español.



# Proceso de implementación

- Se formó una comisión de implementación del plan de estudios, con representantes de cada nivel de grado y de ambos sitios anfitriones.
- Investigamos varios de programas de Lengua y Literatura Española y finalmente quedaron seleccionados cinco.

*Maravillas*

*Expeditionary Learning*

*Vista*

*American Reading Company*

*Benchmark Adelante*

- Luego probamos los finalistas en los grados K, 1ro y 4to

- Las familias fueron invitadas a ver los materiales y se les pidió que dieran su opinión a través de una planilla de encuesta de Google



### **Award-Winning Authentic Texts**

Access authentic complex texts and the *Authentic Voices Library*, a 2022 Excellence in Equity Award winner.

### **Exploring Perspectives**

Embedded instructional supports guide conversations on a range of topics.

### **Culturally Affirming Texts**

Incorporate a wide range of student identities, languages, backgrounds, and abilities.

### **Knowledge-Building Texts**

Expand knowledge and vocabulary in literary, science, and social studies topics.

### **Elevated Voices**

Diverse experiences are represented throughout texts.

### **Civic Engagement & Leadership**

Text topics expand to real-world applications.

*Alineado con investigación de Lectura de Ciencias (Science of Reading), Benchmark Adelante es un programa básico de idioma y literatura que provee una estructura coherente para el desarrollo de las habilidades de alfabetización y contenido de conocimientos.*



# Establecimos categorías para que nos ayudara a evaluar cada programa

- Literatura en el idioma original opuesto a texto traducidos
- Representación de la cultura Latina y temas multiculturales
- Diferenciación de los materiales básicos para todas las habilidades lingüísticas.
- Instrucción secuencial y fluida para el desarrollo del idioma
- Estrategias de instrucción en ambos idiomas, conexiones lingüísticas cruzadas
- Abordaje auténtico a las habilidades fundamentales



# Aportes de los interesados

## Opinión de los maestros

“Es de alto rigor, con apoyo y diferenciación intencional para satisfacer las necesidades de todos los aprendices”.

“Es muy motivador para mis alumnos de kínder. Las lecciones son interactivas y con actividades prácticas”.

“Estoy impresionado por el vocabulario y apoyo gramatical y cuan profundamente los distintos textos de adhieren al tema de la unidad”.

## Opinión de los estudiantes

“Realmente me gustaron los libros que tuvimos que leer. A veces los libros que tenemos que leer son aburridos pero estos libros no fueron para nada aburridos”.

“El Proyecto que tuvimos que hacer al final de la unidad fue realmente entretenido. Realmente se me ocurrió una gran idea”.

“Me gusto que escribimos sobre lo que estábamos leyendo. Antes no me gustaba escribir, pero ahora me gusta”.

## Opinión de los padres

“Estoy muy contenta de que tendré acceso en mi casa a tan buenos libros en español”.

“Muchos de los personajes de las historias son latinos como nosotros, eso es importante para nuestros hijos.”

“Qué gran idea que los temas sean los mismos para K-5. Imaginen todo lo que nuestros estudiantes sabrán cuando salgan de 5to grado”.



# Modelo bilingüe

## Relaciones de transferencias de idioma cruzadas dentro de los componentes del programa

La arquitectura cohesiva del programa Benchmark Advance y Benchmark Adelante a través de la instrucción de Lengua y Literatura inglesa y española provee amplios recursos para apoyar programas bilingües sin comprometer modelos del programa:

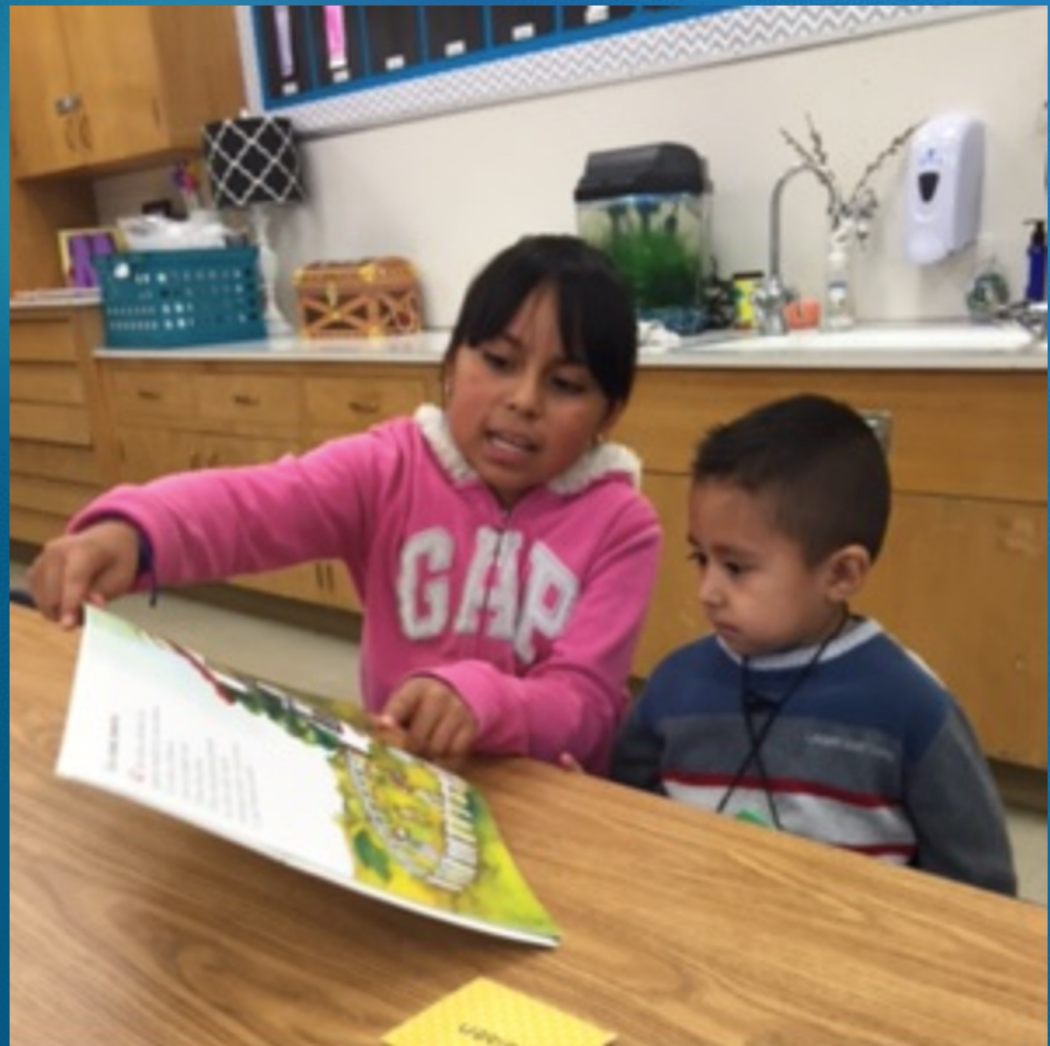
- La congruencia y coherencia de contenidos paralelos y temas a nivel de grado provee una amplia variedad y diferencia para una amplia gama de textos tanto en inglés como en español.
- Pequeños grupos de textos en inglés y en español proveen apoyo a los contenidos de ciencia y ciencias sociales al nivel de lectura del estudiante en L1 y L2 a través de la continuidad.

La diferencia de apoyos en el desarrollo del idioma inglés y español están integrados en cada lección y al mismo tiempo alineados con la instrucción de literatura y alfabetización en inglés y en español.





¿PREGUNTAS?  
¡MUCHAS GRACIAS!





**REPORT ITEM:** TAG Programming

**PRESENTED BY:** Lora Nordquist, Deputy Superintendent  
Jessica Scott, Assistant Principal of Juniper Elementary/District TAG Coordinator  
Stephen DuVal, Director of College and Career Readiness/District TAG Coordinator

**EXECUTIVE SUMMARY:**

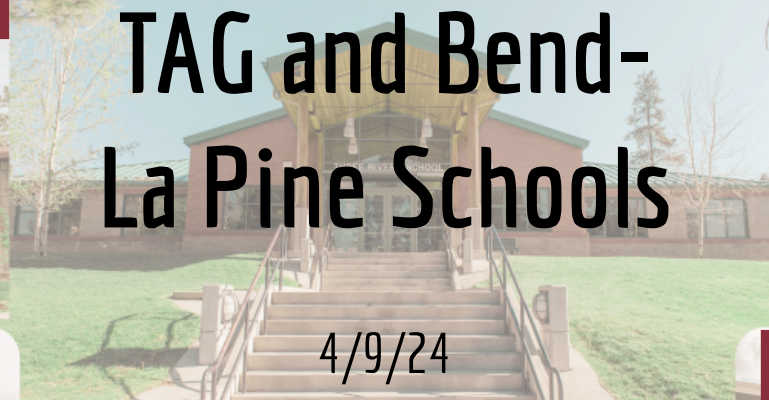
Over the last two years, Bend-La Pine Schools has been in the process of revamping and revitalizing TAG services to align with changes in state administrative rules, as well as to re-establish practices and procedures that languished during the pandemic. Additionally, in the last four years, the district has hired numerous new administrators responsible for the oversight of TAG procedures and programming in their schools.

In this report, the district's TAG coordinators will highlight the work that has been done across the district to date and the priorities for next steps in TAG programming across the district.



# TAG and Bend-La Pine Schools

4/9/24



# Students by Site Elementary

Elementary	KG	1st	2nd	3rd	4th	5th	Total
Amity Creek				1			1
Bear Creek				1			1
Bend International			1	4	1		6
Buckingham					2	7	9
Desert Sky							0
Elk Meadow						3	3
Ensworth							0
High Lakes		1	1	4	7	13	26
Highland		1		1	5	11	18
Juniper				1	26	24	51
La Pine Elem					1		1
Lava Ridge			1	4	3	1	9
North Star						2	2
Pine Ridge				1	12	6	19
Ponderosa				1	2	3	6
RE Jewell					2	1	3
Rosland				1			1
Silver Rail			1	3	1	3	8
Three Rivers					1	3	4
WE Miller				2	11	9	22
Westside							0
<b>Total</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>24</b>	<b>74</b>	<b>86</b>	<b>190</b>



# Students by Site MS

MS	6th	7th	8th	Total
Bend International	2	1	4	7
Cascade	61	40	41	142
High Desert	9	5	11	25
La Pine Mid	1	2	2	5
Pacific Crest	13	14	23	50
Pilot Butte	8	1	28	37
REALMS	1	1	2	4
Sky View	10	6	12	28
Three Rivers		2	4	6
Westside	3	2	2	7
<b>Total</b>	<b>105</b>	<b>74</b>	<b>129</b>	<b>308</b>



# Students by Site HS

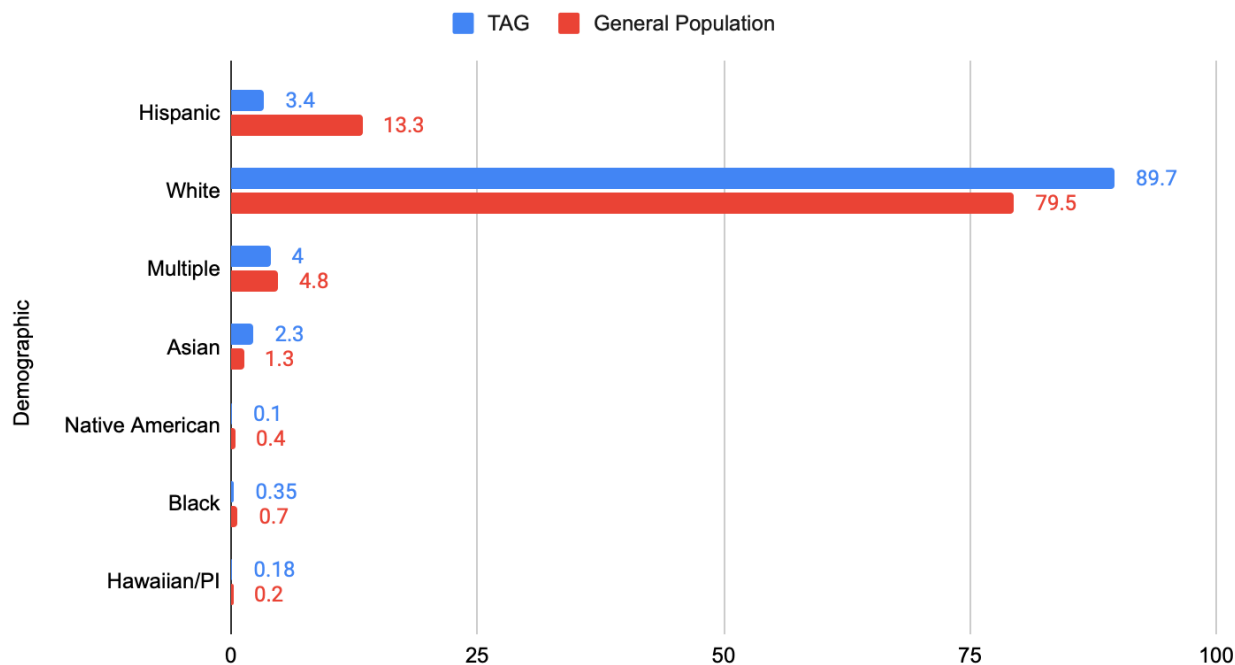
HS	9th	10th	11th	12th	Total
Bend High	31	37	37	52	157
Caldera	37	24	31	6	98
La Pine High	3	1	9	5	18
Marshall	1	1			2
Mt View	31	14	25	19	89
Summit	47	68	68	69	252
Realms High	1	1	6	2	10
<b>Total</b>	<b>151</b>	<b>146</b>	<b>176</b>	<b>153</b>	<b>626</b>





# Demographics - Race

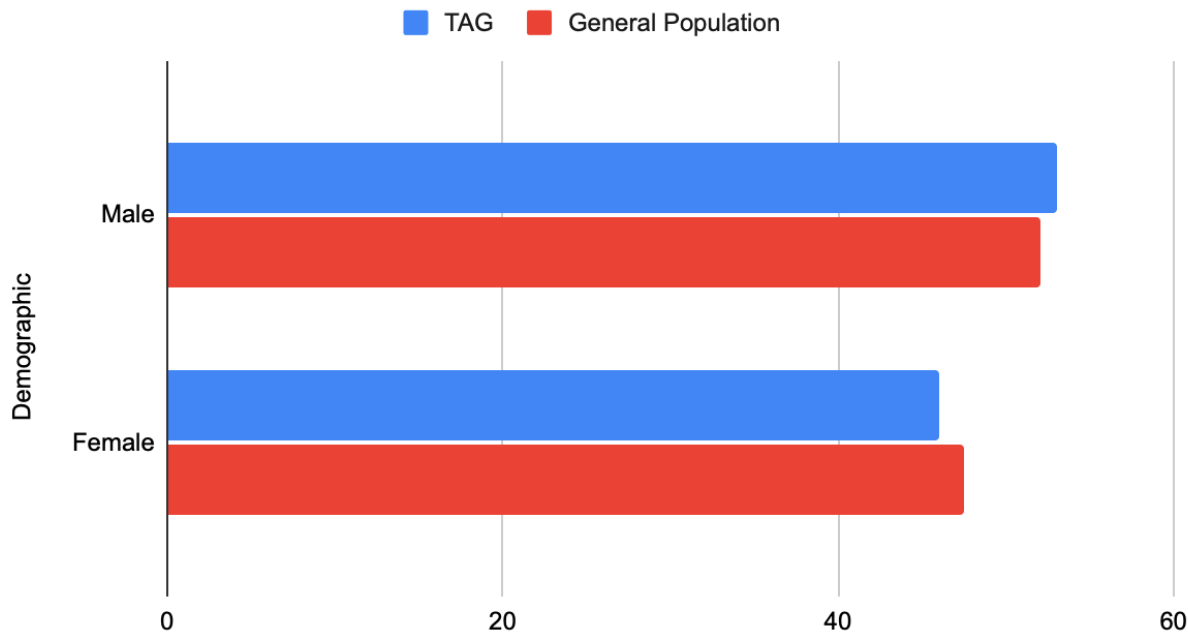
Demographic Data by Race





# Demographics - Gender

## TAG and General Population



\*Data for other identifications less than 0.5%

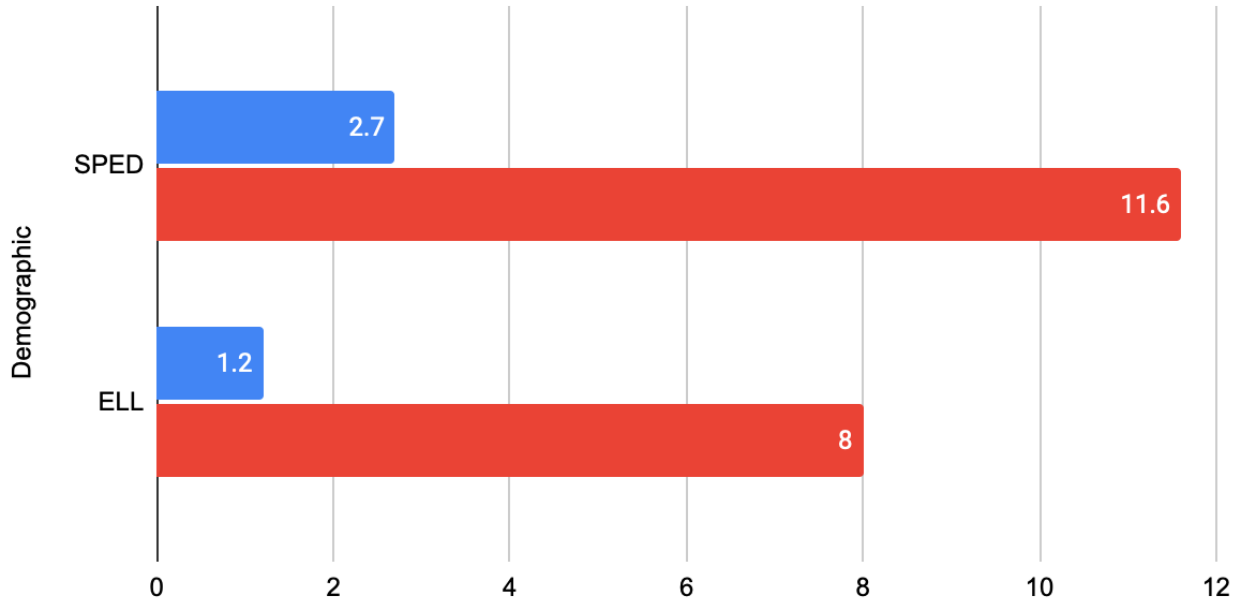




# Demographics - SPED/ELL

## TAG and General Population

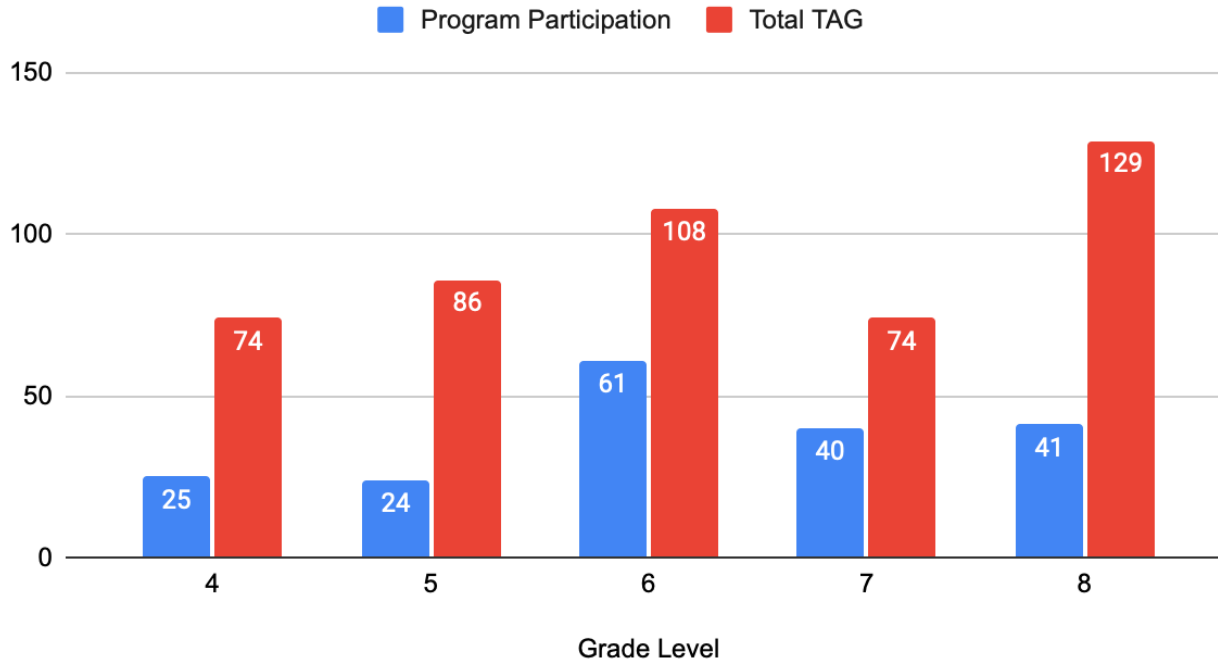
■ TAG ■ General Population





# Program Participation Juniper/Cascade

## Program Participation and Total TAG





# TAG Dropout and Graduation Data

School Year	Fall Membership (TAG)	Dropout Rate
2022-23	562	0.36%
2021-22	644	0.62%
2020-21	688	*
2019-20	763	0.39%
2018-19	754	0.27%

School Year	Adjusted Cohort (TAG)	Four-year Cohort Graduation Rate
2022-23	180	>95%
2021-22	173	>95%
2020-21	187	>95%
2019-20	201	>95%
2018-19	161	93.8%

\*Suppressed for student confidentiality



# Focus for 23-24

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## Systems

ODE plan

TAG forms

Structuring communication

## Calibration

Clarifying identification process

Identifying TAG coordinators for each school site

Establishing testing timelines

PEP focused on rate and level of learning

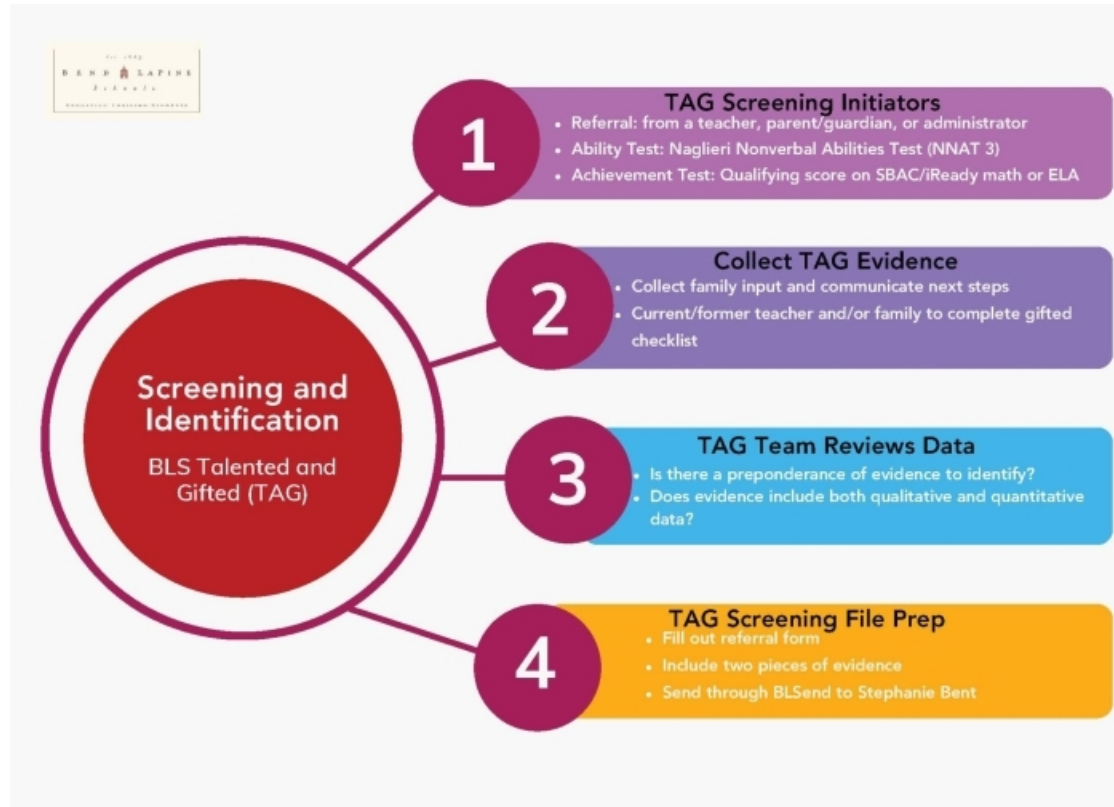
## Communication

Identifying TAG coordinators for each school site

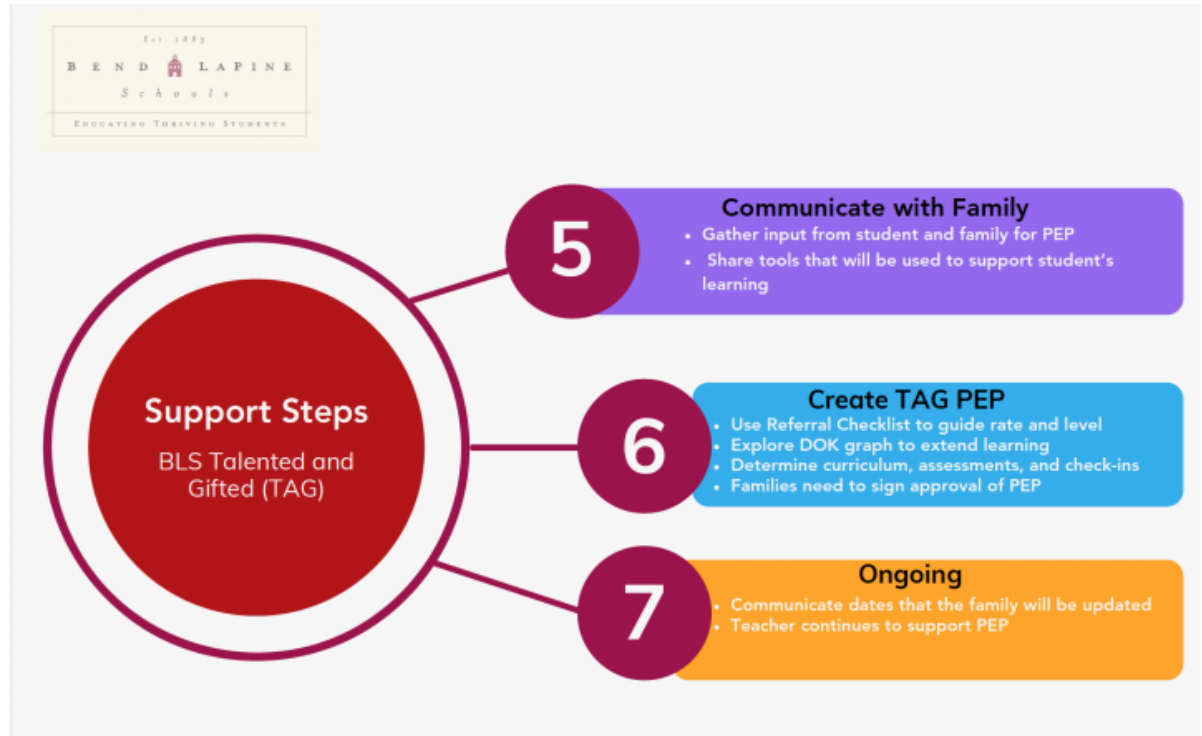
Sharing new information vertically and horizontally

Equipping TAG coordinators with resources and support

# TAG Identification Steps



# Communication & Planning



# Services for TAG student - ODE AR

1. Submit a TAG plan to ODE including
  - a. District policy for TAG children
  - b. Assessment of current services
  - c. District goals
  - d. Plan to achieve those goals
  - e. Parents right to discuss TAG services
  - f. Plan for reviewing TAG plan
  - g. District TAG coordinator contact info
2. Make the plan widely available
3. The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning
4. Assessments used to determine rate and level of learning are defined



# Parental Rights

In carrying out the requirements of OAR 581-022-1320, the school district:

- **Informs parents** at the time of the identification of the child of the programs and services available.
- **Provides an opportunity for parents to provide input** to and discuss with the district the programs and services to be received by their child.
- **Notifies parents** of the right to request, at any time, the withdrawal of their child from programs and services provided under OAR 581-022-1330.
- informs parents of their right to file a complaint under OAR 581-022-1940.



# Personal Education Plan

The plan's focus is on appropriate accommodations of assessed level and rate of learning.

An Elementary Personal Education Plan (PEP) for grades K---5 will be written.

A TAG Instructional Plan for grades 6---12 will be written by course or department.

At all grades, parents have an opportunity to provide input into instructional planning.





# FOCUS MOVING FORWARD

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## Systems

Clarifying roles and responsibilities

Updating MS department plans

Family communication systems

Developing local norms

## Professional Development

Training for TAG coordinators

Coordinators delivering training to building sites

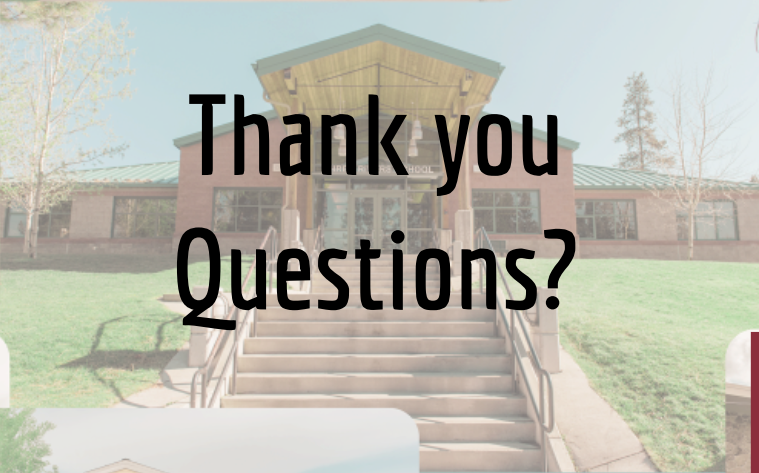
Training around department plans

## Continued Work

Refine identification process

Building a diverse library of resources and support

Continued analysis of TAG demographics and removal of barriers





# TAG y Escuelas de Bend-La Pine

4/9/24

# Estudiantes por escuela primaria

Elementary	KG	1st	2nd	3rd	4th	5th	Total
Amity Creek				1			1
Bear Creek				1			1
Bend International			1	4	1		6
Buckingham					2	7	9
Desert Sky							0
Elk Meadow						3	3
Ensworth							0
High Lakes		1	1	4	7	13	26
Highland		1		1	5	11	18
Juniper				1	26	24	51
La Pine Elem					1		1
Lava Ridge			1	4	3	1	9
North Star						2	2
Pine Ridge				1	12	6	19
Ponderosa				1	2	3	6
RE Jewell					2	1	3
Rosland				1			1
Silver Rail			1	3	1	3	8
Three Rivers					1	3	4
WE Miller				2	11	9	22
Westside							0
<b>Total</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>24</b>	<b>74</b>	<b>86</b>	<b>190</b>



# Estudiantes por escuela secundaria

MS	6th	7th	8th	Total
Bend International	2	1	4	7
Cascade	61	40	41	142
High Desert	9	5	11	25
La Pine Mid	1	2	2	5
Pacific Crest	13	14	23	50
Pilot Butte	8	1	28	37
REALMS	1	1	2	4
Sky View	10	6	12	28
Three Rivers		2	4	6
Westside	3	2	2	7
<b>Total</b>	<b>105</b>	<b>74</b>	<b>129</b>	<b>308</b>



# Estudiantes por escuela preparatoria

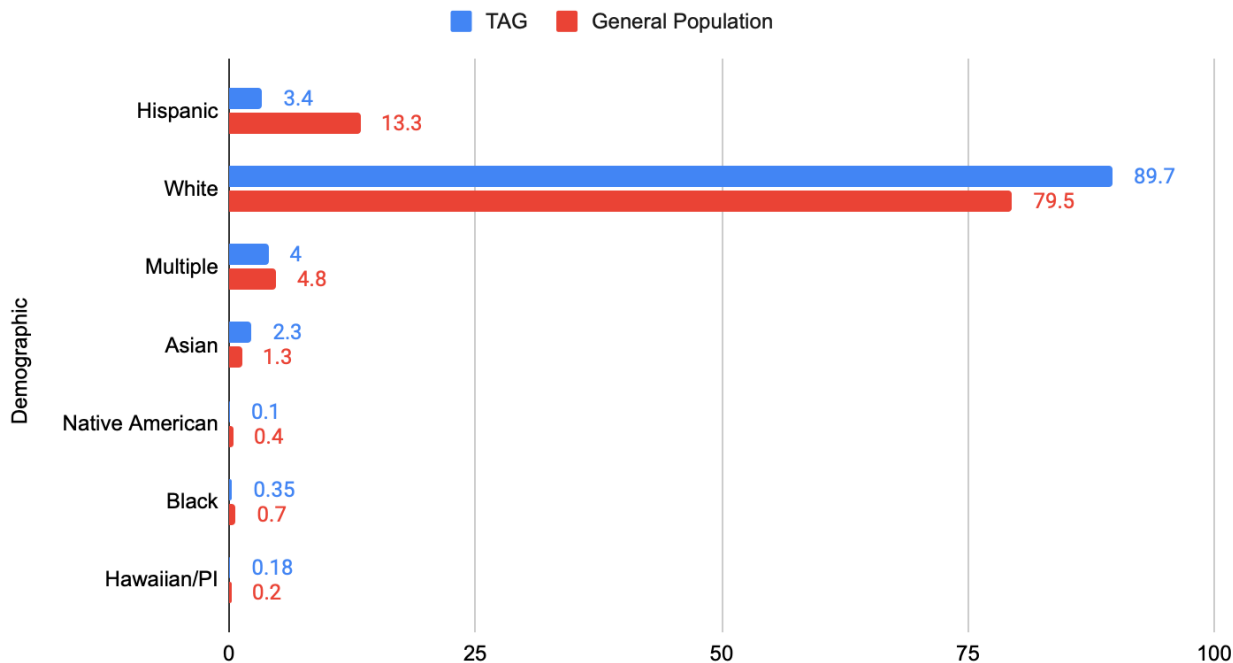
HS	9th	10th	11th	12th	Total
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Caldera	37	24	31	6	98
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Marshall	1	1			2
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# Demografía - Raza

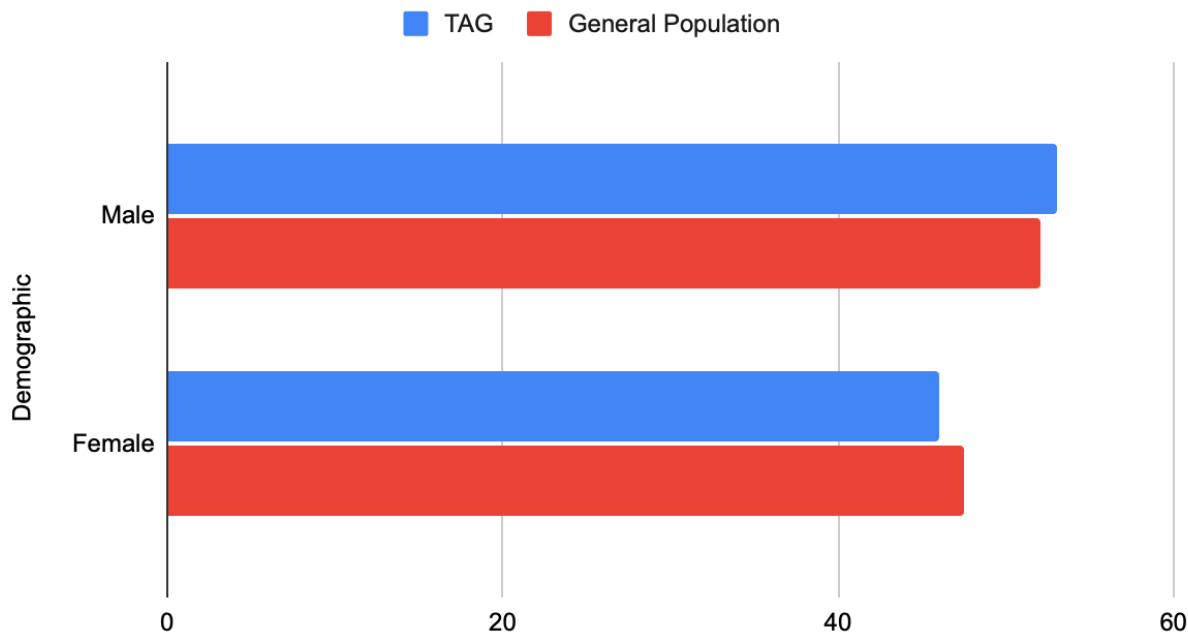
Demographic Data by Race





# Demografía - Género

## TAG and General Population



\*Datos para otras identificaciones con menos del 0.5%

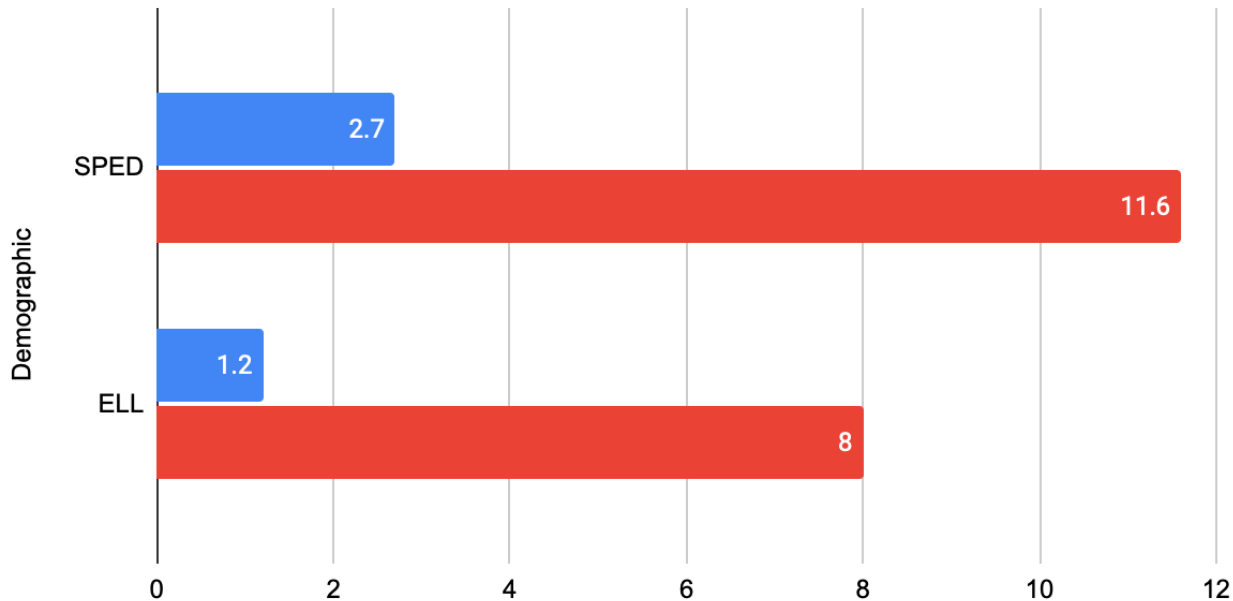




# Demografía - SPED/ELL

## TAG and General Population

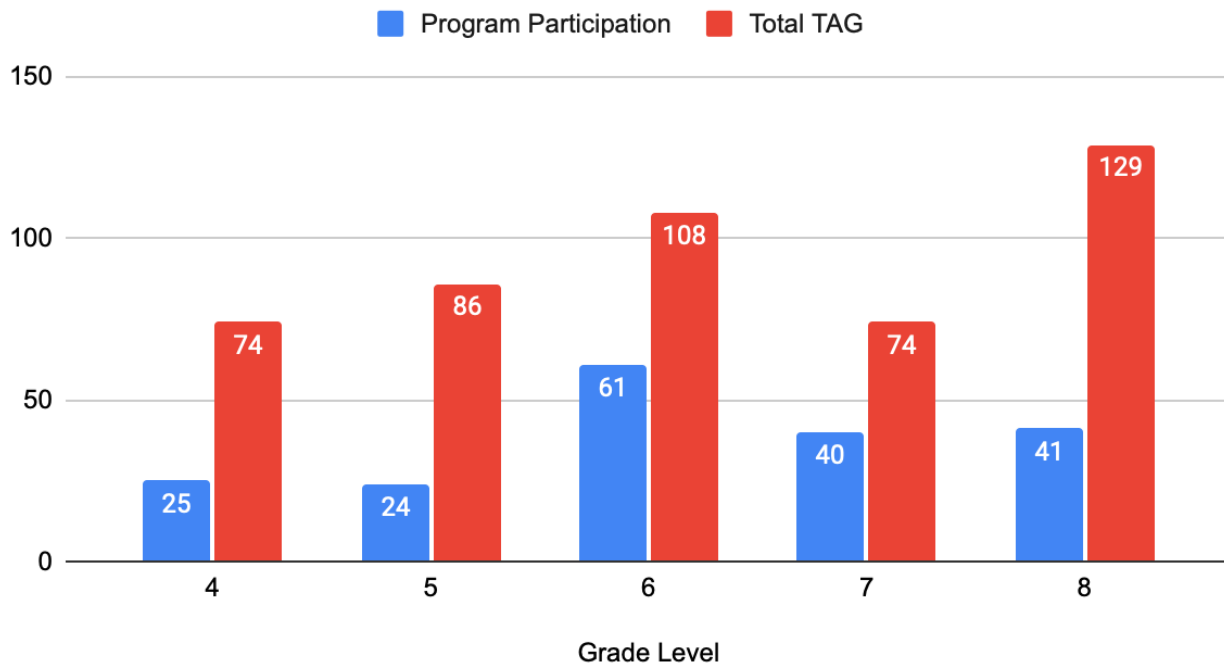
■ TAG ■ General Population





# Participación en el programa Juniper/Cascade

## Program Participation and Total TAG





# Datos sobre deserción y graduación de TAG

Año escolar	Membresía en el otoño (TAG)	Porcentaje de deserción
2022-23	562	0.36%
2021-22	644	0.62%
2020-21	688	*
2019-20	763	0.39%
2018-19	754	0.27%

Año escolar	Cohorte ajustada (TAG)	Porcentaje de graduación de cohorte de cuatro años
2022-23	180	>95%
2021-22	173	>95%
2020-21	187	>95%
2019-20	201	>95%
2018-19	161	93.8%

\*Suprimido para confidencialidad de los estudiantes



# Enfoque para el 23-24

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## Sistemas

Plan de ODE

Formularios de TAG

Estructuración de la comunicación

## Calibración

Clarificación del proceso de identificación

Identificación de los coordinadores de TAG para cada sitio escolar

Establecimiento de plazos para las evaluaciones

PEP enfocado en el ritmo y nivel de aprendizaje

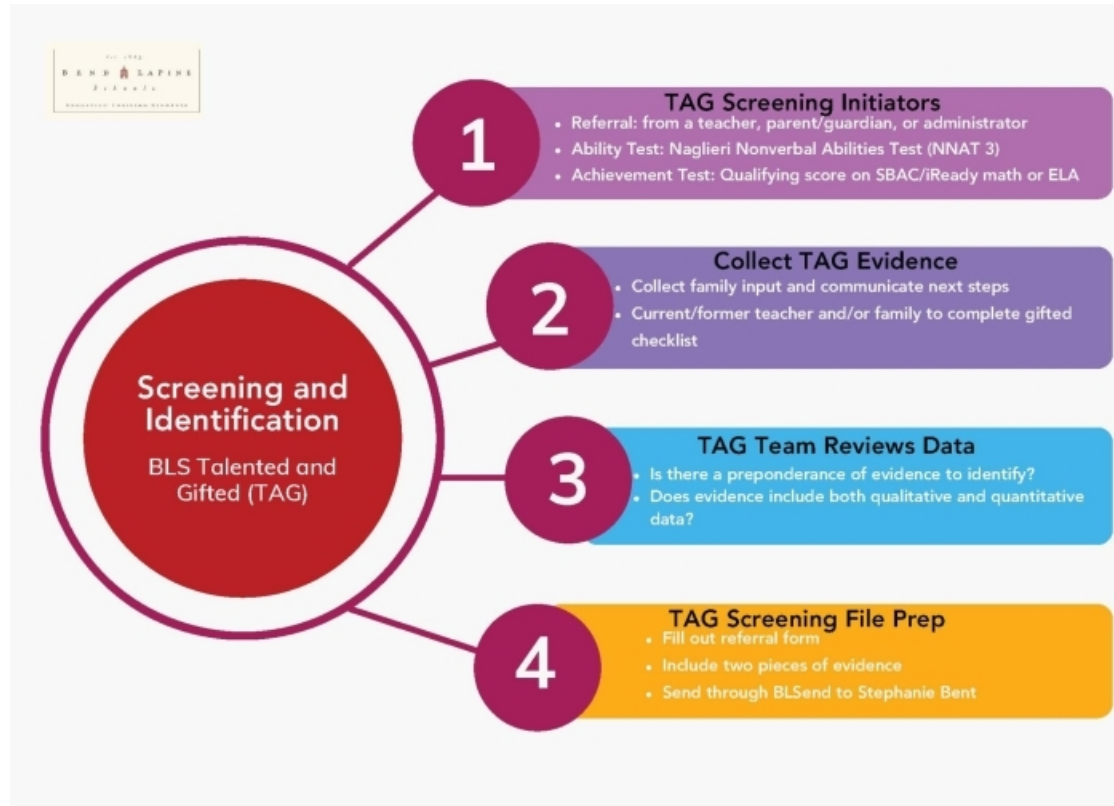
## Comunicación

Identificación de los coordinadores de TAG para cada sitio escolar

Compartir nueva información vertical y horizontalmente

Equipar a los coordinadores de TAG con recursos y apoyo

# Pasos para la identificación de TAG



# Comunicación y planificación



# Servicios para estudiantes de TAG - ODE AR

1. Presentar un plan de TAG a ODE incluyendo:
  - a. Política del distrito para estudiantes de TAG
  - b. Evaluación de servicios actuales
  - c. Metas del distrito
  - d. Plan para lograr esas metas
  - e. Derecho de los padres para discutir los servicios de TAG
  - f. Plan para revisar el plan de TAG
  - g. Información de contacto de los coordinadores de TAG del distrito
2. Hacer que el plan esté ampliamente disponible
3. La instrucción provista para los estudiantes identificados deberá diseñarse para acomodar sus niveles de aprendizaje y ritmos de aprendizaje acelerados que fueron evaluados
4. Se definen las evaluaciones usadas para determinar el ritmo y el nivel de aprendizaje



# Derechos de los padres

Para cumplir con los requerimientos de OAR 581-022-1320, el distrito escolar:

- **Informa a los padres** sobre los programas y servicios disponibles en el momento de la identificación del estudiante.
- **Ofrece a los padres la oportunidad de opinar** y discutir con el distrito los programas y servicios que su estudiante recibirá.
- **Avisa a los padres** sobre el derecho de solicitar en cualquier momento que su estudiante sea dado(a) de baja de los programas y servicios provistos bajo OAR 581-022-1330.
- Informa a los padres sobre su derecho de presentar una queja bajo OAR 581-022-1940.



# Plan Educativo Personal

El plan se enfoca en las acomodaciones apropiadas del nivel y el ritmo de aprendizaje evaluados.

Un Plan Educativo Personal (PEP) de Primarias para los grados K--5 se escribirá.

Un Plan de Instrucción de TAG para los grados 6-12 se escribirá por curso o departamento.

En todos los grados, los padres tienen la oportunidad de proveer su opinión sobre la planeación de la instrucción.





# ENFOQUE PARA AVANZAR

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## Sistemas

Clarificación de funciones y responsabilidades

Actualización de los planes de departamentos de escuelas secundarias

Sistemas de comunicación para familias

Desarrollo de normas locales

## Desarrollo profesional

Entrenamiento para coordinadores de TAG

Coordinadores que imparten el entrenamiento en los sitios escolares

Entrenamiento sobre los planes de departamentos

## Trabajo continuo

Refinar el proceso de identificación

Desarrollar una biblioteca diversa de recursos y apoyo

Análisis de la demografía de TAG y eliminación de barreras



Gracias  
¿Preguntas?

