

## Bend-La Pine Schools School Board Work Session Meeting Agenda

October 26, 2021, 5:30 PM

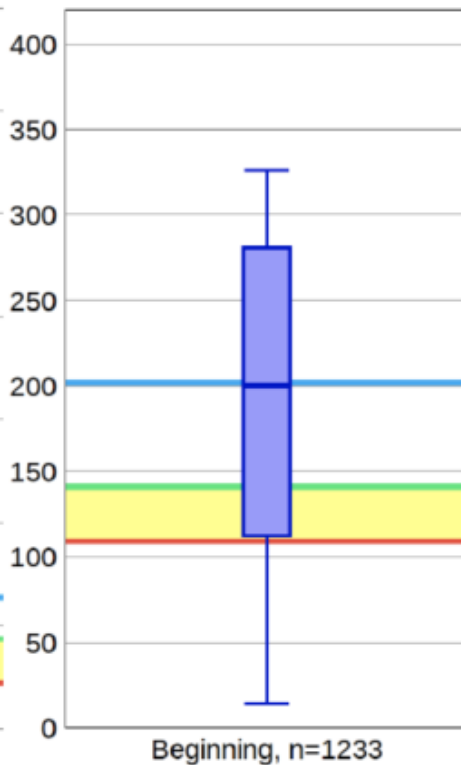
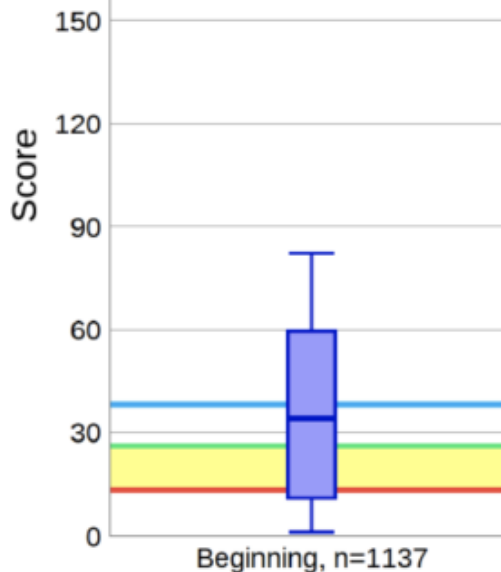
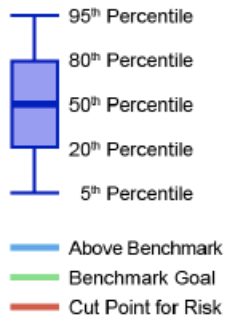
### Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

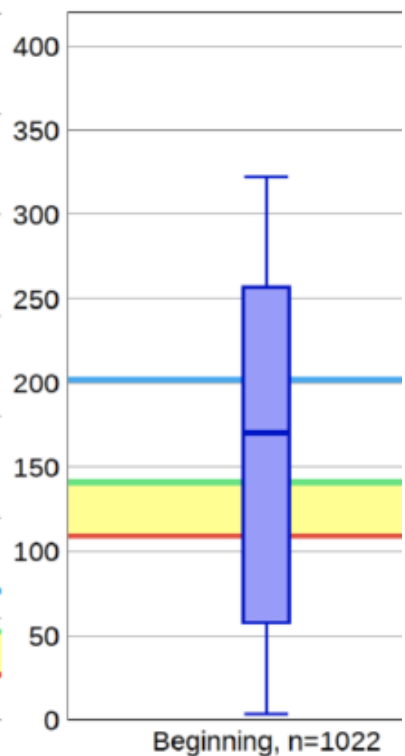
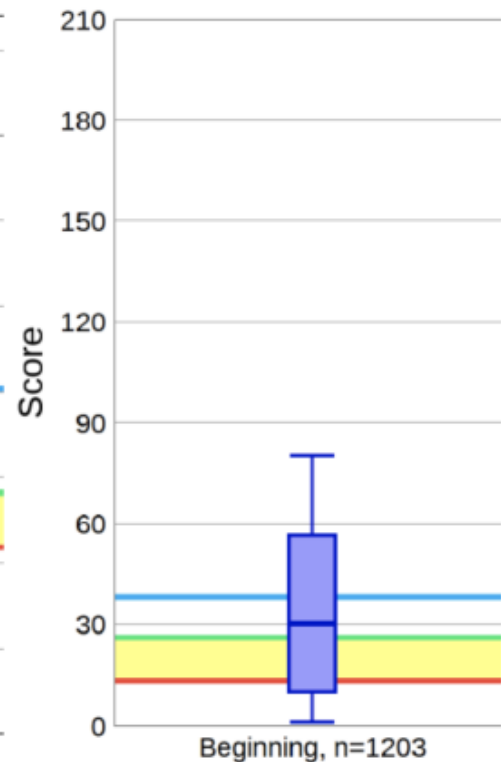
|    |   |    |
|----|---|----|
| 1. | <b><u>Call to Order</u></b>   |    |
|    | <b>Speaker(s):</b> Chair Barnes Dholakia  |    |
| 2. | <b><u>Pledge of Allegiance</u></b>  |    |
|    | <b>Speaker(s):</b> Chair Barnes Dholakia  |    |
| 3. | <b><u>Review of Agenda</u></b>  |    |
|    | <b>Speaker(s):</b> Chair Barnes Dholakia  |    |
|    | <b>Description:</b> Any changes to the Agenda after posting on October 22, 2021, are shown below.   |    |
| 4. | <b><u>Work Session</u></b>  |    |
|    | <b>Description:</b> The Board will focus on key Board work and initiatives.   |    |
|    | A. Board End 1 - Outcomes: Students Develop a strong academic foundation  |    |
|    | B. Board End 2 - Outcomes: Students have a passion, purpose and plan  |    |
|    | C. Reports  |    |
|    | 1. Executive Limitation-8: Instructional Programs   | 2  |
|    | <b>Speaker(s):</b> Deputy Superintendent Nordquist  |    |
|    | <b>Description:</b> Annual report on major accomplishments and upcoming priorities for academic programs in the district.                                   |    |
|    | <b>Attachments:</b>   |    |
|    | Student Data Slides   | 2  |
|    | K-5 Language Arts Materials Adoption Timeline   | 17 |
|    | Executive Summary EL-8 October 2021   | 26 |
|    | Executive Limitation 8 Report 2021  | 28 |
|    | 2. Executive Limitation-9: Technology   | 35 |
|    | <b>Speaker(s):</b> Skip Offenhauser, Executive Director of Elementary Programs  |    |
|    | <b>Description:</b> Annual report on major accomplishments and upcoming priorities for Instructional Technology and Information Technology in the district. |    |
|    | <b>Attachments:</b>   |    |
|    | Executive Summary EL-9 October 2021   | 35 |
|    | Executive Limitation 9 Report 2021  | 37 |
| 5. | <b><u>Board Comments</u></b>  |    |
|    | <b>Description:</b> Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.                        |    |
| 6. | <b><u>Adjourn</u></b>   |    |
|    | <b>Description:</b> Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 9, 2021.                               |    |

# Board Workshop Student Data Slides

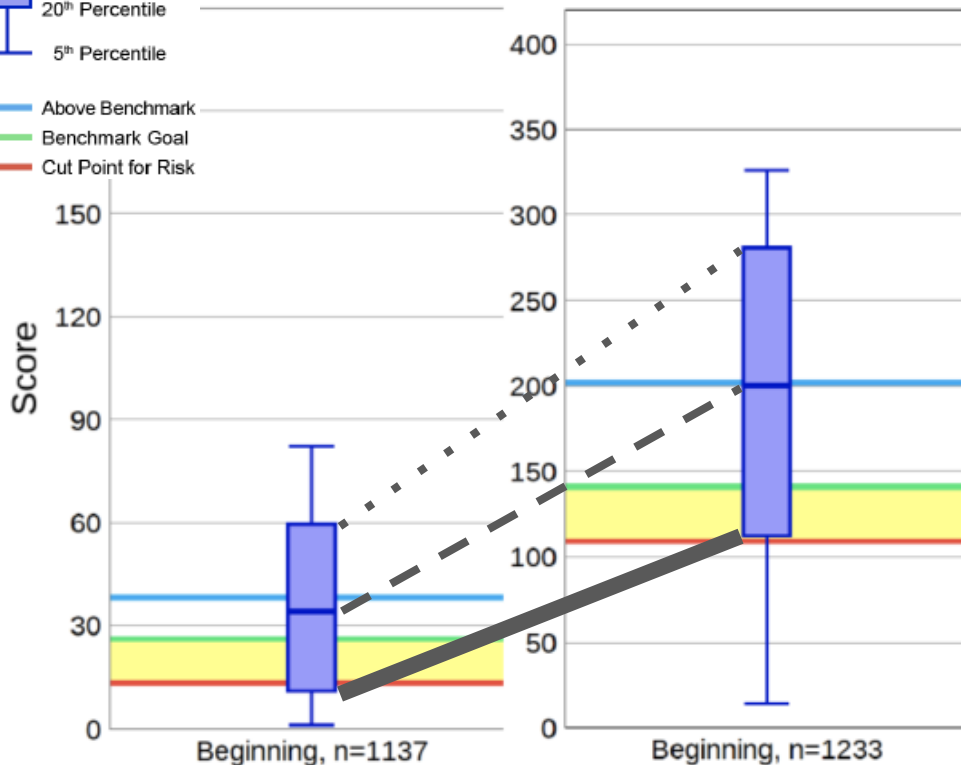
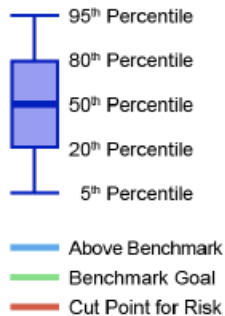
# Acadience Early Literacy Fall 2017-18(K) to 2019-20(2nd) Pre-Pandemic Cohort



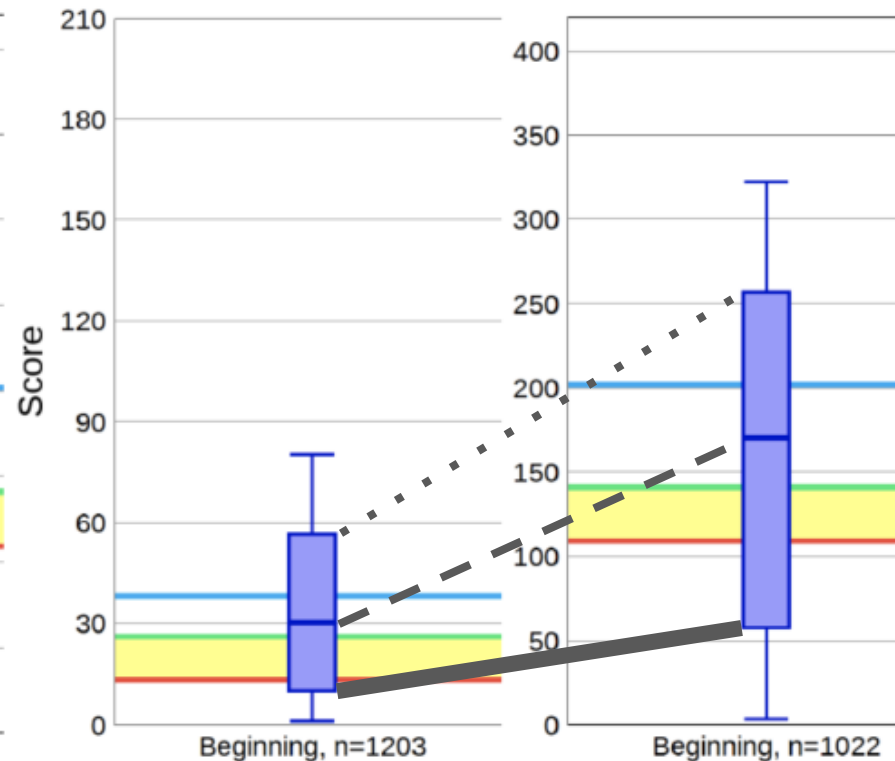
# Acadience Early Literacy Fall 2019-20(K) to 2021-22(2nd) Pandemic Cohort



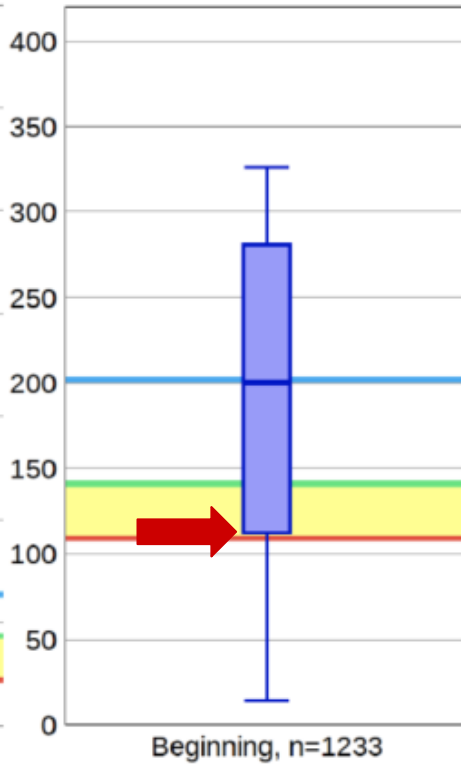
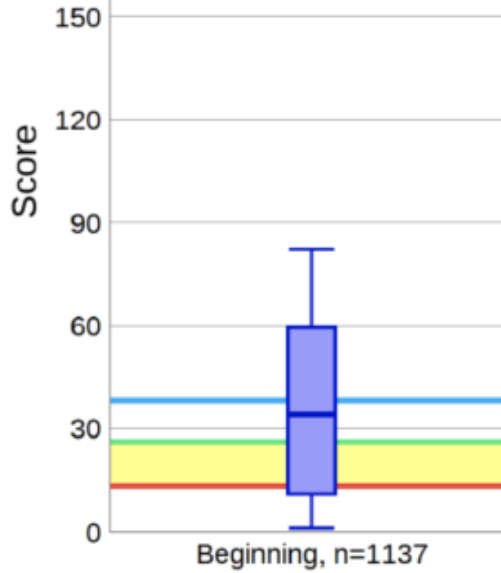
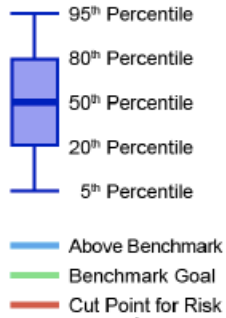
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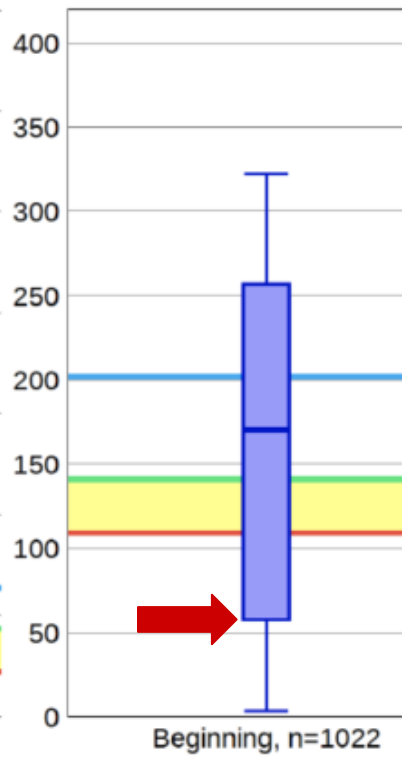
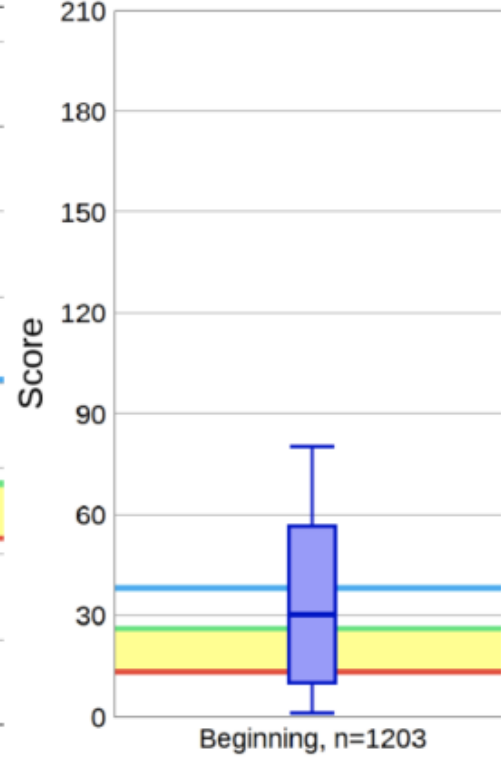
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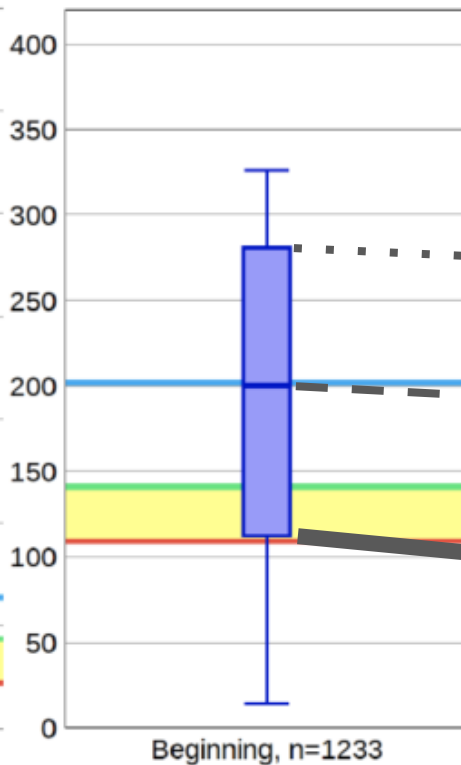
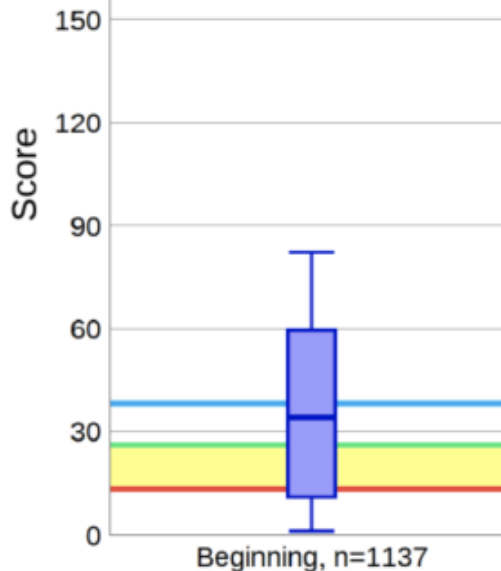
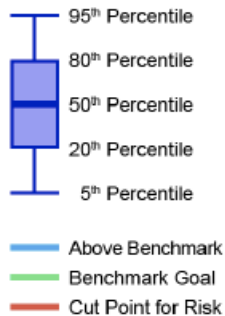
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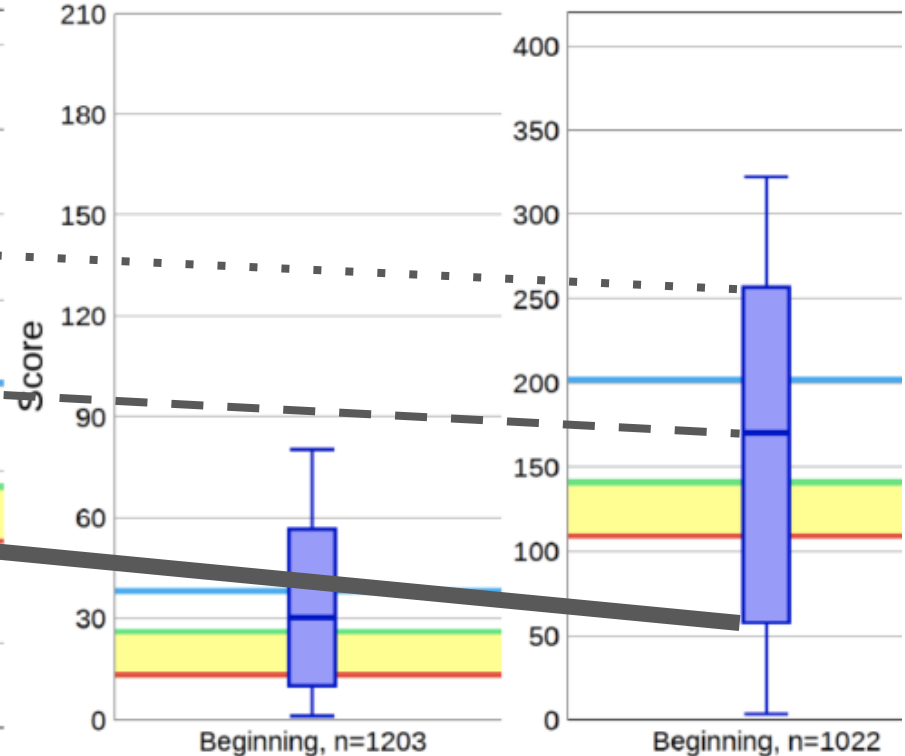
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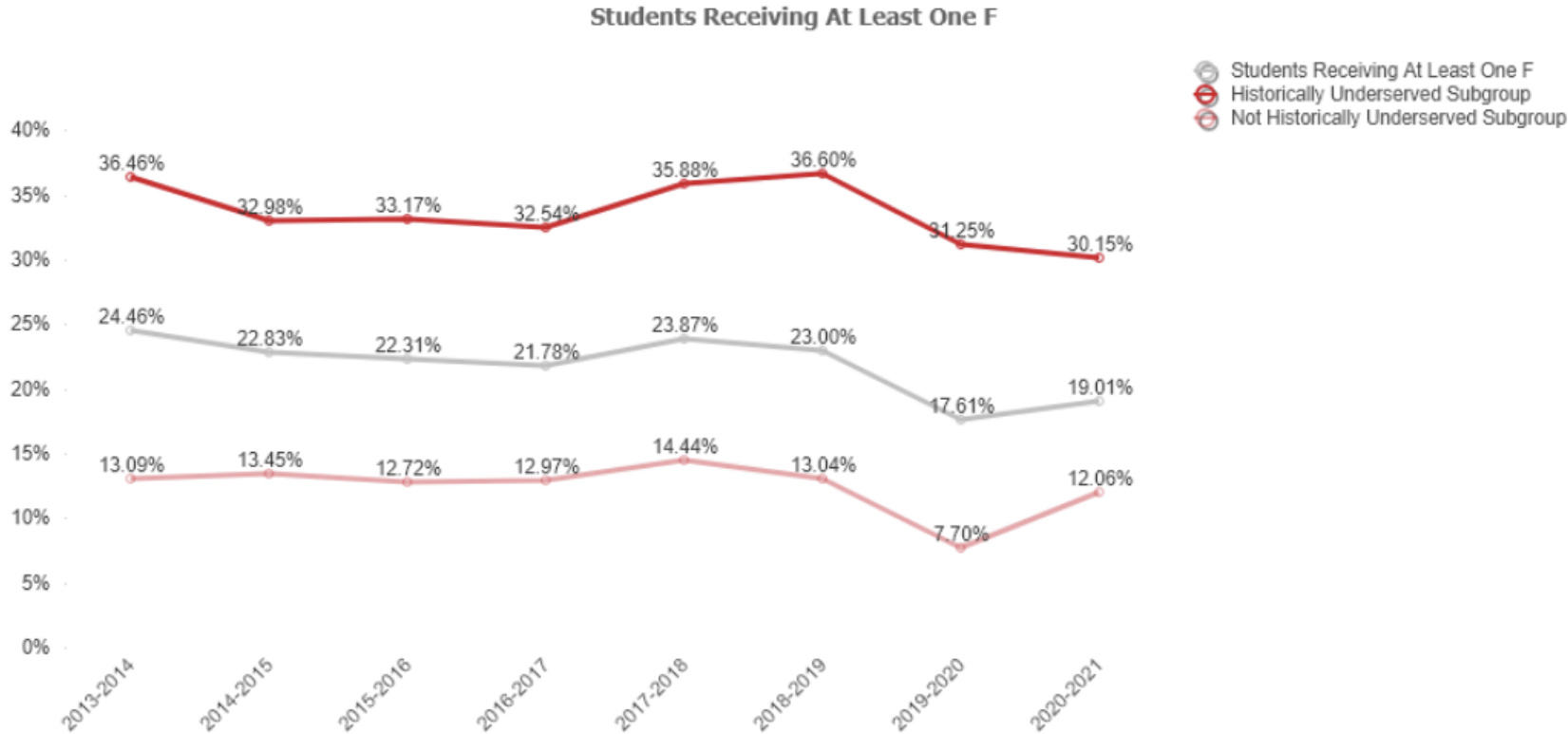
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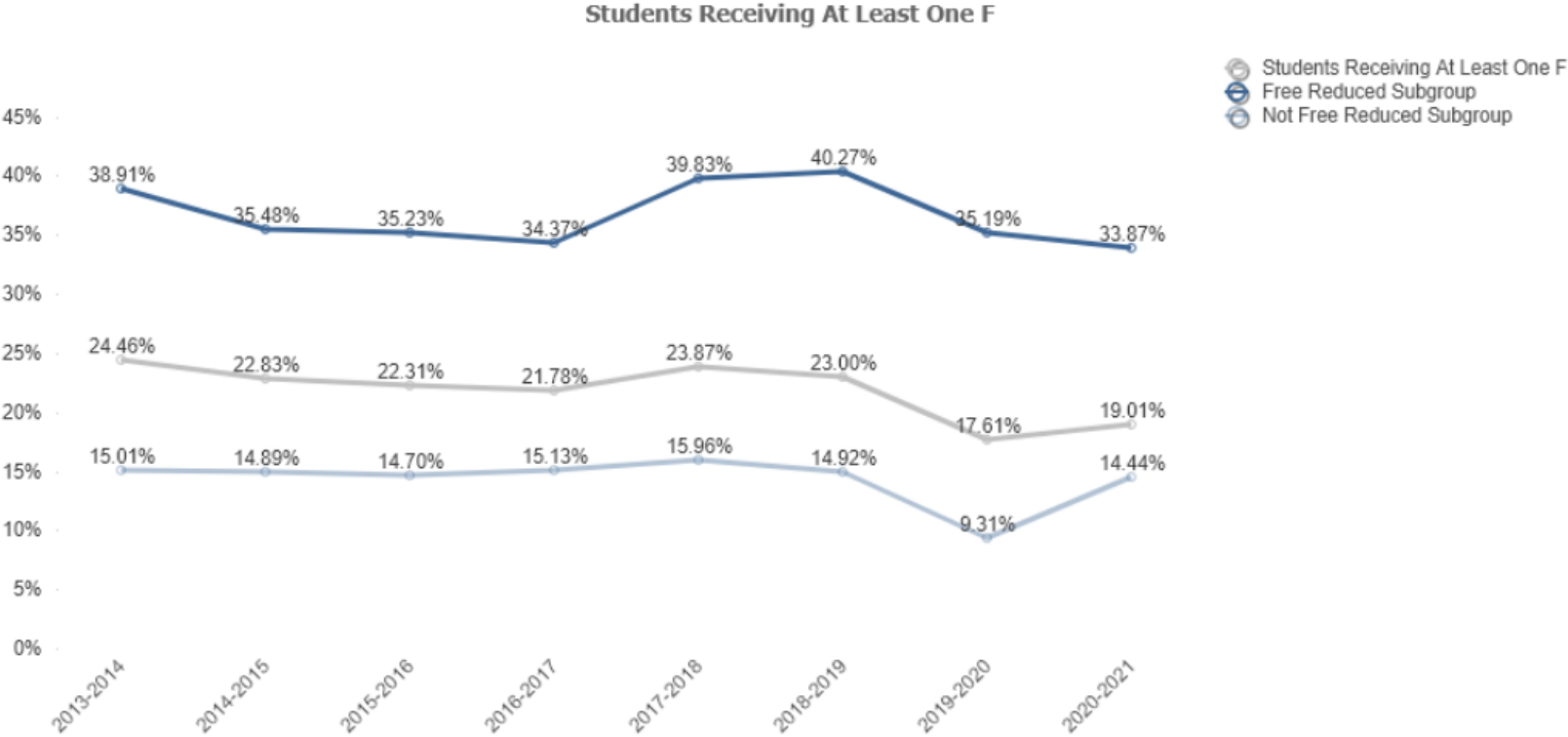
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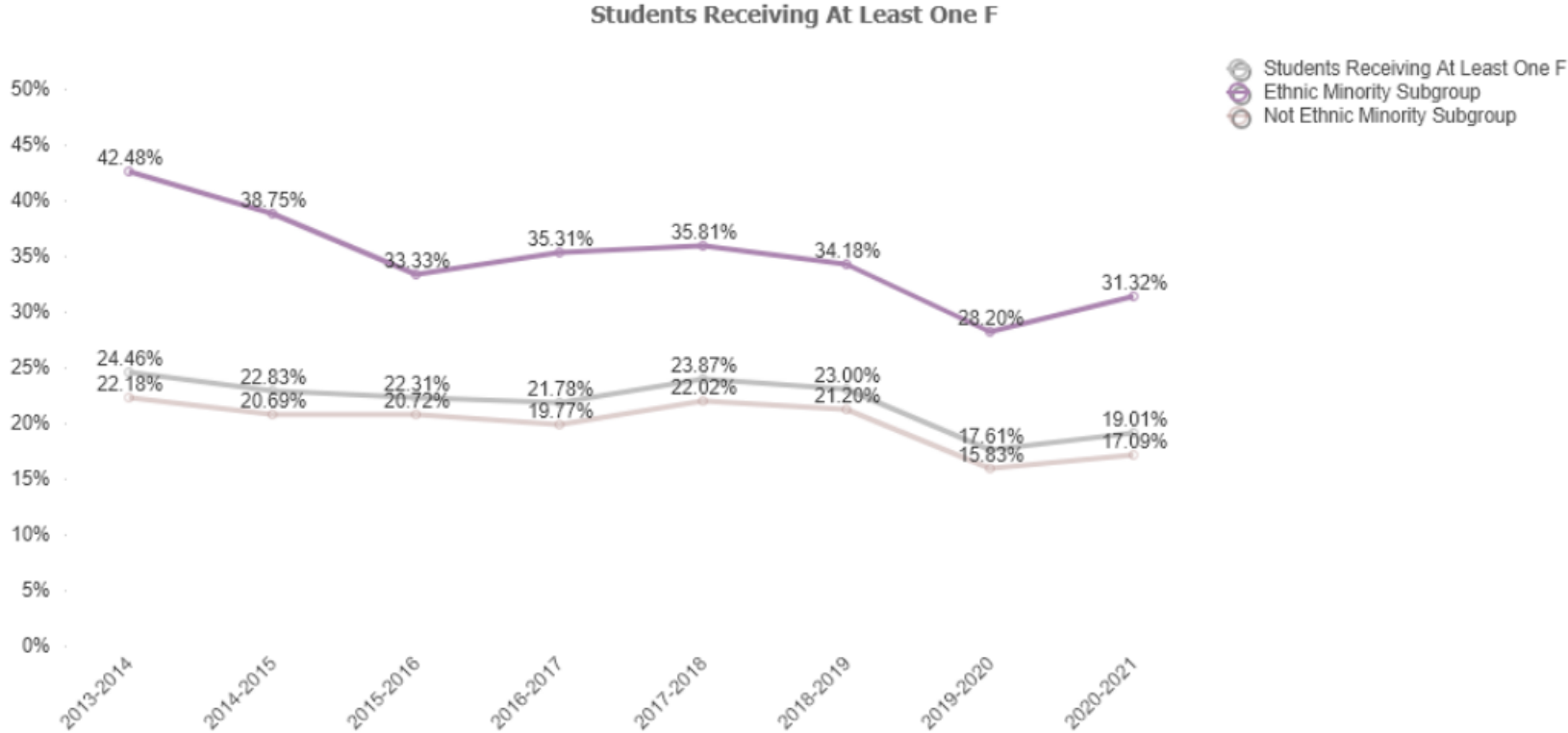
# High School Students Receiving at Least One F or NG



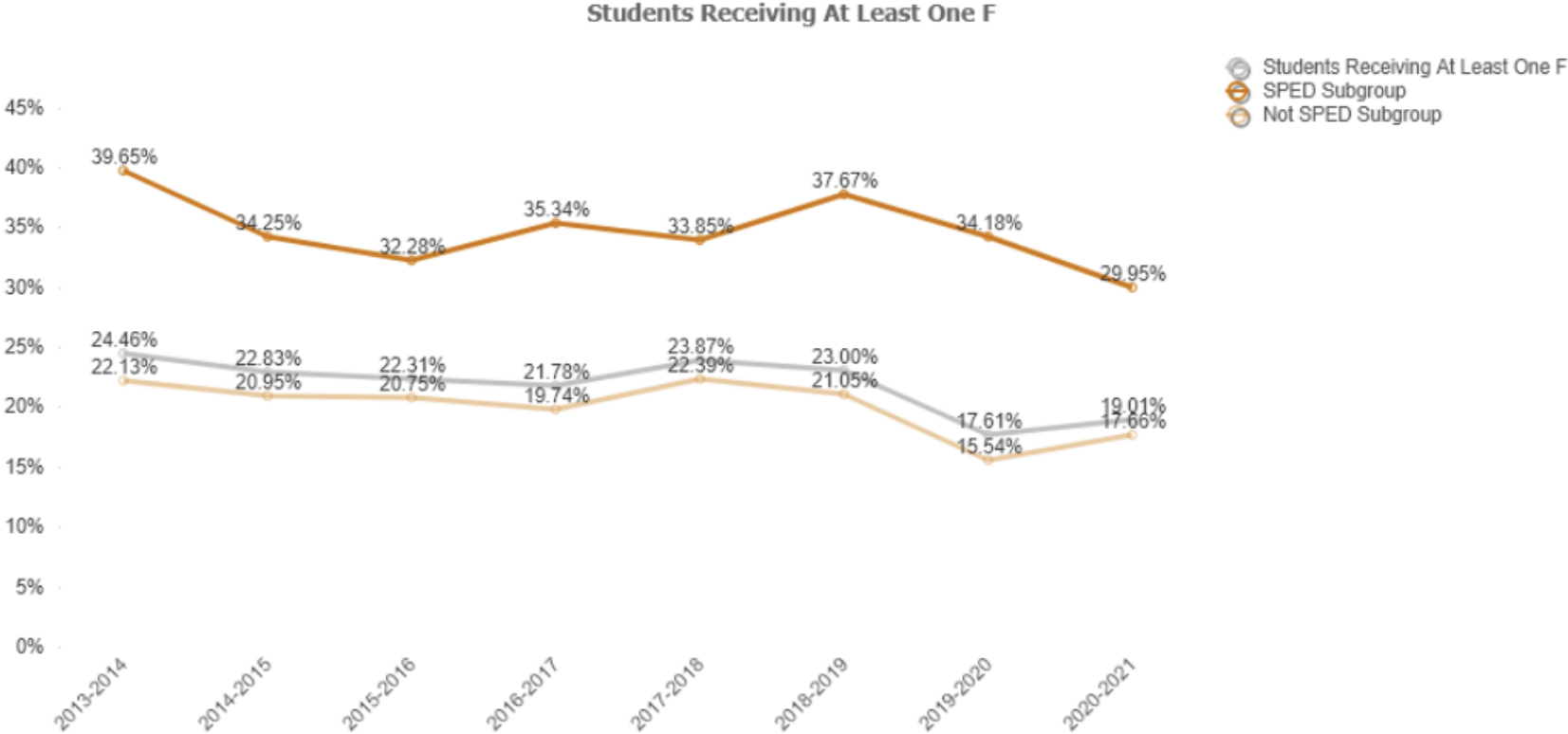
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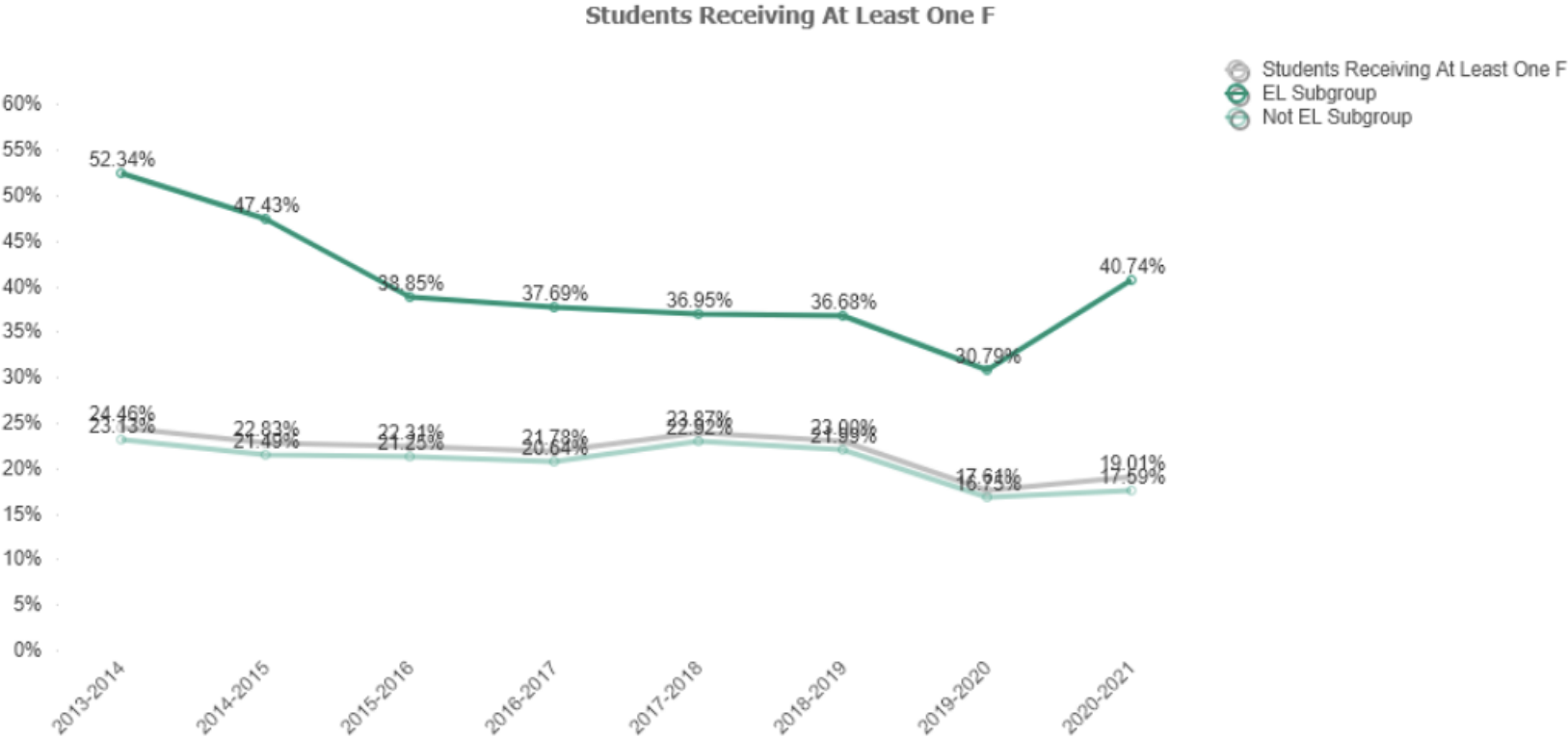
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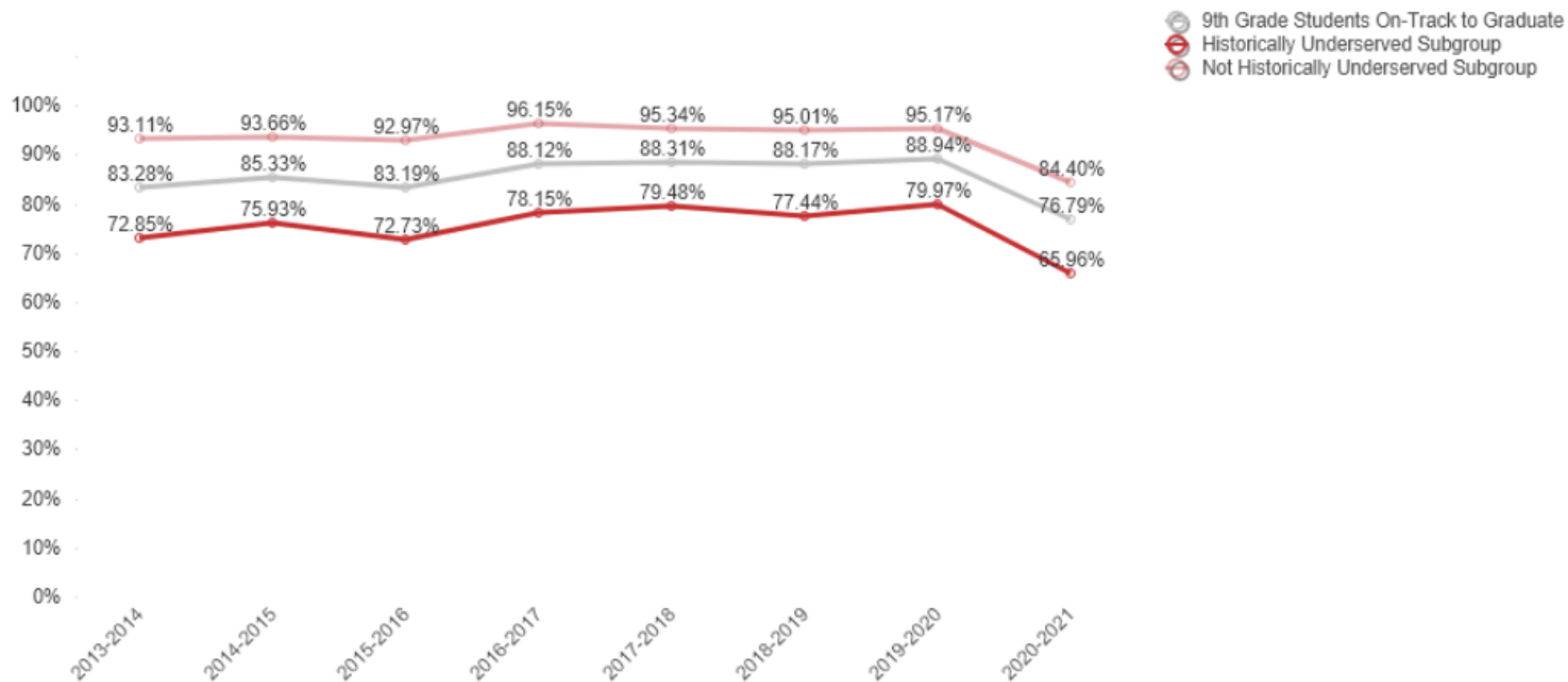


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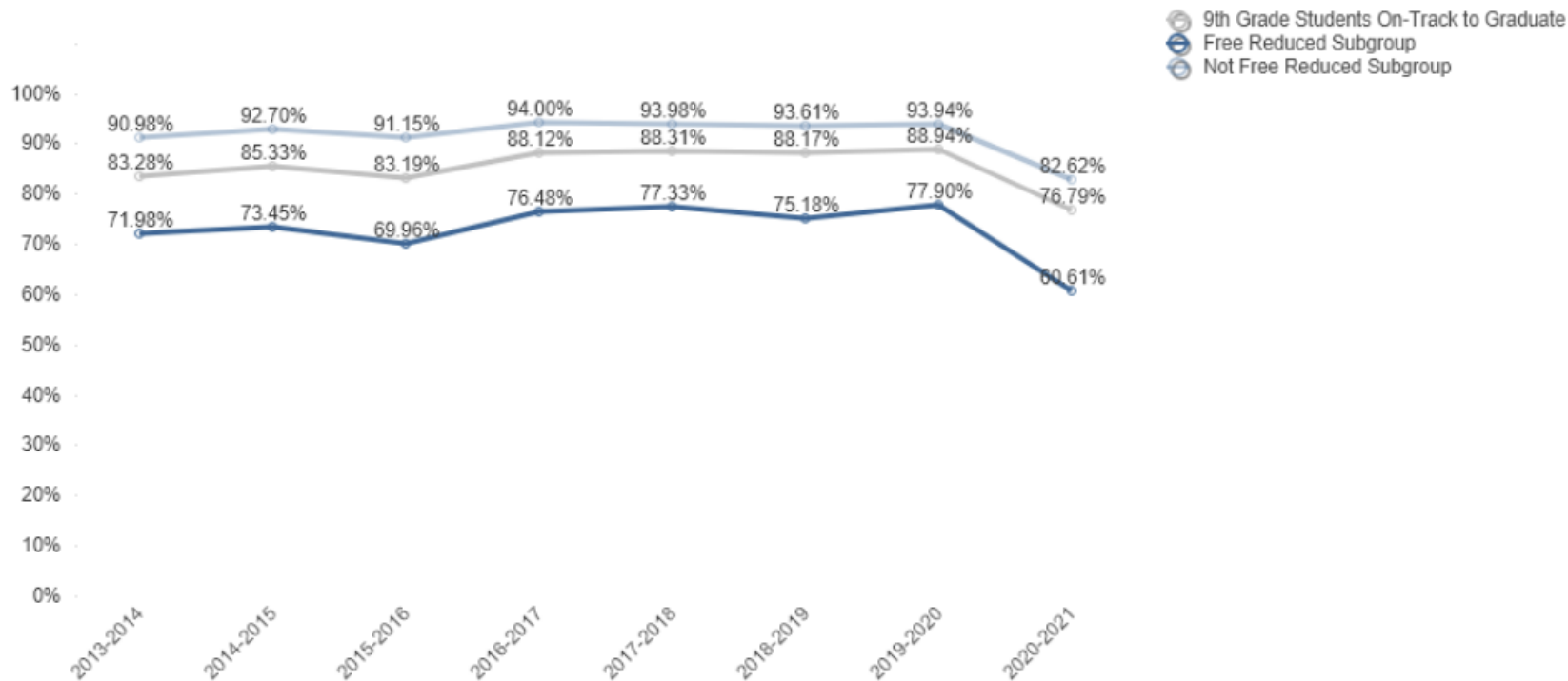
# 9th Grade Students Earning 6+ Credits

9th Grade Students On-Track to Graduate



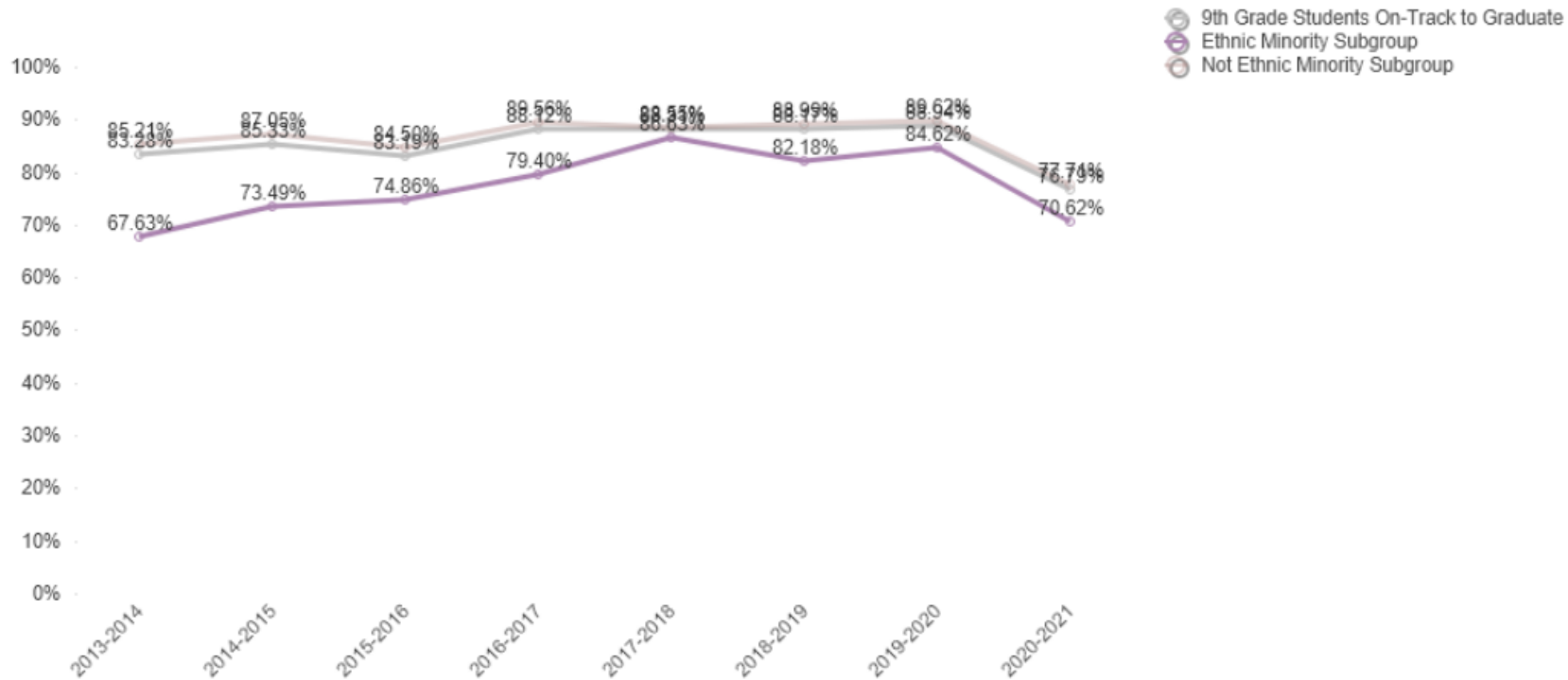
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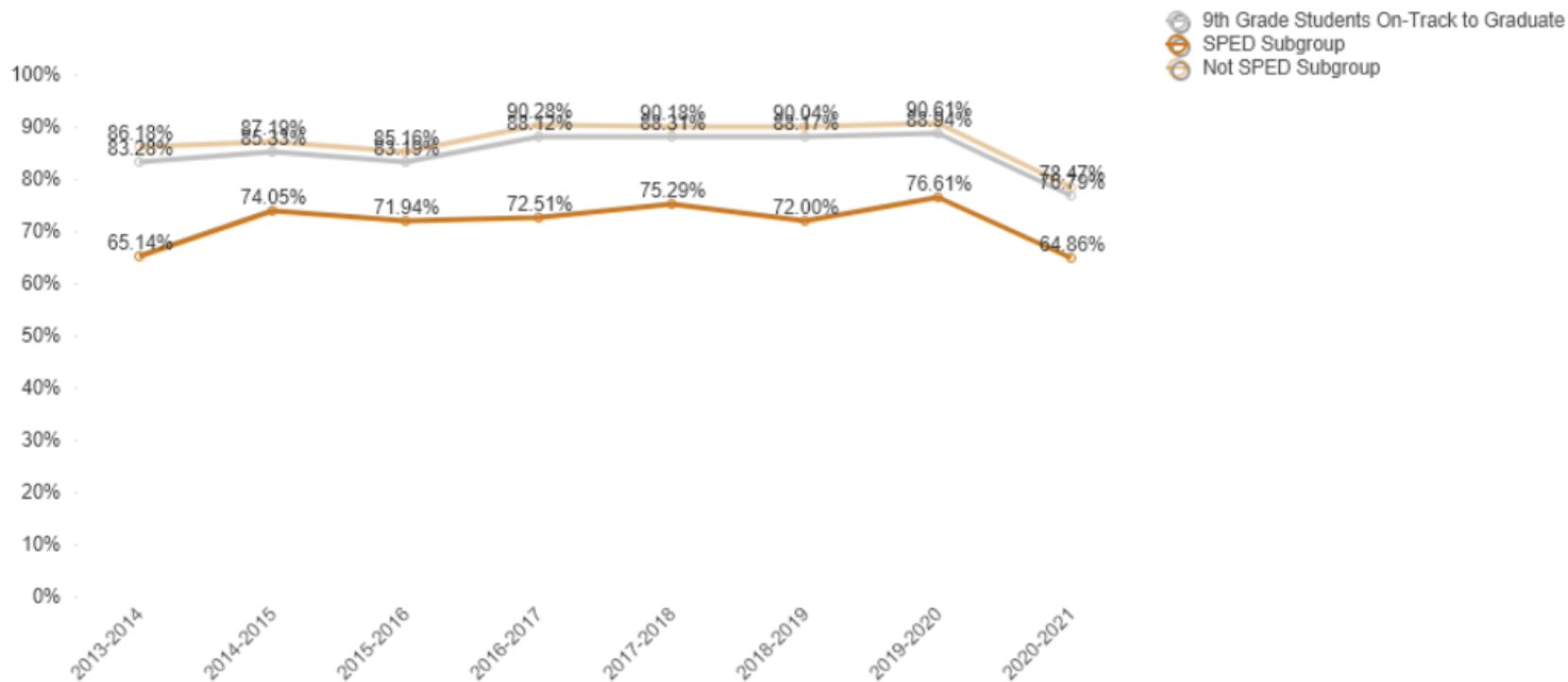
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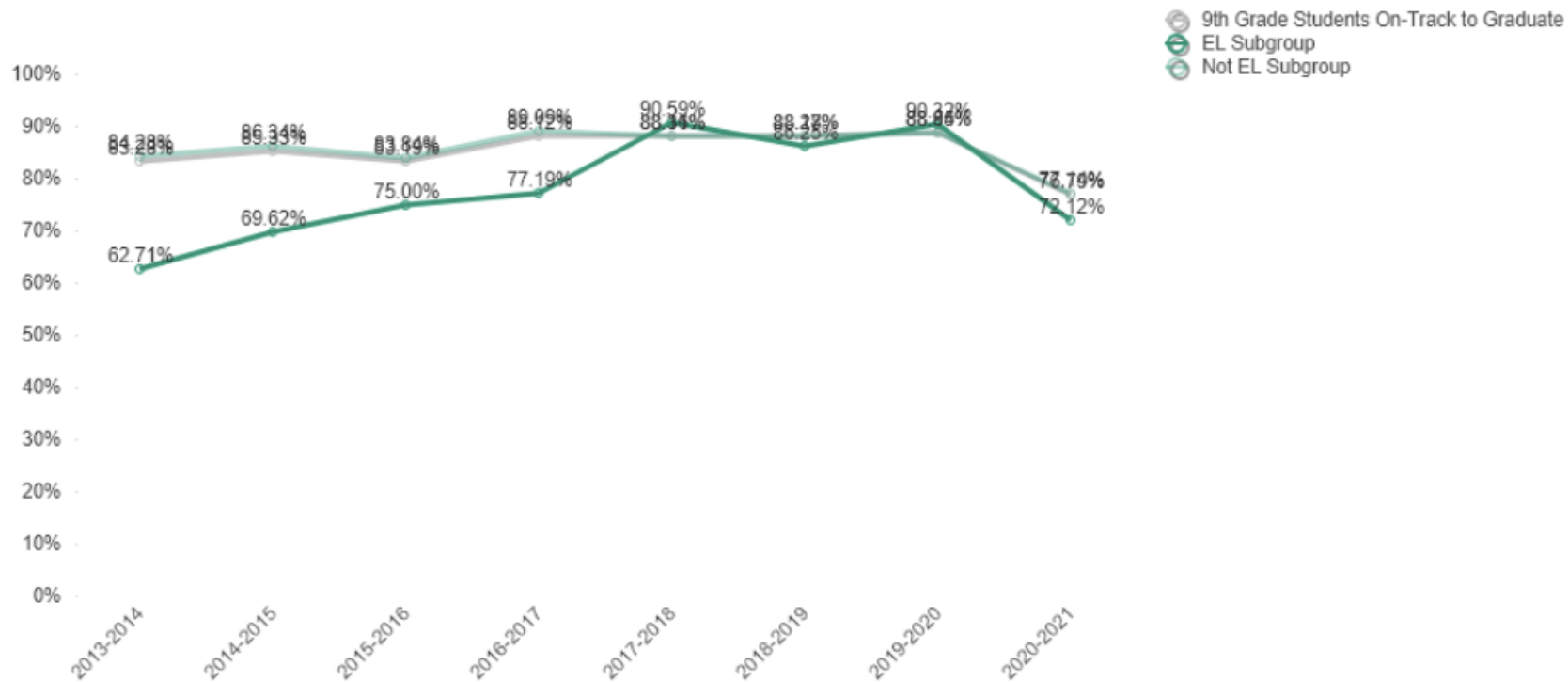
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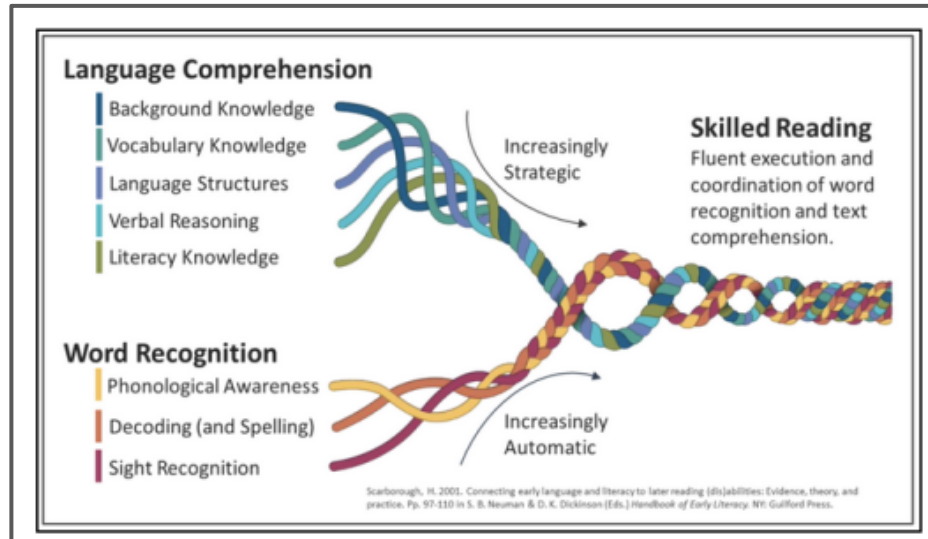


# 9th Grade Students Earning 6+ Credits

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# K-5 Language Arts Materials Adoption Timeline



# Early Literacy Accelerators



**Foundational  
Skills**

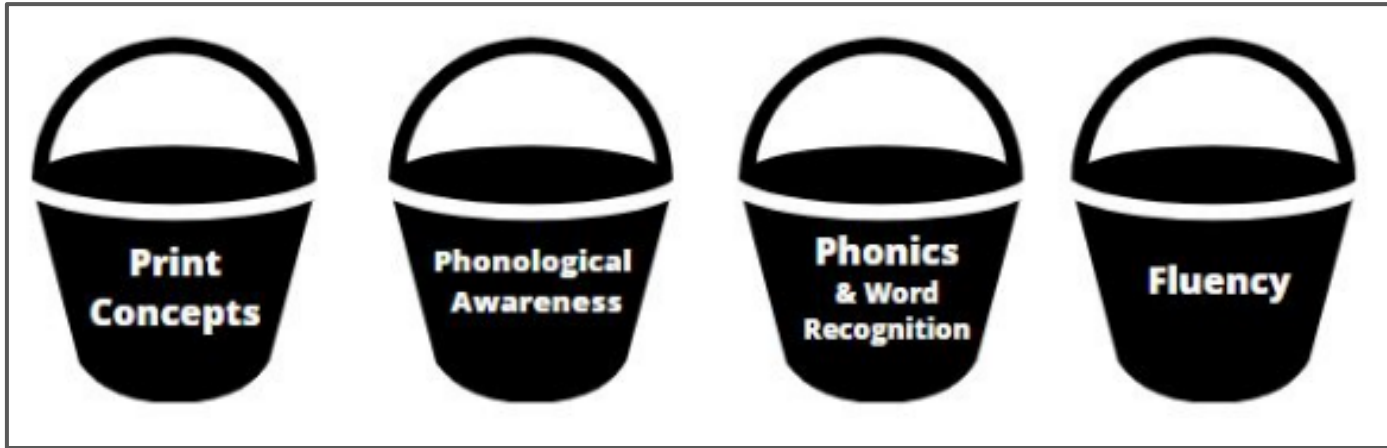


**The Early  
Reading  
Accelerators**



**Knowledge  
& Vocabulary**

## Foundational Skills: What is important?





# 21-22 Foundational Skills Materials Adoption

| October-<br>November 2021   | December 2021   | January-February<br>2022  | March-April<br>2022  | May 2022  | June 2022   | August 2022  |
|---|---|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>*application and selection of committee members</li> <li>*listening sessions with students, staff, parents, community</li> </ul> | <ul style="list-style-type: none"> <li>*publication of data review and listening session findings</li> <li>*Identify specific action steps</li> </ul> | <ul style="list-style-type: none"> <li>*committee meets to establish core beliefs</li> <li>*review criteria for materials selection from Oregon Department of Education</li> <li>*community touchpoint</li> </ul> | <ul style="list-style-type: none"> <li>*committee reviews materials</li> <li>*test materials in classrooms</li> <li>*share with parents at conferences</li> <li>*community touchpoint</li> </ul> | <ul style="list-style-type: none"> <li>*consensus and decision</li> <li>*professional learning plan</li> <li>*board presentation</li> <li>*order materials</li> </ul> | <ul style="list-style-type: none"> <li>*professional learning series with staff</li> <li>*begin LETRS training cohort 1(Units 1-4)</li> </ul> | <ul style="list-style-type: none"> <li>*professional learning series with staff</li> </ul> |

# Key to Success: Instructional Coaching

JOYCE AND SHOWERS

| Training Components                       | ....know how to do it | ....be able to do it | ...do it consistently in practice |
|---|-----------------------|----------------------|-----------------------------------|
| Presentation Lecture Format               | 10%                   | 5%                   | 0%                                |
| + Presenter Modeling                      | 30%                   | 20%                  | 0%                                |
| + Participant practice and feedback       | 60%                   | 60%                  | 5%                                |
| + On-going Coaching Support with Feedback | 95%                   | 95%                  | 95%                               |

# Literacy Accelerators to Build Strong Readers and Writers

What are we teaching

Making sure students learn how to read

Growing knowledge of the world

Expanding the vocabulary the children bring with them

Marshalling evidence and communicating it

Deepening understanding of what is read

Supports for universal access and success

How are we teaching

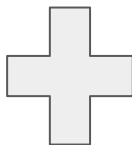
Clear learning intentions and success criteria

Engineering tasks and discussions that elicit evidence of student learning

Feedback that moves learning forward

Student as resources for one another

Students as of their own learning



# 22-23 K-5 Language Arts Materials Adoption

| October-<br>November<br>2022  | December<br>2022   | January-<br>February 2023   | March-April<br>2023   | May 2023  | June 2023   | August 2023   |
|---|--|---|---|---|---|---|
| Coaching cycles in classrooms for Foundational Skills Adoption and LETRS Cohort/Educator Network Sessions   |  |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>*selection of committee members</li> <li>*additional listening sessions if needed</li> <li>*community touchpoint at conferences</li> </ul> | <ul style="list-style-type: none"> <li>*committee readings</li> <li>*committee meets to define additional core beliefs</li> <li>*community touchpoint</li> </ul> | <ul style="list-style-type: none"> <li>*criteria for materials selections for reading/writing</li> <li>*materials review</li> </ul> | <ul style="list-style-type: none"> <li>*classroom test of materials and feedback process</li> <li>*consensus protocol</li> <li>*decision</li> <li>*community touchpoint at conferences</li> </ul> | <ul style="list-style-type: none"> <li>*professional learning plan</li> <li>*board presentation</li> <li>*order materials</li> <li>*identify a group of building implementati on leaders</li> </ul> | <ul style="list-style-type: none"> <li>*professional learning series</li> <li>*LETRS training cohort 1 (Units 5-8)</li> </ul> | <ul style="list-style-type: none"> <li>*professional learning series at Innovative Teaching and Learning Conference</li> <li>*required trainings on Day 189</li> <li>*optional training during Jumpstart</li> </ul> |

# 23-24 Implementation of Language Arts Materials K-5

|   |   |   |   |             |                            |                |
|---|---|---|---|-------------|----------------------------|----------------|
| September<br>October 2023   | November<br>December<br>2023                | January<br>February<br>2024                 | March<br>April<br>2024                      | May<br>2024 | June<br>2024               | August<br>2024 |
| Coaching cycles in classrooms focused on foundational skills, literacy accelerators and highly effective teaching practices |   |   |   |             |                            |                |
| *begin implementation<br><br>*meet with implementation leaders monthly to plan in-building support                          | *Educator Network grade level teams meeting | *Educator Network grade level teams meeting | *Educator Network grade level teams meeting |             | LETRS Cohort 2 (units 1-4) |                |



**REPORT:** 2020-21 Compliance Report for Executive Limitation 8/Instructional Programs

**PRESENTED BY:** Lora Nordquist, Deputy Superintendent

## **EXECUTIVE SUMMARY**

### **Major Accomplishments for 2020-2021:**

- The district's Dual Language Program continues to grow and now is available K-11, with a second elementary site at Jewell Elementary K-1. The staff is working to ensure that high school Spanish-instruction classes are at a high academic level, with rigorous and authentic Spanish curriculum, and that all bilingual students in the program ultimately have AP and/or IB courses accessible in both English and Spanish.
- Teacher-leaders from across the district launched the first year of Bend-La Pine's LEAD Cohort: a collective effort to enact our district charge of proactively addressing issues of equity and anti-racism in classrooms. Cohort leaders designed and articulated a website of instructional strategies, communication tools, and feedback loops with students and families; and began piloting and modeling these strategies in their own classrooms.
- Bend-La Pine's first internal Translator/Interpreter position was added to the Language Department, as well as additional Family Liaison and Specialist positions, to provide more comprehensive services to students, families, and staff. Full Title III/ELD instructional services were available virtually at every site (including BLPO) during CDL. Family workshops and community partnership efforts (BLS Latino Family Advisory, Juntos, Juntos Aprendemos, and workshops such "How to use Canvas") were successfully implemented in the virtual context. We even launched Bend-La Pine's student/family Chinese Culture Club for the first time, in the midst of the pandemic. Staff trainings such as CFEE, Taking It Up, and sheltered instructional strategies were made available to and accessed by many staff members (with CFEE and TIU registrations at capacity).
- The district has hired its first-ever director of college and career readiness to collaborate with community partners, School-to-Career coordinators, CTE teachers, school counselors and district leaders to ensure all students in BLS have access to multiple pathways to success.
- The district has partnered with BRYT (Bridges or Resilient Youth in Transition) to implement systemic social emotional learning and mental health supports at the high school level. In addition, the district has hired its first ever director of social emotional learning and mental health wellness, to lead comprehensive SEL programming in the district. Staffing, ongoing professional development and coaching in this area have now expanded K-12, with student success staff at every school in BLS.
- Literacy instruction continues to be a priority. Currently, all teachers K-12 new to the district are engaged in ongoing professional learning in foundational reading skills (elementary) or disciplinary literacy (secondary). K-1 teachers at all schools in the district are also receiving training and coaching in foundational reading skills. Additionally, approximately 30 more BLS literacy specialists and classroom teachers have completed the intense Orton-Gillingham training.

- English Language Arts high school teachers continue to implement the Diversity Project with the goal of selecting diverse texts for the ELA adoption and articulate 9-12 reading and writing curriculum. Work has started to incorporate 6-8 ELA into this process.

### **Priorities for 2021-22**

- Because the roles of our student success coordinators are so new, ongoing coaching and training for staff, their administrators, and their colleagues is a high priority. It is important to define districtwide their roles and responsibilities and to give them the skills and knowledge they need to be successful.
- The district has created an equitable grading team, composed of teacher leaders, along with school and district administrators. This team is researching best practices in assessment of students, with the goal of recommending policies, practices, and professional learning by Spring, 2022.
- The district has significantly revised its school design process to create more focused and aligned plans at the school level, as well as to ensure that the goals and actions within the plans require the involvement and learning of all adults working within a school.
- The district's LEAD Cohort expanded this year to include representation from nearly every school. Efforts this year are including the launch of our co-design and dialogue efforts with community partners, as well as administrator training and support for scaling the LEAD strategies into each classroom.
- Our Language Department is investing in several innovative English Language Development models such as our Immigrant/Newcomer Program, Integrated ELD, and regional hubs of building-based services. We are adding Family/Community Liaisons for other cultural backgrounds and lived experiences, and further increasing our family engagement and culturally-responsive communication efforts. Staff trainings such as CFEE, Taking It Up, and sheltered instructional strategies will continue to be promoted.
- The district is accelerating a portion of its language arts adoption, in order to ensure that all elementary teachers have high-quality foundational reading skills materials and additional training in teaching foundational skills. Our goal is to complete the curriculum review and adoption process by late spring, with teachers using new materials by Fall, 2022.
- Teaching and Learning has hired a number of instructional coaches to support instructional improvement: four additional elementary coaches, an additional coach for ELD instruction, an additional coach for special programs, and secondary coaches in mathematics and science. At the secondary level, this staffing adds to to a .677 FTE teacher on special assignment (TOSA) for high school language arts and .334 language arts TOSA at middle school. There is also a .334 world language TOSA who is helping facilitate an adoption for the 21-22 school year. Additionally, there are a group of teachers who have been given stipends to serve as curriculum leaders across content areas including CTE, health/PE, social studies, band, orchestra, choir, fine arts, science, and math. These district ICCLs will support the Educator Network Day meetings, as well as provide guidance to TLC on instruction and curriculum decisions.

**Bend-La Pine Schools**  
**Superintendent Monitoring Report to Board of Directors**

**Executive Limitation 8: Instructional Program**  
**October 26, 2021**

**Background/Discussion**

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

**The Superintendent shall not fail to ensure that the district implements a program of academic, social, and emotional instruction that includes clearly defined academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and use of assessment to determine student progress toward achieving or exceeding standards and Board Ends policies.**

**Accordingly, the Superintendent shall not fail to:**

- 1. Anchor the instructional program in best practices of high-performing schools, districts and educational systems.**

Evidence of Compliance:

Bend-La Pine Schools remains committed to achieving excellence for each and every student, and this vision is supported by Board Ends, revised in the summer of 2020, which define achievement and growth metrics in a variety of areas. These ends are disaggregated to provide insight into the progress being made in elevating the learning and experiences of each and every student, so that they experience success now and in their futures.

In the fall of 2019, the district launched its first Excellence and Equity Review, a comprehensive process that included analysis of student achievement and experience data; the collection and analysis of data related to students' and families' experiences through listening sessions, with a particular emphasis on groups that have traditionally been underserved by our system; school sites' activities to analyze their students' achievement, growth, and experience data and identify strengths/areas for growth; and a needs assessment, conducted with a representative group of building and district staff. Using all the tools described above, the district identified themes in terms of strengths and areas for growth. These themes are reflected in our Strategic Investment Plan, as well as in annual updates of our strategic priorities plans. It is the district's intent to make the Excellence and Equity Review a cyclical process, recurring every three years.

The district has continued efforts to improve the achievement and experiences of our multi-lingual students, adapting strategies from Oregon districts who have demonstrated success in this area. At the high school level, we have developed opportunities for students to demonstrate proficiency in languages other than English that present credit-earning opportunities, providing flexibility and the ability to accelerate for some students. The district also helped a number of multi-lingual students

earn Oregon’s State Seal of Biliteracy, a rigorous process. At all levels, we have prioritized the hiring of Spanish-speaking administrative, certified, and classified staff, especially native speakers, who can assist students with course success, connect families to schools and instructional programming, and in the case of native speakers, help enrich and diversify our staff.

The district has also continued to address equity with an increasing focus on opportunity gaps for underserved students. In the context of their school design work, school teams are expected to identify significant gaps and prioritize best practice strategies to eliminate them across student groups in pursuit of the board’s ends.

2. **Promote school and classroom practices that comprehensively prepare students for success, including the following:**
  - a. **Rigorous academic content.**
  - b. **Learning activities emphasizing creativity, collaboration, critical thinking and communication that develops ownership of learning and student agency.**
  - c. **Purposeful attention to and development of social and emotional learning.**
  - d. **Cultural and global relevancy.**

Evidence of Compliance:

Bend-La Pine Schools has a strong commitment to academic excellence. As schools and staffs explore options for students, we place a high priority on evidence-based programming that supports deep learning for all students.

One district priority over the last several years has been the implementation of AVID programs and its accompanying schoolwide strategies. This evidence-informed program focuses on preparing students for success in post-secondary education. Currently, at least six district schools are in some stage of AVID implementation.

The district successfully expanded the dual immersion (DI) program into Bend Senior High School in the fall of 2019. In the fall of 2021, the high school DI program moved to Caldera High School as it opened (with classes still offered at BSBS for DI students in grades 11 and 12). In addition, elementary dual-immersion programming has been expanded from Bear Creek Elementary to include Jewell Elementary, which will add a DI grade level each year over the next five years.

Schools across the district have continued to emphasize Project-Based Learning or similar models in order to integrate curricula, promote skills for life-long learning, cognitively engage students, and promote student ownership of learning. Some of the teams leading this work in the district include REALMS, Pacific Crest Middle School, Buckingham Elementary, Silver Rail Elementary, Elk Meadow Elementary, Westside Village Magnet and Highland Magnet. CTE courses and pathways continue to expand at the high school level, particularly with the support of additional funding provided by the High School Success Act. The increase of participation in robotics and coding at all levels continues to grow opportunities for students to connect 21<sup>st</sup> Century skills with high-demand job skills.

The district has continued to develop programming, practices and professional learning for Social and Emotional Learning (SEL) instruction. The “Culture of Care” project, supported by both general funds and a significant grant from the Central Oregon Health Council, is a systematic and process-driven effort to assist schools in adding schoolwide trauma-informed lenses within existing or emerging

multi-tiered systems of support. School leaders and other staff are working with coaches and consultants to improve classroom practices, as well as schoolwide systems, in instruction, discipline, and student support. With almost full funding of the Student Investment Account (SIA), the district has hired student success coordinators at all schools, as well as a district director to oversee implementation of the program model in grades K-12.

The district recognizes that for students to thrive, their school and classroom environments must feel safe and inclusive. Another priority for professional learning and systems adaptation is restorative practices that keep students in classrooms and schools, while allowing students to learn from missteps.

**3. Maintain cohesive, aligned, research-based curriculum across all grade levels K-12 that builds vertically from K-12 and is consistent, horizontally, across each grade level.**

Evidence of Compliance:

The curriculum review and adoption process is intensive, typically extending over two school years. Depending on the curricular area, teachers from all or many of the district's schools are part of the team. The process begins with readings on best practices in the identified curricular area, review of all relevant standards and state legislation, and the creation of a "core beliefs" document to guide decisions about materials adoption. After this stage of the work is complete, the team begins to review instructional materials in the context of the district's core beliefs. As the field narrows, teachers may teach sample lessons from different texts or more deeply experiment with the curricula and associated support materials. After materials have been recommended and adopted, plans for implementation, including ongoing professional learning, are the final stage of the team's work.

The district's curriculum review and adoption process is being reframed to put stronger emphasis on choosing culturally relevant and inclusive materials, as well as designing and implementing professional learning to develop teachers' skills in supporting access and engagement for all learners. In addition, the district is reshaping the process to provide expanded opportunities for community engagement.

**4. Understand post-secondary education requirements, training and work opportunities to ensure that the K-12 instructional program helps prepare graduates for their future.**

Evidence of Compliance:

With the support of additional funding from the High School Success Act, the district continues to develop more Career and Technical Education (CTE) options, and has added twelve new programs in the last three years. Our newest high school, Caldera High School, opened this fall with three developing CTE pathways: Graphic Design and Media, Engineering, and Construction. Bend High School offers Marketing, Culinary Arts, Graphic Design and Media, Engineering Technologies, and Transportation Technologies. Mountain View High School has the district Agricultural Science and Technology Program, in addition to Culinary Arts, Automotive Technology, Criminal Justice, Graphic Design and Media, Engineering Technologies, and Business Management and Administration. Summit High School offers pathways in Information and Technology, Engineering Technologies, and Graphic Design and Media. La Pine High School continues to engage students successfully in their Natural Resources/Forestry, Business Management and Administration, and Manufacturing CTE programs. Our choice high schools offer pathways as well. Bend Tech Academy@Marshall High School is designed around four CTE

pathways: Health Sciences, Construction Tech, Engineering STEM, and Business; and Realms High School is developing the program of study for its first CTE program, Construction Trades.

These focused pathways of study provide classroom instruction, real world hands-on learning experiences, connections to jobs, and opportunities for statewide skills competitions.

A portion of funding from the High School Success Act can be used to support middle school programs. District middle schools have used the funds to create CTE aligned coursework with their feeder high schools as well as increase academic interventions. Coursework such as Computer Science and Design and Modeling, Art, Film, Woods, Robotics, and Foods are examples of some of the offerings at our middle schools.

Students from all district neighborhood high schools can select from a wide range of college-level courses in programs such as College Dual Credit, AP and IB. We have partnerships with six colleges in Oregon. Robust enrollment in courses that offer students opportunities to earn college credits while in high school continues across the district.

Multiple high schools have added additional School-to-Career hours to enhance schools' abilities to connect students to real-world internships and career exploration opportunities. Funding from the High School Success Act and partnering with EDCO have resulted in hiring an Internship Coordinator to facilitate community connections that result in internship opportunities for juniors and seniors.

## **5. Promote belonging and a safe learning environment at schools and within programs across the district.**

### Evidence of Compliance:

#### **Social, Emotional, and Mental Well-being**

Based on the finding of the Excellence and Equity review, a large portion of the SIA is now invested to address health and safety needs of students, social and emotional support, and counseling. Specifically, stakeholders identified a need for social, emotional, and mental health support and interventions for students. Continuing to refer back to the findings from the Excellence and Equity review, the district chose to invest in over 60 new positions, including a new Director of Social, Emotional, and Mental Well-being, that would be the foundation of a new intervention program at every K-12 school in the district. After further research, Bend - La Pine Schools has partnered with BRYT and has begun implementation of the Student Success Program this fall. Each school now hosts a tier 3 program to support students with intensive social, emotional, and mental health needs. The focus for fall/winter 2021 is to initially implement the Student Success program in all schools.

The ultimate goal is to establish a tiered system of support and universal programming for Social, Emotional, and Mental Well-being. Moving forward, Bend - La Pine schools will begin an SEL core curricula and integrated practices adoption process with the goal of a fall 2022 launch. Currently, some schools are piloting core SEL programming at all levels and their experiences and feedback will be considered as part of the adoption process. The priority for this Winter and Spring are a Social and Emotional Learning (SEL) core curricula and integrated practices adoption. We are currently piloting

Project Wayfinder at the five secondary schools. Project Wayfinder is a culturally responsive, comprehensive mental health + SEL curriculum for middle and high school students. This is being piloted twice a week through the schools' advisory period. At Elementary, we have begun pilots with Harmony SEL. Harmony fosters knowledge, skills, and attitudes students need to develop healthy identities, create meaningful relationships, and engage productively by providing SEL learning resources, tools, and strategies. To evaluate these programs and their effectiveness, we will gather input from students, teachers, staff, parents and the community through surveys, interviews, listening circles and focus groups. There is a community of practice at the elementary level for those teachers and counselors that are currently implementing Harmony and various other supplemental SEL curriculum at their school sites. Moving forward, BLS will form one or more advisory groups, and define a clear process for parents, staff and students to provide input for our SEL curricula and core adoption. Finally, Bend - La Pine Schools has budgeted \$250,000 to support the SEL core curricula and integrated practice adoption.

### **Trauma Informed Practices**

Bend La Pine School administrators are all in the process of receiving 4 days of Restorative Practices training through IIRP. These training have been supported and sponsored through our Culture of Care Grant and follow up coaching session are being offered through Care coaches. Further, our level leaders are implementing circle activities into horizontal meeting structures to promote and practice "circles" as part of the integrated practice in building and classrooms. The plan is to integrate features of restorative practices into our SEL core adoption. We are also revamping discipline policies and practices to be more trauma informed and restorative. Currently, restorative practices are being weaved into the structural framework of our discipline practices and a complete policy review is being conducted to ensure our policies reflect our values. Some examples of evolving practices is the increased use of "Upshift" which is an alternative to suspension for students that are drug/vaping involved.

## **6. Address individual learning styles and diverse student needs and interests. Encourage and support viable innovative practices and programs.**

### Evidence of Compliance:

In ongoing efforts aimed at building and fostering a culture of innovation that is responsive to school-level needs, goals and designs, the district continues to learn in the area of school design.

At the school level, teachers and administrators work together as design teams in their pursuit of programming and practices that promote future-ready students, foundational to our district's vision. Adults engaging in the design cycle process models what we want for students: acting as critical thinkers, problem solvers, collaborative innovators...as design thinkers. One strategy school teams have used more successfully over the last several years is using student voice as a critical component of the design process.

At the district level, the district has continued to support innovative programming with the creation of a new choice high school and the expansion of dual immersion programming.

## **7. Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated and modified as necessary to assure their continuing effectiveness.**

Evidence of Compliance:

School leaders and their staffs regularly engage in monitoring all significant aspects of instructional programs. This is done through the work of grade-level or departmental Professional Learning Communities, as well as school leadership teams. School design plans include identification of the measures that teams will use to assess progress. These measures have been expanded in most recent years to include student and family voice, through the use of surveys and focus groups.

After years of developing and refining Effective Behavior and Instruction Support Systems (EBISS), the district has adopted EBISS as the method for identifying elementary students who qualify for special education services for learning disabilities in reading. This move helps district staff continue to align intervention supports and staff training, as well as provide more accurate identifications.

At the high school level, the district has used graduation coach positions funded by the High School Success Act as the impetus for refining multi-tiered systems of support (MTSS) at the high school level. Monthly meetings of graduation coaches, high school administrators, and district staff have led to more regular, consistent, and effective tracking of high school students' progress, particularly 9<sup>th</sup> graders.

Bend-La Pine Schools' district staff continue to use statewide summative assessment to monitor, evaluate and modify programs. However, a continuing challenge is the high number of students who opt out of the Smarter Balanced Assessment (SBA), particularly at the high school level. In addition, statewide assessments were suspended during the 2019-20 year due to the Covid-19 pandemic and significantly modified in the 2020-21 school year. This presents significant challenges in ascertaining district effectiveness overall in students' growth and achievement in core academic skills such as reading, writing, mathematics, and science. At the elementary level, monitoring of data from Lexia (reading) and Dreambox (mathematics), two apps used regularly by K-5 students, has been the most effective tool in looking at student growth.

**8. Inform the Board about significant modifications to the instructional program.**

Evidence of Compliance:

The school board and district leadership have established an annual review process of Executive Limitation #8 to ensure that the board remains informed about the district's instructional program, including any significant modifications.

**9. Establish a transparent, inclusive procedure for the recommendation of instructional materials to the Board for approval.**

Evidence of Compliance:

As referenced in #3 above, Bend-La Pine Schools' leadership has established a comprehensive process for curriculum review and materials adoption recommendations, which includes broad representation of teaching and administrative staff. The district also plans to amend the process to provide more substantive opportunities for community members to review curricular materials and give feedback.

**10. Offer a variety of diplomas as identified by the State Board of Education. In addition, Bend-La Pine Schools shall offer the following:**

- a. an Academic Diploma which requires 26 units of credit;
- b. an Honors Diploma with requirements specified in IKF-AR.

Evidence of Compliance:

These diploma requirements are established in policy and the diplomas are awarded annually; see [IKF-AP: Graduation Requirements](#) and [IKF-AR: Graduation Requirements](#)

**11. Provide a formal annual evaluation of all district-sponsored Alternative Education Programs.**

Evidence of Compliance:

Contracted HDES administrator Kathy McCollum, under the direction of Executive Director Jim Boen, facilitates an annual evaluation of all district-sponsored Alternative Learning Options and provides an extensive report to the school board in a public meeting, typically scheduled in December.

**12. With regard to highly-qualified Public Charter School applications:**

- a. Implement LBE-AP and LBE-AR to ensure clear and consistent administrative policies to evaluate applications.
- b. Keep the Board informed of an application's progress and invite the Board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal.
- c. Make a recommendation to the Board regarding final approval, renewal or termination of a Public Charter School.

Evidence of Compliance:

The school district has established policy to evaluate charter school applications (see addendum below). Currently, the district sponsors two charter schools: Bend International School, a K-8 school; and Desert Sky Montessori, a K-5 school. The district supports options for students and maintains positive professional relationships with both charters.

Addendum:

[LBE-AP: Public Charter Schools](#)

[LBE-AR: Public Charter Schools](#)



**ACTION ITEM:** 2021 Compliance Report for EL 9/Technology

**PRESENTED BY:** Skip Offenhauser, Executive Director Elementary Programs; Amy Tarnow, Assistant Director of Instructional Technology and Online Program; Scott McDonald, Director of Informational Technology

**EXECUTIVE SUMMARY:**

***Instructional Technology***

- Last year as our schools shifted to and from comprehensive distance learning (CDL), hybrid learning and in-person instruction, the instructional technology team continued to support teachers in effectively implementing each model. For the second year, students were allowed to keep their iPads during the summer. This allowed them to engage in learning opportunities via Lexia, Dreambox and Bend-La Pine Online, but it also allowed the district to avoid a large-scale deployment of iPads which would have delayed instruction. Schools only had to deploy iPads to new students.
- The instructional technology team continued to be called upon to support digital curricula and systems. Canvas, Google Classroom, SeeSaw, WebEx, Clever, Lexia, and Dreambox were primary systems supported by the team as well as the deployment of multiple forms of digital curriculum. Staff continue to be trained and supported on these systems and how they can be effectively utilized for in person instruction. Additional coaching support was added to the instructional technology team as well as school-based “Canvas first responders” at the secondary level. These were classroom teachers who had demonstrated a mastery of Canvas and could provide “right here, right now” support to teachers.
- The 2020-21 school year also brought an increased enrollment in Bend-La Pine Online (BLPO). Some families opted to enroll in BLPO at the beginning of the year. Other students enrolled after the new year as schools began to transition from CDL to in person instruction. To accommodate these families, grade level and content level teachers were added to Bend-La Pine Online so that CDL instruction could continue. It was expected that during the 2021-22 school year BLPO enrollment would still grow, so increased staffing for the program continued to accommodate this increase. This year, students in the program could opt for either Independent Online or Enhanced Online, which offered more teacher contact than the independent option.

***Information Technology***

- The IT Department continued its support of instruction during the pandemic, by investing in additional technology and connectivity solutions to meet the needs of our staff, students, and families. iPads were purchased and deployed for all k-2 students and BLPO students. This was a new approach to this program and these grade levels as they had never had 1:1 device assigned to them. Increased digital access to students also occurred through distribution of “hotspots” across the District. Any family who did not have internet access was provided with a hot spot

free of charge. The additional devices, as well as the switch to distance learning, created support challenges for the department. Help documentation for families as well as a dedicated help desk number for families had to be created. Close relationships with WebEx, Canvas, and Apple, as well as already established and proven systems, allowed the team to successfully support teachers, students and families during the year.

- The IT team also continued its work to improve the strength of our network infrastructure, ensure the security of our data, and improve the efficiency and productivity of our departments. Third-party phishing assessment, training and education continued as well multi-factor authentication as a means to strengthen security across all systems. Upgrades to The financial and HR system continued as well as infrastructure work to improve our network and connectivity of our devices.

### ***Priorities for 2021-22***

#### *Instructional Technology*

- Improve access and navigation to online support resources for families
- Expand the knowledge base of newly hired instructional coaches so they can confidently assist and guide teachers in effective integration of instructional technology tools
- Expansion and refinement of Bend-La Pine Online program
- Creation of district-wide courses in Canvas
- Increased integration and utilization of digital learning platforms such as Lexia, Dreambox, Discovery Education, and Newsela
- Inventory mapping to streamline and improve the identification, purchasing, and deployment of all digital resources
- Continued focus on supporting our bilingual students and families, including online school resources
- Piloting Canvas for grades 3-5 in select classrooms

#### *Information Technology*

- Continue phishing assessment, training and education for all staff and finish the multi-factor authentication roll-out to all staff as a means to strengthen security across all systems
- Plan, test and implement the next upgrade of our business and HR software as well as expand other systems as a way to provide efficiencies in both departments and across the District
- Continue to prioritize information security policies, practice, audits, technical solutions and mitigations.

**Bend-La Pine Schools  
Superintendent Monitoring Report to Board of Directors**

**Executive Limitation 9 – Technology  
October 26, 2021**

**Background/Discussion**

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

**Monitoring Report**

**The Superintendent shall not fail to establish and maintain a visionary, secure, and equitable technology environment that promotes the best teaching and learning for our students consistent with the Board Ends and Policies.**

**Accordingly, the Superintendent shall not fail to:**

- 1. Provide equitable access to hardware and software technology, as well as connectivity to the greatest degree possible, throughout the district.**

Evidence of Compliance:

It is a priority in Bend-La Pine Schools that staff and students are provided equitable access to technology and equitable online access. According to studies, teachers who have difficulty getting access to high quality devices, software, and connectivity for students when needed are much less likely to plan and implement classroom and remote activities that include digital communication, digital collaboration, digital creativity, and critical thinking.

To ensure a high level of support for staff and students, each school has an identified Tier 1 support person, and site techs are evenly distributed throughout the district. This ensures tech support to teachers and students can be provided in a timely manner. Secondary schools also have “First Responders” These staff, who receive additional hourly compensation to be the “go to” for digital systems support at their site, including Canvas, WebEx, and Digital Curriculum. District staff meet with these team weekly to support their work.

In the Fall of 2020, the district was positioned well to begin the year in the CDL model and was far better prepared than most districts in Oregon to support remote learning. In the fall, we distributed iPads to all K-2 students so that all students in the district were provided with a device. This practice continues during the 2021-22 school year. Students returning to Bend-La Pine Schools for the fall of 2021 were allowed to keep their devices over the summer in order to provide equitable access to summer learning and enrichment opportunities. The Bend-La Pine Online Program continues to see a significant increase in enrollment. To support this growth, the program was allocated additional certified staff to support students and families and a restructuring of the delivery of online instruction. Students now can choose between an independent online model or an enhanced online model. The latter provides a more structured day for students and more teacher interaction.

Access to assistive technology has also increased. Through our partnership with the High Desert ESD, we have been able to provide improved assistive technology options for students requiring such accommodations.

The district continues to expanded offerings in computer science, with offerings now available at all school levels: During the 2020-21 school year, Bend-La Pine participated in the [SCRIPT CSforALL](#) initiative. This NSF-funded work is intended to help districts nationwide identify ways to expand access, address equity, and build sustainable k-12 computer science offerings in their schools. This ten-member team has now completed their training and is meeting regularly to set goals, plan and provide professional development with the intent of expanding access to computer science for students. In addition, the district continues to expanded offerings in computer science, with offerings now available at all school levels.

The district has created computer science [guiding principles](#), [scope and sequence](#), as well as guidebooks for both [elementary](#) and [middle school](#).

- Elementary computer science teachers primarily integrate lessons into other core subjects using the ipad based on activities from [Code.org](#), [Scratch](#), and [Tynker](#), for example. Some schools such as Buckingham and Juniper have formal curriculum and activities available to students. All recommended elementary computer science activities are iPad compatible.
- Juniper is using code.org. The staff has gone through the 6.5 hour training that Code.org provides for free. Here is a [link](#) to scope, sequence, and lesson plans.
- Computer science classes have been established at every district middle school, supported by a district instructional technology coach.
- The district has access to the STEM Hub lending library. Computer Science is available at some of our campuses that have robust CTE programs, especially Mt. View, Summit, and Bend Tech Academy. As our middle school programs continue to expand, it is our hope that our capacity at high school will grow at a complementary level.

## 2. Establish and support adherence to common expectations for use of technology by staff and students, which promote responsibility and a safe and positive learning environment.

### Evidence of Compliance:

Engaging students in 21<sup>st</sup> Century learning requires educating them on responsible behavior when using technology: proper care of their device, legal use of content, establishment of an online presence, online safety, and cyberbullying prevention. To address the responsibility, Bend-La Pine Schools has created the following practices and resources:

- Apps requested by teachers are [reviewed thoroughly via a third-party organization](#) to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- A robust mobile device management system (MDM) is utilized that allows for the standard setup and configuration of iPads.
- Access to the App store is managed via the MDM. All students download approved Apps via Self Serve. No students are allowed to download apps directly from the App Store.
- [The district has expanded digital citizenship lessons for each grade level that utilize Common Sense Media material.](#)
- [The district has also developed a website and posters communicating proper device usage and troubleshooting tips for students.](#)

- On a yearly basis, students and parents are required to read and sign the Bend-La Pine School's [Acceptable use Policy \(AUP\)](#). Doing so addresses the requirements of the Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- [Home access to the Internet occurs via a VPN connection](#) to insure student Internet usage is always filtered.
- The district has activated the iPad screen time feature to inform students and parents about weekly screen time statistics.

**3. Establish and support the implementation of standards of practice for instructional technology for staff.**

Evidence of Compliance:

Schools that support 21<sup>st</sup> Century learning have leaders who regularly engage teachers in observations, class visits, and discussions about best practices for teaching with technology. Technology use for teaching and learning continues to be very strong and continues to be a topic at department and grade-level meetings.

The challenges of remote learning in a pandemic generated opportunities for professional learning and systems development to create and maintain common expectations. The district has adopted Canvas as our secondary learning management system, and Google Classroom and Seesaw at the elementary level. Instructional coaches and building experts have worked to create Canvas courses, with common templates and standards-based approaches. Teachers have gained skills in the use of Webex and powerful and engaging digital tools such as Lexia, Dreambox, MyOn, Newsela, Discovery Streaming, and more. They have also learned to use the instantaneous data from these tools to target small group learning to the skills that specific students need, and build asynchronous learning experiences tailored to the specific needs and interests of their classes.

**4. Ensure that the technology resources of the district are coordinated and managed for long-term sustainability.**

Evidence of Compliance:

Bend-La Pine Schools owns and makes use of substantial technology resources. Examples include the following:

*Hardware*

- Servers
- Storage
- Client Computers
- Mobile Devices
- Networking Hardware
- Wireless

*Services*

- Data Lines (Leased fiber optics)
- Telecommunications (Phone services)
- Internet Connections
- Other Services (Email, video conferencing, etc.)

### *Software*

- Operating Systems
- Office Suites
- Database Software
- Networking Services

Bend-La Pine IT utilizes various processes and purchasing vehicles to ensure that the most appropriate technical resources are scoped and defined, and that most favorable pricing is obtained. Care is also given to adhere to purchasing guidelines and regulations.

During the evaluation and negotiation phases, useful life of technical resources is established. As part of the purchase, BLS often negotiates long-term maintenance upfront, ensuring the best possible price for hardware and software maintenance. BLS often pre-purchases maintenance and support for the life of the asset, if possible. This allows us to clearly define the “sunset” date of the technology resources, plan for future replacement or retirement, and avoid unknown fees or repairs. It also limits recurring fees for support that can complicate budgets and hamper planning and resourcing for future needs.

All IT services undergo regular rigorous review to ensure that performance agreements are met and that the service is adequate and appropriate. If needed, contracts are set up or terminated based on need and changing market conditions.

Most of the purchases of services, and some hardware, must meet federal guidelines for the eRate program. BLS IT works closely with identified eRate experts to maximize value in this program and follow the complex processes and required submissions of documentation.

During the pandemic, our district has invested in additional technology and connectivity solutions that meet the increased needs of our staff and families. BLS IT is actively participating in the FCC’s Emergency Connectivity Fund in the hope that we can recoup a considerable amount of this additional investment. Some of the projects that we hope to see covered are the following: iPads for all student in grades k-2, wifi connectivity for our school buses, and all costs associated with mobile hotspots. As of October 15<sup>th</sup>, 2021, our application is certified and under review.

By focusing on both current and future needs and dovetailing with a technology lifecycle model, Bend-La Pine can ensure that all technology resources and assets are managed and protected long-term; that assets are appropriately scoped and obtained; that staff and student needs are met; that a firm foundation exists for future needs; and that district financial resources used to purchase technology resources are optimized

## **5. Ensure that all student data and information is protected.**

### Evidence of Compliance:

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

Explicit actions have been taken to protect student information within Bend-La Pine Schools:

- Communication that student information shall not be transmitted via insecure systems (email, etc.).
- Implementation of industry standard best practices for staff and student password security requirements, including Multifactor Authentication.
- Promotion and use of our in house secure sending platform to transmit student information, so email can be avoided.
- Integration of most systems into the district's centralized identity management platform, allowing for the management of user identities in one place, automatic access termination across systems, etc.
- Adherence to [JOA-AP: Directory Information](#), which defines student record request limitations.
- Hardening of IT systems that contain student information, to the degree possible.
- Review of Apps requested by teachers via a third-party organization to ensure privacy levels and management of student data adhering to the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- All-district student password change.
- Plans to remove Synergy and other sensitive services from the public internet.
- Implementation of VPN on all district devices.

The above, coupled with communication of best practice, diligence and awareness, helps to keep BLS student data and information safe.

## 6. Protect the digital and information assets of the district, including intellectual property.

### Evidence of Compliance:

Bend-La Pine Schools employs physical and non-physical means to ensure that information assets are protected. Much of this revolves around following best practice and industry guidelines for preparedness, disaster recovery, and business continuity. Some of the specific methods or tools include the following:

- Employing a best-in-class data backup system, used to back up critical data.
- Installing, configuring and maintaining an industry leading firewall, intrusion detection and intrusion prevention system.
- Utilizing an effective spam/virus filter.
- Performing monthly PCI compliance scans on customer-facing financial systems.
- Installing appropriate and cost-effective redundancy.
- Maintaining an off-site backup and recovery location (disaster recovery site).
- Enforcing district-wide password policies.
- Heavily leveraging virtualization, to limit reliance on individual physical servers and limit downtime when servers or drives fail.
- 100% utilizing of "dark fiber," which is much more secure and controllable, and provides some limited ring topologies.
- Continuing the rollout of card lock access and cameras in data closets at all sites.
- Completing the new district server location, providing increased security and reliability, generator back-up, fire suppression, etc.
- Partnering with HR and the business office to evaluate and develop proactive education for staff related to good digital security practice.
- Including IT practices and processes in the district comprehensive financial audit.
- Enhancing data center integrity and security and limiting access to key personnel only.
- Third party phishing assessment, training and other cyber security education (knowB4).

- Upcoming implementation of two-factor authentication on external systems.

Intellectual property is protected by ensuring that clear ownership exists for Bend-La Pine developed solutions, systems and software, and that lines between personal and Bend-La Pine work exist. All developed solutions are shared internally, providing visibility, and code is stored appropriately. IT will continue to review the feasibility of employee agreements as necessary.

Bend-La Pine continuously monitors and evaluates IT security threats and our preparedness. Our ongoing activities in this domain are dynamic and increasing, with ongoing planning and resources allocated to information asset protection.

Bend-La Pine Schools has expanded or extended the above systems to include the following:

- An updated and expanded backup and recovery system.
- An expanded file storage system with no mechanical disks.
- Initiation of additional generator capability for district level IT assets.
- Evaluation of generator capability at school sites.
- Active and ongoing security evaluations of the district business system.
- Wiring of IT data rooms and closets district-wide for secure access and cameras.
- Initiation of limiting access to IT closets at sites to authorized personnel only, including changing of physical locks.
- Email server filtering and blocking of suspicious number patterns (credit card numbers, social security numbers, bank account information, etc.).
- Engagement of a third party to assist with the creation of staff IT safety and security training materials (phishing, etc.)
- Implementation of active vulnerability scanning platform – systems, servers and clients (internal and external).
- Additional tuning of security technologies and protections.
- Partnerships and engagements with other organizations and private parties, focused on proactively addressing and enhancing information security.
- Continual changes to network architectures to improve security and reduce vulnerability.
- Implementation of counter-measures for external attacks.
- Cessation of the use and purchase of wireless input peripherals (e.g. keyboards, mice, trackpads, etc.) in operational departments.
- Evaluation of data encryption technologies.
- Security reviews of IT systems and applications.
- Physical security reviews.
- Communication of information security concerns with top level leadership of business partners.
- Streamlining of inconsistent process, to avoid confusion, increase efficiency and improve standardization.
- IT staff information security training and certification efforts.
- Emphasis on creating a culture of responsibility and focus on security and awareness.

7. Ensure a Digital Review Process is conducted every five years, to ensure technology implementation and practices reflect the innovation in a rapidly evolving sector and research-based and developmentally appropriate best practices in K-12 education.

Evidence of Compliance:

The district will regularly review digital systems and curricula in order to assure their continued relevance and functionality. This will include online school materials, apps, digital citizenship curricula and web resources.