



Bend-La Pine Schools School Board Work Session Meeting Agenda

January 23, 2024, 5:30 PM

Location:

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

1. **Call to Order**
Speaker(s): Chair Barnes Dholakia
2. **Pledge of Allegiance**
Speaker(s): Chair Barnes Dholakia
3. **Review of Agenda**
Speaker(s): Chair Barnes Dholakia
4. **Work Session**
Description: The Board will focus on key Board work and initiatives.
 - A. Strategic Planning 2
Speaker(s): Superintendent Cook and Whitney Swander, BLS Consultant
Attachments:
- Presentation: Strategic Planning 2
5. **Board Chair Report**
Speaker(s): Chair Barnes Dholakia
6. **Director Comments**
Description: An opportunity for board members to provide comments or reflections.
7. **Adjourn**
Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for February 13, 2024.

Strategic Planning Process

Bend-La Pine School Board
Work Session
January 23, 2024

About me:

Whitney Swander, Independent Consultant

Core Competencies

- Group & Process Facilitation
- Collective Action & Community Engagement
- Participatory Evaluation & Research
- Qualitative Analysis

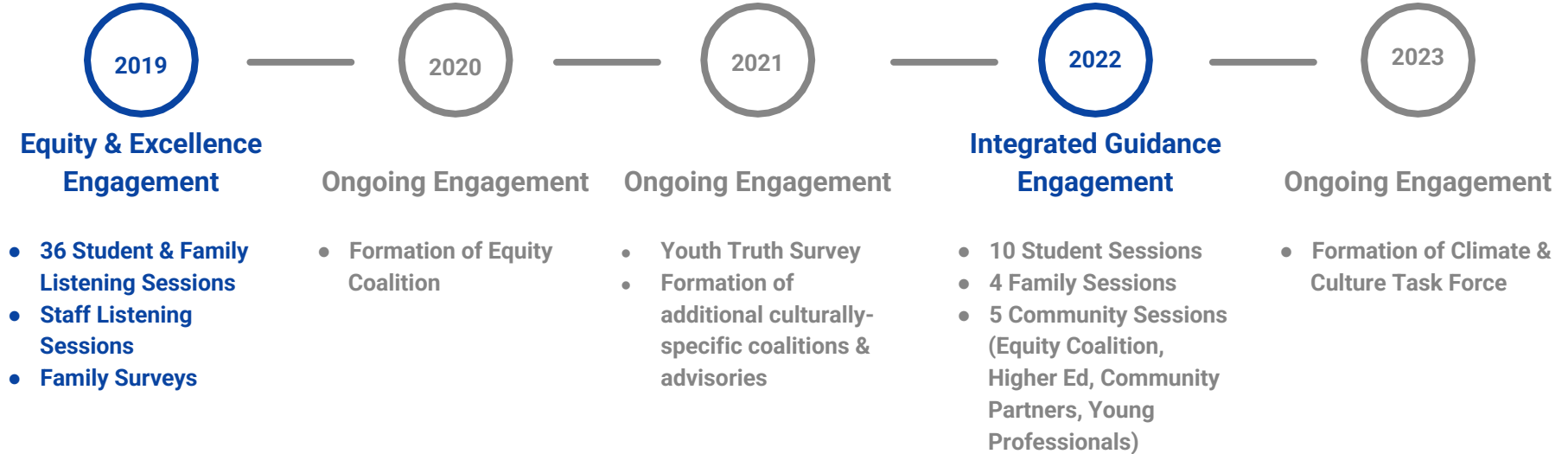
8th year of relationship-based work with Bend La-Pine Schools

- Teach Oregon Project
- Central Oregon STEM Hub
- Better Together Central Oregon
- Foundations for a Better Oregon
- Independent Consultant: *post-2020 storytelling, Integrated Guidance Engagement, Climate & Culture Task Force*

My professional approach:

- People over process
- Deep listening
- Balance “system” & “community” data
- Equity as an active practice
- Emerging, best, & evidence-practice aligned

This strategic planning effort's origin and process is rooted in Bend-La Pine School's commitment to authentic engagement, both **formal** & ongoing.



Task Force formed to:

- Develop shared understanding & language
- Apply root cause & system-thinking lens to disrupted learning conditions
- Make short, mid, & long term recommendations



**Catalyst to begin
Strategic Planning**

Task Force Action Plans reflected a desire & need for:

→ systemic changes

→ sustained investment



**Catalyst to begin
Strategic Planning**

Reflection through Spring & Summer processes:

- *We need a clear vision to unite behind*
- *We want to move from being reactionary to proactive*



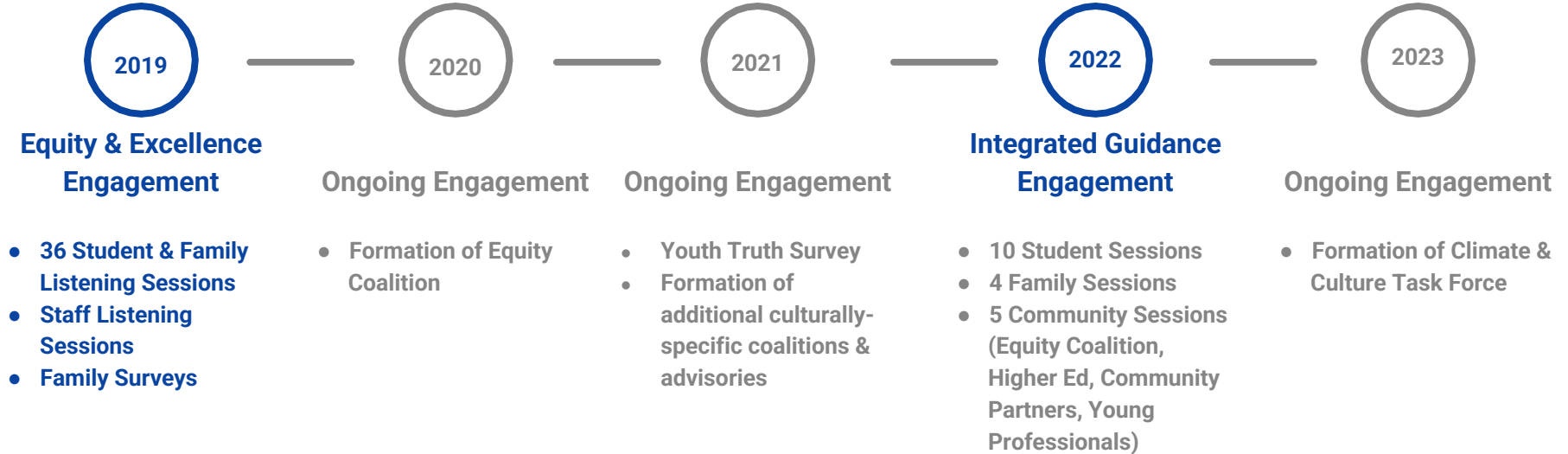
**Catalyst to begin
Strategic Planning**

Opportunity for *(and value of)* Strategic Planning

Create an Overarching Guiding Document

- *Shared vision, goals, values, strategic priorities/actions*
- *Roadmap to make progress on existing goals*
- *Clarify existing plans (prioritize, allocate resources, measure performance)*
- *Act as a decision filter for future actions, initiatives, etc.*
- *Guide & inform future resource pursuits (grants, local option levy, etc.)*

This strategic planning effort's origin and process is rooted in Bend-La Pine School's commitment to authentic engagement, both **formal** & ongoing.



Recurrent themes from our engagement:

- A desire for both a **strong academic foundation** & deeper learning opportunities
- **Cultures of belonging** at every school that extend to students, families, and staff alike
- Access to meaningful **real-world learning and connections** that prepare young people to **navigate adulthood**
- Systems of care and support for **mental health & wellbeing**

A vital criterion of authentic community & family engagement is that the feedback and information shared becomes **actionable**.

Process Overview:

- **Gather Data & Review Existing Assets** | Nov-Jan
- **Form & Convene Core Team** | Nov
- **Stakeholder Conversations** | Dec - early Feb
- **Workshops** | Feb - April
- **Synthesis, Sensemaking, & Drafting** | late April
- **Plan Engagement & Community Vetting** | May
- **Final Strategic Plan** | June

Core Team

(Superintendent's Committee)

Role:

- *Contribute to process development*
- *Provide leadership in analyzing and prioritizing strategic actions, benchmarks, and expenditures*
- *Support Plan Engagement & Vetting*

Composition:

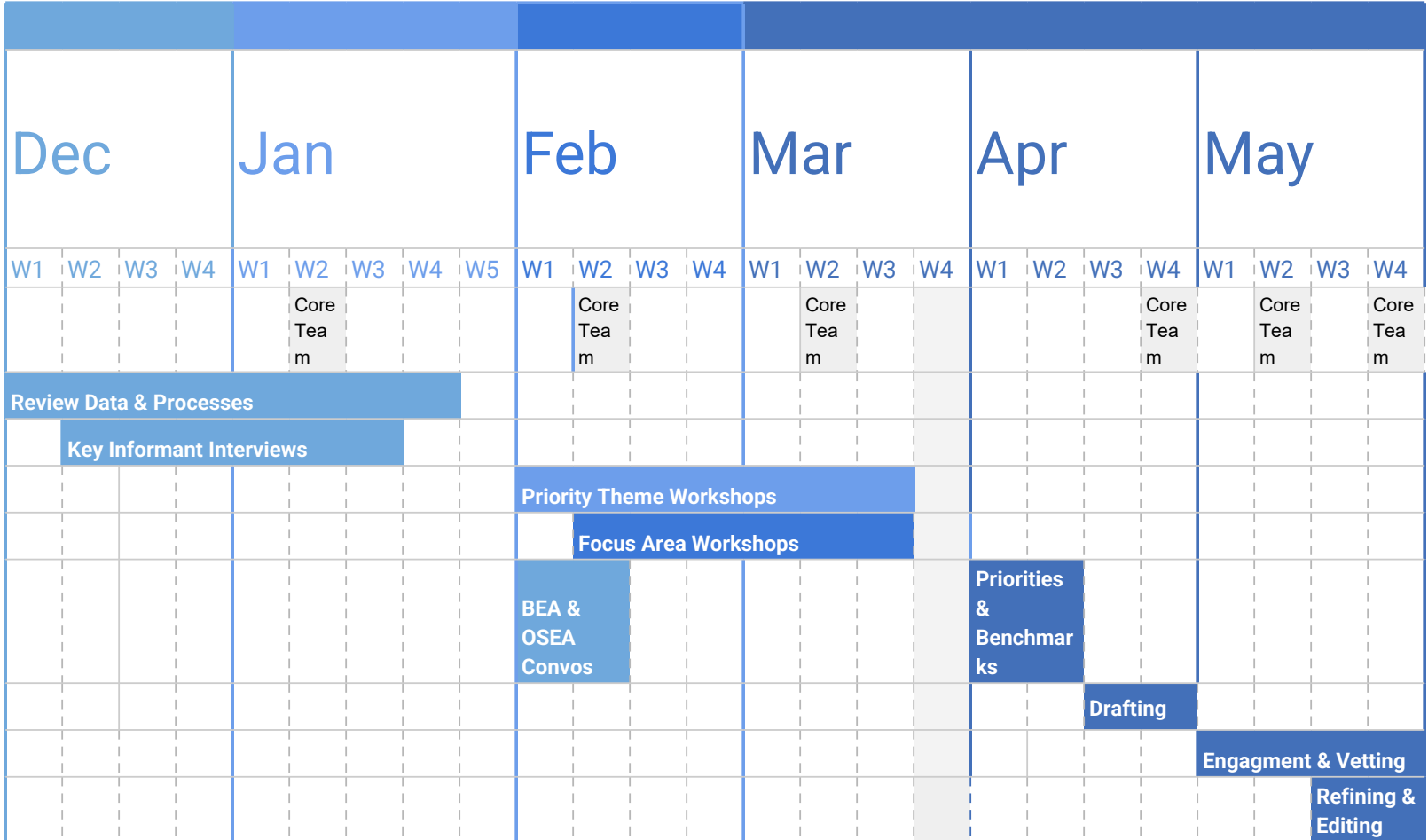
- 3 Certified Staff
- 3 Classified Staff
- 3 Building Administrators
- 4 District Administrators
- 1 School Board Member
- 4 Community Partners

Cadence: Meet 5-6 times between Dec 2023-June 2024

Progress to Date:

- ❖ **Gather Data & Review Existing Assets** | Nov-Jan
 - Collecting recently adopted plan & guiding docs
- ❖ **Form & Convene Core Team** | Nov
 - Met twice: Nov 30 & Jan. 11
- ❖ **Stakeholder Conversations** | Dec - early Feb
 - Feedback Session with BLAST 11/15
 - 30 Context Conversations Complete
 - *BEA educator voice event on 2/1*
 - *OSEA educator voice event TBD*
- ❖ **Workshops** | Feb - April
 - Theme areas
 - South County specific process kicks off 2/2
 - Student & Family voice
- ❖ **Synthesis, Sensemaking, & Drafting** | late April
- ❖ **Plan Engagement & Community Vetting** | May
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Process Timeline



Work Ahead:

- Capture Educator Voice, Experience, & Aims
- Gather Robust Teams* to Workshop Identified, Strengths, Challenges & Opportunities Innovate
 - *Including Youth Voice, Family Feedback, Community Partners, Staff across Rolls*
- Ensuring voice and focus on those who experience the most marginalization
- Co-designing a La Pine Specific Process

Communications Efforts |

Informational Video

- Produce a short, informational video about the strategic planning process
- Audience: BLS Staff
- Address Key Questions:
 - *What is a strategic plan?*
 - *Why does BLS need a strategic plan?*
 - *Why now?*
 - *How will the strategic plan be developed?*
 - *What will a strategic plan change my experience?*

Staff Newsletter

- Monthly *Strategic Planning Update* to staff via Comms Department

Engagement & Plan Vetting (Internal & External)

- TBD: Open house, Roadshow, Virtual walk through

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Context Conversations |

(initial)

(non-validated)

Themes

Context Conversation Protocol

- 1 hour 1:1 conversation
- Non-linear format - *led mostly by participant's interest*
- Framework:
 - *Desire & Hopes for BLS*
 - *What's Working*
 - *Areas for Improvement*
 - *Opportunities for Innovation/Departure*
 - *Instincts about systems/structures to strengthen and/or implement*
- Requests:
 - *Recent plans, frameworks that guide area of work*
 - *Important stakeholders to bring into process*

(initial) Themes: Hopes & Vision for BLS

Theme Area 1: Achievement, Excellence

- *High achievement*
- *High bar/expectations*
- *Universal reading outcomes*
- *Close the achievement gap*
- *Community is proud of BLS & it's outcomes*
- *Guaranteed experience in BLS schools (arch of experience - belonging & academics; Adult - inconsistent implementation across schools)*
- *Prepare students to excel in a limitless future*(not sure it fits)*

(initial) Themes: Hopes & Vision for BLS

Theme Area 2: Belonging, Voice, Agency

- *Focus on whole child development & care*
- *Students are valued and understood for who they are*
- *Welcoming District*
- *Culture of Connection & Belonging*
- *Every child knows they are loved, cared for, and supported*
- *Inclusion*

(initial) Themes: Hopes & Vision for BLS

Theme Area 3: Engagement; Instructionally focused; Passion, purpose & plan; *“Deep Learning Cultures”*

- *Rigorous, intentional education*

Theme Area 4: *Adult Culture/Focus* “We’re a learning organization”

- *Outstanding teaching & teacher development*

(initial) Themes: *What's working*

- Good people!
- Growing counselor coverage
- Life & Career Readiness (Wayfinder K-12)
- Student Success Program (dedicated Tier 3 - also not enough!)
- Desire/commitment to recruit/hire for diversity
- Restorative Practices (bring back/emphasize)
- Good things are beginning to happen, but returns are yet to be realized

(initial) Themes: *Areas for Improvement*

Cohesion across schools

- *“District of schools” vs a “School District”*
- *Clarity around where we are tight & loose from district level to school level*
- *Conflicting views about what will lead to equity*

Lack of Bandwidth

- *We are doing a lot; We need to focus; We're at capacity*
- *Everyone's spread thin, we need more time for kids & prepare learning*
- *Unable to do interventions to fidelity*
- *Implementation plans/cycles get cut short (or don't exist)*
- *Collaborative aims & structures fall apart*
- *Impact of students who are dysregulated*

(initial) Themes: *Areas for Improvement*

Outcome driven

- *Hold schools/leaders accountable to outcome*
- *Proliferation of strategies/programs/interventions*
- *Focus on foundations*
- *Should our expectations be higher?*

Community Partnerships/ Coordination

- *Address issues bigger than schools (homelessness, mental health, medical, etc.)*
- *Provide Tier 3 supports more collaboratively & seamlessly*
- *Co-creation & Co-ownership with advisories & partners*

(initial) Themes: *Systems & Structures to Strengthen*

Professional learning culture: reserved time, clearly connected to learning/culture goals across grade levels, protected time for collaborative

Data: systems, cultures, literacy, use

Communication: how information flows, clear source, proactive vs reactive

Leadership: transparent, predictable, intentional from decision making → action

MTSS: move beyond foundations, select & narrow to set of BLS interventions, heavy at Tier 1 & 3, currently vague

Culture (staff): trust building among staff & across role, high turnover

Culture (students & family): urgency/commitment to equity as outcome, clarity about what belonging is; cultural humility to support newcomers