School Board Work Session Meeting Agenda

September 22, 2026, 5:30 PM

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

1. Call to Order
   Speaker(s): Amy Tatom, Board Chair
2. Pledge of Allegiance
   Speaker(s): Amy Tatom, Board Chair
3. Review of Agenda
   Speaker(s): Amy Tatom, Board Chair
4. Work Session
   Description: The Board will focus on key Board work and initiatives.
   A. An Instructional Vision for Educational Technology 2
      Description: A hands-on opportunity for Board members to interact with devices that have applications for elementary, middle, and high school students.
      Attachments:

Executive Summary: An Instructional Vision for Educational Technology 2
Presentation: An Instructional Vision for Educational Technology 3

5. Director Comments
   Description: An opportunity for board members to provide comments or reflections.
6. Adjourn
   Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for October 13, 2026.

Bend-La Pine Schools meetings comply with open meeting laws and accessibility requirements. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least 48 hours prior to the scheduled meeting date. Thank you.

BEND LA PINE SCHOOLS

REPORT: An Instructional Vision for Educational Technology

PRESENTED BY: Dr. Karen Rush, Executive Director of Elementary Programs

EXECUTIVE SUMMARY:

This Board Work Session will provide an overview of Bend-La Pine Schools' vision for educational technology and our commitment to using technology intentionally to support—not replace—high-quality teaching and learning.

The session will revisit Resolution 2013 and highlight the ongoing work of the district's Learning Council to establish thoughtful expectations and safeguards for technology use. Board members will also explore how students are provided increasing levels of agency and independence from elementary through high school, while educators remain central to decisions about when, why, and how technology is used.

Through hands-on examples, Board members will interact with devices that have applications for elementary, middle, and high school students. They will engage with educational technology used in our classrooms and experience how students access resources, engage in learning, and develop the skills to use technology effectively, critically, and responsibly.

BEND LA PINE SCHOOLS

An Instructional Vision for Educational Technology

Purposeful. Developmentally Appropriate. **Student-Centered.**

Technology will never replace great teachers, but technology in the hands of great teachers is transformational.

— George Couros

AGENDA

BOARD WORK SESSION - SEPTEMBER 2026

- Resolution 2013 and changes in Educational Technology
- Stakeholder Feedback
- Vision for Educational Technology
- Assistive Technology Demonstration
- Exploration of student iPads and applications
- Questions

SETTING THE STAGE

Context for Changes

OUR BELIEF

- Students learn best through relationships and great teaching.
- Technology is an instructional tool — not the instructional experience.
- Our focus is using the right tools at the right time to meet the diverse needs of every student.

OUR COMMITMENT TO STUDENTS

Aligns with Board Resolution 2013

Aligns with our Educational Technology Vision

Values for Educational Technology

After review of available research and best practices, the School Board passed a resolution in April 2026, grounded in eight values:

1. Future readiness and student success
2. Teacher expertise leads instructional decisions
3. Evidence must guide practice
4. Screen use has benefits and risks for student learning and wellness
5. Generative AI requires caution
6. Technology can be transformative — but misuse disrupts learning
7. Technology supports access and differentiation
8. Financial stewardship is essential

Actions

- Review all educational technology for alignment with district policy (EL 4.7)
- Develop grade-band technology standards (K–2, 3–5, 6–8, 9–12) and approved application lists
- Limit screen use to defined curricular and educational purposes
- Remove non-evidence-based technologies from student-facing devices
- Increase opportunities for non-screen reading and writing
- Continue evidence-based adaptive technology for students with identified needs
- Monitor and report student screen time and technology use to the Board
- Maximize device management tools (e.g., JAMF, Apple Classroom) so use is teacher-led, appropriate, and educational

LISTENING FIRST

What We've Learned from Stakeholders

More technology ≠ better learning

Quality matters far more than quantity

Teachers want more time with students

— and less time managing technology

Students need balance

between digital and non-digital learning

Healthier boundaries, requested by all

Families, teachers, and students are asking for it

Schools model healthy habits

and teach responsible use in an increasingly digital world

Digital literacy matters for the future

Stakeholders affirm its importance for student readiness

The goal is not to make learning digital. The goal is to make learning powerful.

— Alan November

OUR FRAMEWORK

Our Values

Purposeful

– Support learning goals

– Remove barriers and expand opportunities for all students

– Help students collaborate, create, and demonstrate learning

– Never replace quality instruction

Developmentally Appropriate

– Different expectations for Elementary, Middle, and High School

– Increasing responsibility and independence as students progress

Student Centered

– Active Engagement — thinking, creating, exploring, solving problems

– Future Ready — digital literacy for college, careers, and life

– Digital Responsibility — safe, ethical, respectful use

– Student Well-Being — healthy habits, attention, balance

K–12 PROGRESSION

Digital Literacy Goals

Students increasingly develop the knowledge and skills to **find, understand, evaluate, create, and communicate using technology.**

K–2

CONNECT

Students use technology as a shared community tool to connect with teachers and classmates

3–5

COMMUNICATE

Students begin using technology to express ideas, create, present, and share their learning.

6–8

CREATE

Students research, collaborate, solve problems, and create increasingly sophisticated multimedia projects.

9–12

CRITIQUE

Students evaluate sources, recognize bias and algorithms, understand generative AI, and make informed decisions.

Evolving priorities

- **Digital Citizenship**: students learn to exist in a digital world with its own rules and culture
- **Digital Responsibility:** students have to regulate their behavior in a digital world that doesn't have their best interest at heart
- **Digital Agency:** students have the knowledge and skills to be empowered in their use of technology

K–12 PROGRESSION

Digital “Citizenship”: Digital Agency Goals

Students increasingly take responsibility for when, why, and how they use technology.

K–2

CARE

Students learn to care for shared technology, classmates, and balanced learning — and to choose less screen time.

3–5

COLLABORATE

Students work with others, share ideas, give feedback, and create together with respectful, responsible behavior.

6–8

CHOOSE

Students make responsible choices about technology use, multitasking, and online relationships.

9–12

CONTRIBUTE

Students create, collaborate, and contribute in digital spaces while evaluating credibility, ethics, and influence.

Assistive Technology

- Lacie Ogren, M.S. CCC-SLP
- TD Snap
- Proloquo2Go

iPad Exploration

- Robbie Faith
- Austin James
- Scott McDonald

Questions?