



REPORT: Executive Limitation 4.7: Technology

PRESENTED BY: Dr. Steve Cook, Superintendent

EXECUTIVE SUMMARY:

This monitoring report provides the Board with information to evaluate the Superintendent’s compliance with the directives of Executive Limitation 4.7: Technology.

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 students and working environment for employees consistent with the Organizational Goals 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.
2. Establish and support adherence to common expectations for the use of technology by District staff and students, which promote responsibility and a safe, secure, and positive learning environment.
3. Ensure that technology resources of the District are coordinated and managed for long-term sustainability.
4. Protect the digital and information assets of the District, including intellectual property.
5. Protect student and staff data.
6. Ensure that technology use is research-based, developmentally appropriate, and aligned with best practices in K-12 education. Educational technology will be used for educational purposes and implemented in ways that support student mental health and well-being.
7. Ensure that hardware and software technology is regularly measured, evaluated, and modified as necessary to ensure continuing effectiveness.

Notable Evidence for 2025-2026 – Educational Technology:

Bend-La Pine Schools is committed to using educational technology in ways that strengthen learning, support student well-being, and reflect our shared community values. The Board’s goal—to establish clear, consistent expectations for safe, responsible, developmentally appropriate, and research-based technology use—provides important direction at a critical time. Across our system and beyond, there is increasing attention to how technology is used in schools, with families, educators, and researchers raising important questions about screen time, engagement, and impact on learning.

Our stance is clear: technology is an important tool in service of teaching and learning. It does not replace teachers or the relationships at the heart of every classroom. When used well, it can deepen learning and expand opportunities; when used without clear purpose, it can detract from them and negatively impact student well-being.

This work is about ensuring we strike the right balance. To move forward, we are focusing on four key areas: clarifying our use of applications, establishing guidance for our youngest learners, increasing transparency with our community, and strengthening student safeguards.

A disciplined approach to our instructional applications.

Over time, we have accumulated a wide range of digital tools, often with overlapping purposes and varying levels of effectiveness. Tools are added to the library of available applications when teachers request them and they have gone through our vetting process. There are tools on our list that are no longer used or may no longer meet our requirements.

We are conducting a comprehensive review of our applications to identify which tools are most aligned to instructional goals and producing meaningful outcomes for students. This will result in a more coherent system: a defined set of core applications that are supported and expected, a smaller number of tools used with clear purpose, and the elimination of tools that do not meet our standards. This work will reduce redundancy, improve consistency across classrooms, and make expectations clearer for both staff and students.

Establishing clear, developmentally appropriate expectations for technology use in our earliest grades.

In kindergarten through second grade, learning is fundamentally hands-on, relational, and rooted in play, language, and direct experience. Technology has a limited but purposeful role to play. Our guidance will emphasize that digital tools should be used sparingly and intentionally—to support specific instructional goals and assessments, not to fill time or replace foundational learning experiences. By providing clear guardrails, we will ensure that our youngest learners are building the skills they need in ways that are aligned with how children develop.

Strengthening transparency with our families and community.

One of the most consistent pieces of feedback we hear is that families want to better understand what technology is being used, how often it is used, and why. We agree that this clarity is essential to building trust. We are developing a transparency framework that will make our use of educational technology more visible and understandable. This includes clearer communication about the purpose of our tools, as well as the use of data, such as application and usage insights, to provide a more accurate picture of how technology is being used in practice. Our goal is not just to share information, but to ensure it is meaningful and accessible. Our new website has a page dedicated to Educational Technology and we are preparing “one-pagers” at each level to share in school newsletters.

Reinforcing our systems and expectations related to student safeguards.

Bend-La Pine Schools already has strong protections in place, including device management, filtering systems, and network safeguards. However, safety is not only about the systems we put in place; it is also about the expectations we set and the skills we teach. We are working to more clearly articulate expectations for both staff and students, ensuring consistent implementation across schools. At the same time, we will continue to emphasize digital responsibility—helping students learn to use technology in ways that are safe, ethical, and aligned with their well-being. We are prioritizing professional development in the use of iPads, expectations, and teacher management tools (Jamf, Apple Classroom) for teachers in the Fall of 2026.

Plan for Spring 2026-Spring 2027:

The following efforts are designed to create a more coherent and balanced approach to educational technology across our district. We are not starting from scratch; we are building on strong practices and refining them to better meet the needs of our students and the expectations of our community. We will measure our progress in several ways, including

- finalize the comprehensive review of our applications and clearly identify which tools are most aligned to instructional goals and produce meaningful outcomes for students.
- actively reduce the number of applications in use in the classroom, to align with the bullet above.

- increased consistency across classrooms, through clear expectations for our teachers across grade levels,
- improved family understanding of technology use, and District policy and rules that apply to instructional use of technology, software and AI.
- monitoring student experience, including indicators related to engagement, well-being, and responsible use (e.g., student application usage, documented misuse, and Student Voice Council feedback).

This work will continue through the spring, with key components of this framework prepared for Board review by the beginning of the 2026-27 school year. Following that, we will support schools in implementation, ensuring that expectations are clear and that staff have the guidance and tools they need.

In addition, we will be undertaking a comprehensive review and revision of both the administrative policy and rule regarding the Appropriate Uses of Technology (EHA-AP and EHA-AR) and IKJ-AP regarding Artificial Intelligence. These revisions will follow our established process including stakeholder engagement.

At its core, this effort reflects a simple but important commitment: that every decision we make about technology will be grounded in what is best for students. We are committed to preparing students to be both digitally literate and digitally responsible, while ensuring that their daily learning experiences remain deeply human, engaging, and connected.

Notable Evidence for 2025-2026 – Technology:

1. Strengthen Cybersecurity Awareness and Culture

Objective: Continue building a culture of cybersecurity awareness and responsibility among all staff.

- Maintain required cybersecurity training for all staff
- Deliver ongoing awareness messaging (e.g., “Scam of the Week”)
- Conduct phishing simulations to reinforce safe practices
- Expand engagement through the annual “CyberOctober” campaign

Progress Update:

- Mandatory training implemented districtwide (Year 1 complete)
- Monthly awareness communications ongoing
- Phishing vulnerability reduced to **4.9% (lowest recorded)**
- CyberOctober successfully engaged staff through campaigns and activities. The staff feedback from this campaign was overall positive, with appreciation for the prizes!

Outcome: Email and end user vulnerabilities continue to be the number one risk for cyber incidents among school districts. Our BLS staff demonstrate increased awareness and proactive behaviors in protecting student and district data. This will be an ongoing effort.

2. Modernize District Website and Communication Platforms

Objective: Deliver both the website (Finalsite) and parent communication system (Parent Square).

- Partner with Communications and school leadership on design and accessibility
- Ensure security and reliability of public-facing systems (Parent Square, Finalsite)
- Port over key content from old site to new
- Provide staff training and rollout support alongside communication sponsors
- Make sure both tools are accessible, and user-friendly for our families, staff, and the

community

Progress Update:

- New district website launched (April 2026); transition to ongoing support underway
- Parent Square pilot active in south county; districtwide rollout planned for summer

Outcome: Improved communication experience with modern, secure, and accessible platforms.

3. Improve IT Project Intake and Implementation Process

Objective: Establish a transparent, consistent, and collaborative process for IT project planning and communication.

- Define clear roles, expectations, and approval steps both in and out of IT
- Increase visibility through project tracking and reporting tools
- Have IT project management available on all high priority projects.

Progress Update:

- Standardized project intake form launched on staff portal (still in a beta form)
- Districtwide project tracker now available for transparency
- Friday project updates shared in digest form with executive and level leadership teams
- Currently refining and seeking input from people who have had early experience

Outcome: To have greater clarity on timelines, priorities, and progress of IT initiatives for leadership, project sponsors and end users.