



School Board Work Session Meeting Agenda

October 28, 2025, 5:30 PM

Location:

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

1.	<u>Call to Order</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
4.	<u>Work Session</u>	
	Description: The Board will focus on key Board work and initiatives.	
	A. Review of Board Ends/Goals and Executive Limitations	2
	Description: Evaluate and create a thoughtful approach to all aspects of the Board's role: governance responsibilities, general operating guidance, Board Ends/Goals, Superintendent evaluation, and Superintendent contract.	
	Attachments:	
	Board Ends - DRAFT 10.28.25	2
	Board Ends - FINAL 12.13.22	4
	EL 1.1: Instructional Program - DRAFT 10.28.25	6
	EL 2.1: Student Success Planning - DRAFT 10.28.25	7
	EL 3.1: Treatment of Students, Parents/Guardians, Families, and the Public - DRAFT 10.28.25	8
	EL 4.1: Legally Required Policies - DRAFT 10.28.25	9
	EL 4.2: Compensation, Development, Evaluation, & Treatment of Employees - DRAFT 10.28.25	10
	EL 4.3: Financial Planning & Administration - DRAFT 10.28.25	11
	EL 4.4: Facilities - DRAFT 10.28.25	12
	EL 4.5: Student Transportation - DRAFT 10.28.25	13
	EL 4.6: Nutrition Services - DRAFT 10.28.25	14
	EL 4.7: Technology - DRAFT 10.28.25	15
	EL 4.8: Communications - DRAFT 10.28.25	16
	EL 4.9: Safety - DRAFT 10.28.25	17
5.	<u>Director Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	
6.	<u>Adjourn</u>	
	Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for November 18, 2025.	



PURPOSE STATEMENT

The Bend-La Pine Schools Board of Directors operates under a Policy Governance framework inspired by a modified version of the Carver model. This approach ensures clarity of roles, accountability, and alignment with the district's mission. The Board governs by establishing broad policy direction and desired outcomes for students and the community, while delegating operational authority to the Superintendent. Through this model, the Board maintains focus on long-term vision and student success, reflects community values, and monitors progress toward goals while empowering the Superintendent to manage day-to-day operations.

~~The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Measures are defined to ensure that the best available evidence is used to report progress on these goals.~~

MISSION

"Educating Thriving Students"

VISION PROMISE

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

ORGANIZATIONAL GOALS

The Organizational Goals define the Board's highest priorities and provide a clear framework for guiding its work throughout the year. These goals translate the district's mission and values into focused outcomes for students and the community, ensuring that Board actions remain strategic, accountable, and aligned with long-term vision. By centering decision-making and oversight on these goals, the Board maintains clarity of purpose, fosters transparency with the community, and supports the Superintendent in advancing the success and well-being of all students.

1. Students are engaged and develop a strong academic foundation.
2. Students have a passion, purpose, and plan for their future.
3. Students, families, and staff experience wellness, inclusion, and belonging in our schools.
4. Operational systems align and support an academically effective and sustainable organization.

Outcomes and Experiences

- ~~1. Students are engaged and develop a **strong academic foundation** as measured by the following, overall and for historically underserved subgroups:
 - a. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
 - b. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
 - c. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
 - d. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
 - e. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
 - f. Efficacy of academic programs, as measured by surveys and/or focus groups~~
- ~~2. Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:
 - a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years~~

- b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - i. Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
 - ii. Oregon State Seal of Biliteracy
 - iii. Two years of Junior ROTC
 - iv. CTE Concentrator (Two or more credits in a program)
 - v. Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - vi. Meets automatic admission requirements for all Oregon Public Universities
- c. Students' preparedness for their future, as measured by surveys and/or focus groups
- 3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups:
 - a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
 - b. Bias incident data and trends
- 4. Operational systems align and support an academically effective and sustainable organization.

END OF GOVERNANCE POLICY

REVIEWED: 10/28/25
APPROVED: 10/11/22, 12/13/22

PURPOSE

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Measures are defined to ensure that the best available evidence is used to report progress on these goals.

PROMISE

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

GOALS

Outcomes and Experiences

1. Students are engaged and develop a **strong academic foundation** as measured by the following, overall and for historically underserved subgroups:
 - a. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
 - b. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
 - c. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
 - d. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
 - e. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
 - f. Efficacy of academic programs, as measured by surveys and/or focus groups

2. Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:
 - a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years
 - b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - i. Two or more credits of Advanced Placement (AP), International Baccalaureate (IB), or college credit eligible coursework
 - ii. Oregon State Seal of Biliteracy
 - iii. Two years of Junior ROTC
 - iv. CTE Concentrator (Two or more credits in a program)
 - v. Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - vi. Meets automatic admission requirements for all Oregon Public Universities
 - c. Students' preparedness for their future, as measured by surveys and/or focus groups

3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups:
 - a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
 - b. Bias incident data and trends
4. Operational systems align and support an academically effective and sustainable organization.

Updated and Adopted: 10/11/2022, 12/13/2022



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

Accordingly, the Superintendent shall not fail to:

1. Anchor curriculum and instruction in the Oregon State Standards.
2. Communicate an unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being.
3. Align the instructional program to research and best practices of high-performing schools, districts, and educational systems.
4. Promote school and classroom practices that comprehensively prepare students for success, including the following:
 - a. Rigorous academic content.
 - b. Learning activities that emphasize creativity, collaboration, critical thinking, and communication.
 - c. Engaging, authentic, and culturally relevant curriculum that develops student agency.
 - d. Purposeful attention to and development of social and emotional learning skills.
 - e. Instructional practices that address individual learning styles, culturally responsive practices, and diverse student needs, viewpoints, and interests.
 - f. Differentiated programming to address inequities in access, experiences, and/or outcomes for student subgroups.
5. Maintain cohesive, aligned, research-based curriculum and instructional practices across all grade levels K-12 that builds vertically and is consistent, horizontally.
6. Encourage and support viable innovative practices and programs.
7. Establish and support the implementation of standards of practice for instructional technology for staff.
8. Ensure that all instructional programs, including both curricular and instructional practice, are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.
9. Inform the Board of Directors about significant modifications to the instructional program.
10. Establish a transparent, inclusive procedure for the review, selection, and recommendation of instructional materials to the Board of Directors for approval.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23



The Superintendent shall not fail to ensure that the district’s instructional program includes a K-12 focus on students’ life and career readiness. As part of this program, students will develop self-awareness and self-advocacy skills, understanding of their own strengths and areas for growth, knowledge of post-high school education/training opportunities, and strong foundational knowledge and skills to ensure their access to multiple pathways.

Accordingly, the Superintendent shall not fail to:

1. Anchor the academic program in the Oregon State graduation requirements.
2. Promote school and classroom practices that comprehensively prepare students for life and career through:
 - a. Safe, inclusive, and equitable learning environments.
 - b. Development of positive self-identity and healthy relationships.
 - c. Reparation of harm and transformation of conflict.
 - d. A K-12 continuum that exposes students to a wide variety of careers and fields of study.
3. Align the K-12 instructional program to post-secondary education requirements, training, and work opportunities to prepare graduates for their future.
4. Ensure that district high schools prepare all students for post-secondary success through their achievement of one or more college/career ready indicators.
5. Offer a variety of diplomas as identified by the State Board of Education.
6. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for students overall and in each disaggregated subgroup.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23



The Superintendent shall not fail to act in ways that demonstrate that the district values each and every student, family, staff member, and the public, and is committed to creating an equitable and anti-racist system that honors and elevates all.

Further, the Superintendent shall not cause or allow conditions, procedures, actions, or decisions which are unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethic and practices and Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Communicate a vision that includes the following:
 - a. An unwavering belief in the ability of all students and commitment to their academic achievement and social-emotional well-being.
 - b. Articulation of the systemic and institutional barriers that marginalized students face in achieving this vision.
 - c. An equity lens that is reflected in decision-making.
2. Promote school and classroom practices that ensure:
 - a. Safe, inclusive, and equitable learning environments.
 - b. Development of positive self-identity and healthy relationships.
 - c. Ownership of actions, reparation of harm, and transformation of conflict.
3. Nurture a culture of family engagement that:
 - a. Employs best practices for effective partnership between home, school, and the district.
 - b. Is asset-based, valuing the diversity of student and family experience.
 - c. Centers student voice, experience, and outcomes.
4. Involve diverse stakeholders, including the public, in an advisory capacity regarding district-level matters, including academic, social and emotional problems of practice.
5. Survey secondary students, K-12 parents/guardians, and staff on at least an annual basis to assess their experience in alignment with Board Ends, overall, and in each subgroup.

Ensure school activities, clubs, and athletics provide an inclusive, welcoming, and safe environments that supports dignity for all, as well as equitable access for all students.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23



EXECUTIVE LIMITATION

CODE: EL-4.1

TITLE: LEGALLY REQUIRED POLICIES

The Superintendent shall not fail to take all necessary steps to assure that all previously approved Board Policies, which are legally required, are addressed by Administrative Policies and Administrative Regulations. The Board of Directors acknowledges its responsibility to approve or adopt certain policies according to state and federal law.

Accordingly, the Superintendent shall not fail to:

1. Amend Board Policies, Administrative Policies, and Administrative Regulations to comply with local, state, and federal laws.
2. Provide the Board of Directors with information regarding any substantive changes made to Board Policies, Administrative Policies, and Administrative Regulations.
3. Create Board Policies, Administrative Policies, and/or Administrative Regulations consistent with new laws.
4. Inform the Board of Directors when the law necessitates the adoption of new Board Policies required of school boards.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23

draft 10.28.25



TITLE: COMPENSATION, DEVELOPMENT, EVALUATION, & TREATMENT OF EMPLOYEES

With respect to compensation and benefits for employees, the Superintendent shall not fail to employ the highest qualified staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system that complies with Oregon laws and district policies and measures employee performance in terms of achieving the Board's Ends. With respect to the treatment of employees, the Superintendent shall not cause or allow any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, imprudent, discriminatory, or in violation of commonly accepted business and professional ethics and practices, collective bargaining agreements, or Board Policies.

Accordingly, the Superintendent shall not fail to:

1. Establish policies and procedures to assure an organizational culture that aligns with the following values:
 - a. A shared commitment to the best interest of students.
 - b. Develop an inclusive and welcoming program for existing teachers and staff that includes training in cultural competence in an effort to fulfill Bend-La Pine Schools' employee value proposition.
 - c. Open, honest, and effective communication in all written and interpersonal interactions.
 - d. Respect for others and their opinions that models civil discourse.
 - e. Intentional elevation of underrepresented voices.
 - f. Focus on common organizational goals as expressed in the Board Ends and policies.
 - g. Commitment to the integrity and positive image of the district, its leaders, and staff.
 - h. Recognition of innovative and outstanding work.
2. Use a well-defined system to internally develop, externally recruit, and then retain the most highly qualified and best-suited candidates for employment, in alignment with Board Ends, including:
 - a. Recruitment, hiring, and retention practices that yield the highest quality staff, which by definition includes workplace diversity reflective of students and families, at a minimum, and aspirationally of the nation.
 - b. Pipeline programs across sectors that promote full staffing and balanced representation by gender, race/ethnicity, and sexual orientation.
3. Provide ongoing professional development for staff in all classifications that is:
 - a. Is aligned with best practices.
 - b. Includes job-embedded coaching.
 - c. Informs, develops, and promotes cultural competence, awareness of systemic bias and racism, and the ability to interrupt patterns of oppression.
4. Prepare staff to deal with emergency situations.
5. Ensure that programs are regularly measured, evaluated, and modified as necessary to assure their continuing effectiveness for staff overall, and in each disaggregated subgroup.

Regarding compensation and the treatment of staff, the Superintendent shall not fail to:

1. Limit terms of financial obligations to reasonably projected revenues.
2. Invite Board member participation in contract negotiations with all employee groups.

Regarding evaluation of staff, the Superintendent shall not fail to:

1. Develop and administer an evaluation system for all employees that links performance with continued employment.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25
APPROVED: 6/20/23



FINANCIAL PLANNING

Financial planning shall not deviate materially from the Board Ends and policies, risk fiscal jeopardy, or fail to be derived from long-range planning that adequately considers compensation, programs, and operational costs.

Accordingly, the Superintendent shall not fail to, present to the Board of Directors, a recommended budget which:

1. Is consistent with the Board’s priorities as established in the Board Ends.
2. Is completed with input from the Budget Committee.
3. Is in a summary format that is reasonably understandable to the Board of Directors and the community.
4. Contains the best available information to enable credible projection of resources and expenditures, separation of capital and operational items, reserves, and disclosure of planning assumptions.
5. Plans for the expenditure in any fiscal year or move funds that are conservatively projected to be available during the year unless otherwise approved by the Board of Directors.
6. Proposes a budget in accordance with State Budget Law.
7. Discloses any variance from the targeted 5% ending fund balance.

FINANCIAL ADMINISTRATION

With respect to the financial health of the district, the Superintendent shall not allow:

1. A material deviation from the annual budget or budget policy adopted by the Board of Directors.
2. Any fiscal condition that is inconsistent with achieving the Board Ends.
3. Any fiscal condition that places the long-term fiscal stability of the district at risk.

Accordingly, the Superintendent shall not:

1. Expend more funds than have been budgeted in the fiscal year unless authorized by the Board of Directors.
2. Expend funds in a manner that materially changes the intent of the adopted budget unless the change is authorized by the Board of Directors.
3. Materially indebt the organization unless authorized by the Board of Directors.

Additionally, the Superintendent shall not fail to:

1. Provide financial reports, at least quarterly, or any time there are significant changes in revenue or expenditures affecting the performance of the current budget and projected ending fund balance. Reports shall include a recap of changes between the current and previous report.
2. Keep complete and accurate financial records by funds and accounts that conform to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting and Standards Board (GASB), Oregon Department of Education’s Program Budgeting and Accounting Manual and Oregon budget law.
3. Arrange for the annual independent audit in accordance with Oregon statute and in compliance with requirements related to the expenditure of federal funds.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 2/11/25, 10/28/25

APPROVED: 6/20/23, 2/11/25



EXECUTIVE LIMITATION

CODE: EL-4.4

TITLE: FACILITIES

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

Accordingly, the Superintendent shall not fail to:

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

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23



EXECUTIVE LIMITATION

CODE: EL-4.5

TITLE: STUDENT TRANSPORTATION

The Superintendent shall not fail to establish a transportation program that is safe, timely, and efficient.

Accordingly, the Superintendent shall not fail to:

1. Offer school transportation to students living within the transportation zone of their attendance area school.
2. Maintain a fleet of buses and other vehicles such that they are operationally safe and efficient and maintain a replacement plan for district vehicles and align both with the Sustainability Plan.
3. When feasible, provide transportation to and from district sponsored programs, choice option programs, co-curricular and extra-curricular events, prioritizing students, and families most in need of services.
4. Ensure a review process is performed for Supplemental Plan Transportation to ensure all eligible students have access to transportation within the district.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23

draft 10.28.25



EXECUTIVE LIMITATION

CODE: EL-4.6

TITLE: NUTRITION SERVICES

The Superintendent shall not fail to establish a nutrition services program that enhances the health of students by providing nutritious meals, allowing students to fully focus on their instructional day.

Accordingly, the Superintendent shall not fail to:

1. Offer each student appealing, well prepared foods that provide high nutritional value, promote physical well-being, and reflect diversity.
2. Operate a nutrition program that:
 - a. Teaches appropriate nutritional behaviors.
 - b. Supports the Sustainability Plan.
 - c. Develops student agency.
3. Ensure that all meals that are part of the National School Meal Program meet all the USDA requirements.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23

draft 10.28.25



EXECUTIVE LIMITATION

CODE: EL-4.7

TITLE: TECHNOLOGY

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 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.
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 implementation is research-based and applies developmentally appropriate best practices in K-12 education.
7. Ensure that hardware and software technology is regularly measured, evaluated, and modified as necessary to ensure continuing effectiveness.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25
APPROVED: 6/20/23



EXECUTIVE LIMITATION

CODE: EL-4.8

TITLE: COMMUNICATIONS

The Superintendent shall not fail to ensure that the district provides for internal and external communications to inform the Board of Directors, district staff, students and families of the district vision, goals, initiatives, programs, events, and opportunities. This includes district communications that occur on a regular basis in forms that are accessible and coherent, with the objective of promoting transparency, understanding, and engagement among all district stakeholders.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23

draft 10.28.25



EXECUTIVE LIMITATION

CODE: EL-4.9

TITLE: SAFETY

The Board of Directors recognizes that effective learning and productive work take place in a safe, secure, and welcoming environment. Safety and security are priorities of the district, and the district is committed to providing a safe and secure environment in all district facilities, on district vehicles, and at district-sponsored activities.

Accordingly, the Superintendent shall produce and maintain a District Emergency Operations Plan (EOP) and shall not fail to provide for a safe and secure learning and working environment free from unnecessary disruption that includes procedures to address:

1. The supervision and security of schools, district buildings and grounds.
2. The supervision and safety of students during school hours and at school-sponsored activities.
3. The sharing of information with partner agencies, in accordance with applicable state and federal laws.
4. Regular assessments to evaluate the security needs of district facilities.

END OF EXECUTIVE LIMITATION

REVIEWED: 6/20/23, 10/28/25

APPROVED: 6/20/23

draft 10.28.25