



School Board Work Session Meeting Agenda

April 28, 2026, 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 Superintendent Evaluation Policy and Procedures	2
	Description: Evaluate and create a thoughtful approach to all aspects of the Board's role regarding the Superintendent evaluation.	
	Attachments:	
	CBG-BP: Supervision & Evaluation of the Superintendent - DRAFT 4.28.26	2
	Timeline for Superintendent Evaluation - DRAFT	4
	Evaluation Criteria Template - DRAFT	5
	Annual Superintendent Performance Evaluation - TEMPLATE - DRAFT	7
	Annual Superintendent Self-Assessment for Performance Evaluation - TEMPLATE - DRAFT	10
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 May 12, 2026.	



The Board of Directors will conduct a formal summative evaluation of the Superintendent according to the timelines, process, and scoring specification outlined in the Superintendent's contract. Board leadership and the Superintendent shall also meet quarterly (November and May) each year to ensure that roles and responsibilities are being properly met by each party. The evaluation cycle will be from February 1 to January 31.

~~The Board of Directors will view Superintendent performance as being identical to organizational performance.~~ Superintendent job performance will be monitored systematically against superintendent job expectations which are defined as:

- Reasonable progress toward organizational accomplishment of the **Organizational Goals** ~~Board's Ends policies~~, and
- Organizational operation within the boundaries established in the Board's Executive Limitations.

Accordingly, monitoring determines the degree to which ~~board~~ **organizational goals and executive limitation** policies are being met. Information not formally presented as monitoring data and that does not contribute directly to this purpose is not considered monitoring data.

The Board will acquire monitoring data on **Organizational Goals** ~~Ends~~ and Executive Limitations policies by one of three methods:

1. By internal report, in which the Superintendent discloses information and demonstrates compliance to the Board;
2. By external report, in with an external, disinterested third party selected by the Board assesses compliance with Board policies;
3. By direct Board inspection, in which the whole Board formally assesses compliance with the appropriate policy criteria.

~~Executive Limitations will be monitored through a report presented by the Superintendent at a school board meeting. The Board of Directors may request specific evidence or data related to an Executive Limitation report but shall do so in a timely manner with respect to the time necessary to prepare and the availability of data. The Superintendent will notify the Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board.~~

The consistent standard for compliance for Executive Limitations policies shall be whether the Superintendent has reasonably interpreted and acted within the scope of the Board policy being monitored. For **Organizational Goals** ~~Ends policies~~, the standard shall be whether the Superintendent has reasonably interpreted and whether reasonable progress is being made toward achieving the Board's described **Organizational Goals** ~~Ends~~. The Board will make the final determination as to whether the Superintendent interpretation is reasonable, whether the Superintendent is in compliance, and whether reasonable progress is being made.

~~Mid-year, the Board and Superintendent will meet in executive session for the purpose of evaluation of the Superintendent related to progress related to Goals and Executive Limitation compliance.~~

~~Prior to the summative evaluation, the Superintendent will provide the Board with a self-evaluation that will include monitoring reports presented to the Board throughout the evaluation period as well as a narrative that outlines how the Superintendent's performance meets the standard for compliance.~~

~~Executive Limitations will be monitored through a report presented by the Superintendent at a school board meeting. The Board of Directors may request specific evidence or data related to an Executive Limitation report, but shall do so in a timely manner with respect to the time necessary to prepare and data availability. The Superintendent will notify the Board of any material change to an Executive Limitation report that occurred after the report was submitted to the Board.~~

~~The Board of Directors will conduct a formal summative evaluation of the Superintendent according to the timeline, process and scoring specifications outlined in the Superintendent's contract. Board leadership and the Superintendent shall also meet in November and May of each year to ensure that roles and responsibilities are being properly met by each party.~~



The summative evaluation will be based on data collected during the year from the monitoring of [Organizational Goals](#) ~~Ends~~ and Executive Limitations.

As the summative evaluation process described above is based on the prior year's evidence and actions, an incoming Superintendent would not have impacted those results, therefore, Board leadership shall have the discretion to develop an evaluation relevant to the first year of service of an incoming Superintendent.

[Additional criteria for the evaluation, if any, will be developed at a Board meeting and aligned with the development of the evaluation criteria timeline to allow adequate time for the Superintendent to meet the criteria.](#)

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract, or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board of Directors.

~~Additional criteria for the evaluation, if any, will be developed at a Board meeting prior to conducting the evaluation. The Superintendent will be notified of the additional criteria prior to the evaluation.~~

The Board's discussion and conferences with and about the Superintendent and their performance will be in executive session, unless the Superintendent requests an open session. However, such an executive session will not include a general evaluation of any district goal, objective, or operation. Results of the evaluation will be written and placed in the Superintendent's personnel file.

The results of the Superintendent's evaluation will be subject to the public records law.

Any time the Superintendent's performance is deemed to be unsatisfactory, the Superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the Superintendent pursuant to Board policy, the Superintendent's employment contract, and state law and rules.

END OF POLICY

REVIEWED: 2/8/11, 8/8/23, 4/28/26
ADOPTED: 2/13/96, 1/14/97, 2/22/11, 9/27/16, 9/12/23

POLICY / REGULATION CROSS REFERENCE

GBL-AP: Personnel Records
GB-AP: General Personnel Policies

LEGAL REFERENCE

ORS 192.660 (2)(8)	ORS 342.815
ORS 332.505	OAR 581-022-1720
ORS 342.513	Hanson v. Culver School District No 5 (1975)

Timeline for Superintendent Evaluation
Evaluation Timeframe: February 1 – January 31

When	What	Who is Responsible?
Ongoing – Consent Agenda at Board Business Meetings	Annual reports on Executive Limitations. <ul style="list-style-type: none"> ● EL 1.1 – March ● EL 2.1 – February ● EL 3.1 – April ● EL 4.1 – September ● EL 4.2 – December ● EL 4.3 – January ● EL 4.4 – September ● EL 4.5 – October ● EL 4.6 – November ● EL 4.7 – January ● EL 4.8 – August ● EL 4.9 – August 	Superintendent/Board
October Board Business Meeting	The Board receives a mid-cycle update on the progress of Organizational Goals.	Superintendent
March Board Business Meeting	The Board receives the final report on progress of Organizational Goals.	Superintendent
April 1st	The Board receives the Superintendent’s annual self-assessment/reflection on evaluation criteria.	Superintendent
April (month-long process)	The Board Chair and Vice Chair coordinate the process for Board Members to provide feedback on the Superintendent’s evaluation. <ul style="list-style-type: none"> ● <i>Example: Board members submit feedback individually via Google Form followed by Executive Session for discussion and drafting of evaluation.</i> 	Board Chair
May 1st	The Chair and Vice Chair finalize the evaluation and provide a copy to the Superintendent to review prior to the Executive Session.	Board Chair/Vice Chair
May Executive Session	The Board provides the Superintendent with their final evaluation.	Board Chair
June Board Business Meeting	<ol style="list-style-type: none"> 1. The Board approves the final Superintendent Evaluation. 2. The Board and Superintendent develop evidence/criteria for the next evaluation cycle. 3. The Board approves the evaluation criteria and evaluation tool for the next evaluation cycle. 	Board Chair Superintendent/Board Board

Evaluation Criteria – TEMPLATE
Evaluation Timeframe: February 1, 20xx – January 31, 20xx

Executive Limitations	Evidence	Determination
1.1 Strong Academic Foundation	<ul style="list-style-type: none"> • <i>Compliance reports provided in Consent Agenda at Board Business Meetings.</i> 	<p>Did the Superintendent reasonably interpret and act within the scope of the Executive Limitation.</p>
2.1 Passion, Purpose, and Plan		
3.1 Wellness, Inclusion, and Belonging		
4.1 Legally Required Policies		
4.2 Treatment of Employees		
4.3 Financial Planning and Administration		
4.4 Facilities		
4.5 Student Transportation		
4.6 Nutrition Services		
4.7 Technology		
4.8 Communications		
4.9 Safety		

Organizational Goal	Evidence	Determination
Students are engaged and develop a strong academic foundation.	<ul style="list-style-type: none"> • <i>3rd Grade Reading</i> • <i>8th Grade Math</i> • <i>9th Grade on track</i> • <i>Progress on District Initiatives</i> 	Was reasonable progress made toward achieving the goal.
Students have a passion, purpose, and plan for their future.	<ul style="list-style-type: none"> • <i>Graduation: 4-year and 5-year</i> • <i>Advanced HS Options: AP, IB, Dual Credit, CTE, Multiliteracy</i> • <i>Progress on District Initiatives</i> 	Was reasonable progress made toward achieving the goal.
Students, families, and staff experience wellness, inclusion, and belonging in our schools.	<ul style="list-style-type: none"> • <i>Regular Attenders (K-2 and All)</i> • <i>School Culture Measure</i> • <i>Student Academic Challenge</i> • <i>Parent Satisfaction: "I would recommend my school to parents seeking a school for their child."</i> 	Was reasonable progress made toward achieving the goal.
Operational systems align and support an academically effective and sustainable organization.	<ul style="list-style-type: none"> • <i>Covered in monthly Executive Limitation reporting.</i> 	Was reasonable progress made toward achieving the goal.

Superintendent Goal	Evidence	Determination
Leadership and Advocacy	<ul style="list-style-type: none"> • <i>Deepen two-way communication with staff, families, and community members by providing transparent, timely information, listening to/and acting upon feedback, and fostering partnerships that build trust and strengthen public confidence in our schools.</i> 	Was reasonable progress made toward achieving the goal.
	<ul style="list-style-type: none"> • <i>Collaborate with legislators, agency leaders, and education partners to advocate for equitable school funding, policies that support student well-being and achievement, and the professional needs of educators.</i> 	
	<ul style="list-style-type: none"> • <i>Actively engage with national and regional professional organizations to elevate the district's voice in shaping education policy, secure resources, and share innovative practices that benefit students.</i> 	

draft 4.2.20



Annual Superintendent Performance Evaluation
Evaluation Period: February 1, 20XX – January 31, 20XX

This evaluation is conducted in accordance with the Carver Model of Policy Governance. The Board evaluates the Superintendent’s performance on:

1. Compliance with Board Executive Limitations
2. Reasonable interpretation and achievement of the Board’s Mission, Vision, and Organizational Goals
3. Superintendent Goals

The Board does not evaluate operational methods, administrative style, or day-to-day decisions except as they relate to policy compliance and Goals achievement.

1. EXECUTIVE LIMITATION COMPLIANCE
Based on the Superintendent’s monitoring reports and Board review:
<ul style="list-style-type: none"> • <i>(SAMPLE LANGUAGE)</i> • <i>No material violations of Executive Limitations were identified.</i> • <i>Monitoring was timely, complete, and sufficiently evidenced.</i> • <i>Any emerging risks were communicated appropriately and addressed within policy boundaries.</i>
Determination: <input type="checkbox"/> Reasonably interpreted and acted within the scope of the Executive Limitations <input type="checkbox"/> Did not reasonably Interpret nor act within the scope of the Executive Limitations
2. EVALUATION OF ORGANIZATIONAL GOALS
Goal 1: Students Are Engaged and Develop a Strong Academic Foundation
Evidence Reviewed: <i>(approved evaluation criteria)</i> <ul style="list-style-type: none"> • <i>3rd Grade Reading</i> • <i>8th Grade Math</i> • <i>9th Grade on track</i> • <i>Progress on District Initiatives</i>
Board Evaluation: <i>(SAMPLE LANGUAGE) Progress is satisfactory and trending positively. The Superintendent has demonstrated a reasonable interpretation of this goal by prioritizing instructional quality, academic growth, and student engagement. District data show improvement in foundational academic indicators, with targeted efforts to address achievement gaps. While continued growth is needed, progress aligns with Board expectations.</i>
Determination: <input type="checkbox"/> Reasonable progress made toward achieving the goal <input type="checkbox"/> Reasonable progress NOT made toward achieving the goal
Goal 2: Students Have a Passion, Purpose, and Plan
Evidence Reviewed: <i>(approved evaluation criteria)</i> <ul style="list-style-type: none"> • <i>Graduation: 4-year and 5-year</i>

- *Advanced High School Options: AP, IB, Dual Credit, CTE, Multiliteracy*
- *Progress on District Initiatives*

Board Evaluation:

(SAMPLE LANGUAGE) Progress has been made and is trending positively. The Superintendent has advanced this goal by supporting systems that expand student access to career pathways, personalized planning, and post-secondary preparation. Evidence reflects increased participation in career-connected learning and improved clarity of post-graduation planning for students.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

Goal 3: Students, Families, and Staff Experience Wellness, Inclusion, and Belonging in Our Schools

Evidence Reviewed: *(approved evaluation criteria)*

- *Regular Attenders (K-2 and All)*
- *School Culture Measure*
- *Student Academic Challenge*
- *Parent Satisfaction: "I would recommend my school to parents seeking a school for their child."*

Board Evaluation:

(SAMPLE LANGUAGE) Continued attention and monitoring encouraged. The Superintendent has reasonably interpreted this goal through initiatives that prioritize well-being, inclusive practices, and supportive school environments. Survey data indicate improvements in perceptions of belonging and support. The Board recognizes ongoing work to address disparities and sustain inclusive culture across all schools.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

Goal 4: Operational Systems Align and Support an Academically Effective and Sustainable Organization

Evidence Reviewed: *(approved evaluation criteria)*

- *Monthly Executive Limitation reporting*

Board Evaluation:

(SAMPLE LANGUAGE) Progress has been made and is trending positively. The Superintendent has met this goal through effective stewardship of resources, alignment of operations to academic priorities, and transparent reporting. Financial practices remain stable and sustainable, supporting the district's ability to advance its academic and organizational goals.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

SUPERINTENDENT GOALS

Evidence Reviewed: *(approved evaluation criteria)*

- *Leadership and Advocacy*
 - *Deepen two-way communication with staff, families, and community members by providing transparent, timely information, listening to/and acting upon feedback, and fostering partnerships that build trust and strengthen public confidence in our schools.*

- Collaborate with legislators, agency leaders, and education partners to advocate for equitable school funding, policies that support student well-being and achievement, and the professional needs of educators.
- Actively engage with national and regional professional organizations to elevate the district's voice in shaping education policy, secure resources, and share innovative practices that benefit students.

Board Evaluation:

(SAMPLE LANGUAGE) The Superintendent has honored the Board's role as the sole source of direction, maintained clear, accurate, and timely communication, and supported effective Board governance without encroaching on Board roles. The Board affirms the Superintendent's commitment to maintaining the integrity of the Policy Governance system. Progress has been made and is trending positively.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

OVERALL PERFORMANCE DETERMINATION

Summary Evaluation Statement: (SAMPLE LANGUAGE)

- *The Board finds that the Superintendent has performed at a high level overall, demonstrating faithful interpretation of Board policy, measurable progress toward the Board's stated Organizational Goals, and full compliance with Executive Limitations. The Superintendent has maintained a productive Board-Superintendent relationship, ensured organizational stability, and advanced student and community outcomes consistent with the Board's values.*

In accordance with Board policy and evidence reviewed, the Superintendent's performance is rated:

Meets/Exceeds Board expectations

Considerations for next evaluation cycle consistent with the Carver Model, the Board offers the following policy-level direction:

- *(SAMPLE LANGUAGE)*
- *Continue strengthening academic foundations and engagement for all learners*
- *Expand and refine systems that ensure each student graduates with a clear passion, purpose, and plan*
- *Sustain focus on wellness, inclusion, and belonging across the district*
- *Maintain operational alignment and fiscal sustainability in support of student outcomes*

Does NOT meet Board expectations

Plan of Assistance (specific evidence, identified areas for growth, and Board-directed expectations for improvement:

- *Insert clear, measurable performance concerns tied to policy or outcomes*
- *Define expected improvement, timelines, and monitoring process*
- *Clarify supports, reporting requirements, and evaluation checkpoints*

Adopted by the Bend-La Pine Schools Board of Directors on this _____ day of _____ 20__.

Board Chair Signature: _____



Annual Superintendent Self-Assessment for Performance Evaluation
Evaluation Period: February 1, 20XX – January 31, 20XX

This self-assessment for the performance evaluation is conducted in accordance with the Carver Model of Policy Governance. The Board evaluates the Superintendent’s performance on:

1. Compliance with Board Executive Limitations
2. Reasonable interpretation and achievement of the Board’s Mission, Vision, and Organizational Goals
3. Superintendent Goals

The Board does not evaluate operational methods, administrative style, or day-to-day decisions except as they relate to policy compliance and Goals achievement.

1. EXECUTIVE LIMITATION COMPLIANCE
Based on the Superintendent’s monitoring reports and Board review:
<ul style="list-style-type: none"> • <i>(SAMPLE LANGUAGE)</i> • <i>No material violations of Executive Limitations were identified.</i> • <i>Monitoring was timely, complete, and sufficiently evidenced.</i> • <i>Any emerging risks were communicated appropriately and addressed within policy boundaries.</i>
Determination: <input type="checkbox"/> Reasonably interpreted and acted within the scope of the Executive Limitations <input type="checkbox"/> Did not reasonably Interpret nor act within the scope of the Executive Limitations
2. EVALUATION OF ORGANIZATIONAL GOALS
Goal 1: Students Are Engaged and Develop a Strong Academic Foundation
Evidence Reviewed: <i>(approved evaluation criteria)</i> <ul style="list-style-type: none"> • <i>3rd Grade Reading</i> • <i>8th Grade Math</i> • <i>9th Grade on track</i> • <i>Progress on District Initiatives</i>
Self-Evaluation: <i>(SAMPLE LANGUAGE) Progress is satisfactory and trending positively. I have demonstrated a reasonable interpretation of this goal by prioritizing instructional quality, academic growth, and student engagement. District data show improvement in foundational academic indicators, with targeted efforts to address achievement gaps. While continued growth is needed, progress aligns with Board expectations.</i>
Determination: <input type="checkbox"/> Reasonable progress made toward achieving the goal <input type="checkbox"/> Reasonable progress NOT made toward achieving the goal
Goal 2: Students Have a Passion, Purpose, and Plan
Evidence Reviewed: <i>(approved evaluation criteria)</i> <ul style="list-style-type: none"> • <i>Graduation: 4-year and 5-year</i>

- *Advanced High School Options: AP, IB, Dual Credit, CTE, Multiliteracy*
- *Progress on District Initiatives*

Self-Evaluation:

(SAMPLE LANGUAGE) Progress has been made and is trending positively. I have advanced this goal by supporting systems that expand student access to career pathways, personalized planning, and post-secondary preparation. Evidence reflects increased participation in career-connected learning and improved clarity of post-graduation planning for students.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

Goal 3: Students, Families, and Staff Experience Wellness, Inclusion, and Belonging in Our Schools

Evidence Reviewed: *(approved evaluation criteria)*

- *Regular Attenders (K-2 and All)*
- *School Culture Measure*
- *Student Academic Challenge*
- *Parent Satisfaction: "I would recommend my school to parents seeking a school for their child."*

Self-Evaluation:

(SAMPLE LANGUAGE) Continued attention and monitoring will be provided. I have reasonably interpreted this goal through initiatives that prioritize well-being, inclusive practices, and supportive school environments. Survey data indicate improvements in perceptions of belonging and support. I recognize the need for ongoing work to address disparities and sustain inclusive culture across all schools.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

Goal 4: Operational Systems Align and Support an Academically Effective and Sustainable Organization

Evidence Reviewed: *(approved evaluation criteria)*

- *Monthly Executive Limitation reporting*

Self-Evaluation:

(SAMPLE LANGUAGE) Progress has been made and is trending positively. I have met this goal through effective stewardship of resources, alignment of operations to academic priorities, and transparent reporting. Financial practices remain stable and sustainable, supporting the district's ability to advance its academic and organizational goals.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

SUPERINTENDENT GOALS

Evidence Reviewed: *(approved evaluation criteria)*

- *Leadership and Advocacy*
 - *Deepen two-way communication with staff, families, and community members by providing transparent, timely information, listening to/and acting upon feedback, and fostering partnerships that build trust and strengthen public confidence in our schools.*

- Collaborate with legislators, agency leaders, and education partners to advocate for equitable school funding, policies that support student well-being and achievement, and the professional needs of educators.
- Actively engage with national and regional professional organizations to elevate the district's voice in shaping education policy, secure resources, and share innovative practices that benefit students.

Self-Evaluation:

(SAMPLE LANGUAGE) I have honored the Board's role as the sole source of direction, maintained clear, accurate, and timely communication, and supported effective Board governance without encroaching on Board roles. My commitment to maintaining the integrity of the Policy Governance system is evident. Progress has been made and is trending positively.

Determination:

- Reasonable progress made toward achieving the goal
- Reasonable progress NOT made toward achieving the goal

OVERALL PERFORMANCE DETERMINATION

Summary Self-Evaluation Statement: *(SAMPLE LANGUAGE)*

- *I find that in the role of Superintendent, I have performed at a high level overall, demonstrating faithful interpretation of Board policy, measurable progress toward the Board's stated Organizational Goals, and full compliance with Executive Limitations. I have maintained a productive Board-Superintendent relationship, ensured organizational stability, and advanced student and community outcomes consistent with the Board's values.*

In accordance with Board policy and evidence reviewed, the Superintendent's performance is rated:

Meets/Exceeds Board expectations

Considerations for next evaluation cycle consistent with the Carver Model, I offer the following policy-level direction:

- *(SAMPLE LANGUAGE)*
- *Continue strengthening academic foundations and engagement for all learners*
- *Expand and refine systems that ensure each student graduates with a clear passion, purpose, and plan*
- *Sustain focus on wellness, inclusion, and belonging across the district*
- *Maintain operational alignment and fiscal sustainability in support of student outcomes*

Does NOT meet Board expectations

Plan of Assistance (specific evidence, identified areas for growth, and Board-directed expectations for improvement):

- *Insert clear, measurable performance concerns tied to policy or outcomes*
- *Define expected improvement, timelines, and monitoring process*
- *Clarify supports, reporting requirements, and evaluation checkpoints*

Submitted to the Bend-La Pine Schools Board of Directors on this _____ day of _____ 20____.

Superintendent Signature: _____