Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, March 20, 2017 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us

Corvallis
SCHOOL DISTRICT

Monday, March 20, 2017
6:30 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, March 20, 2017, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. EXECUTIVE SESSION – 5:30-6:15 p.m. The Board will meet in Executive (closed) Session under ORS 192.660(2)(e)--To consult with persons designated to negotiate real property transactions. **Note: this is not part of the public meeting.**

II. CALL TO ORDER AND ROLL CALL – 6:30 p.m.

III. PLEDGE OF ALLEGIANCE

IV. BENTON COUNTY 2040 THRIVING COMMUNITIES INITIATIVE

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Vincent Adams, School Board Vice Chair
Sean McGuire, Facilitator of Benton County 2040 Thriving Communities Initiative
Meeting Date: March 20, 2017

Benton County 2040 Thriving Communities Initiative **NO ACTION REQUIRED**

Background

On March 1, 2016, the Benton County Board of Commissioners signed a resolution establishing the Benton County 2040 Thriving Communities Initiative, which is a community-driven, visioning process that will identify core values in order to address long-term, complex issues. Once core values are identified, strategies, actions, and measures of progress will be established to align community activities and guide government services surrounding the dynamic challenges and opportunities facing the county now and into the future. Guiding the process is the 2040 Thriving Communities Council, which is composed of local leaders from a variety of partner organizations addressing a range of community issues.

Since last summer, the 2040 Council and County staff engaged communities in multiple ways. This resulted in the receipt of more than 8,800 comments from more than 3,200 people. The 2040 Council will now take the communities' input and identify community-wide Core Values. The current schedule is to develop draft Core Values in May, re-engage County communities throughout the summer, and finalize the Values in September.

During the March 20, 2017 school board meeting, presenters will further explain the process, provide more detailed information, explore collaboration opportunities, and answer any questions.

Involvement

Vincent Adams, Oregon State University Extension Community Educator, and Sean McGuire, facilitator of Benton County's 2040 Thriving Communities Initiative.

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V. EQUITY TRANSFORMATIONAL PLAN UPDATE

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Marcianne Rivero Koetje, Equity and English Language Learner Coordinator
Meeting Date: March 20, 2017

Equity Transformational Plan — NO ACTION REQUIRED

This report includes information about our equity vision, and key components of our equity transformational plan.

Corvallis School District Equity Vision

The Corvallis School District is committed to equitable access to an inclusive and rigorous learning experience and outcome that honors each student's race, culture, socioeconomic status, language, ability, gender and sexual orientation, resulting in engaged citizens of the future.

In order to realize this vision the District Equity Leadership Team created an Equity Transformational Plan during the 2015-2016 school year that included strategic goals and action items for each pillar of the plan.

The four pillars include strategic objectives:

- **Students at the Center:** We will align strategic priorities, resources, and staffing allocations with the commitment of students at the center to achieve equitable student outcomes
- **Equity Leadership Development:** We will leverage and support the leadership talents of our staff and the assets of our system to achieve our mission and priorities.
- **Culturally Relevant Learning and Teaching:** We will implement culturally relevant teaching and learning practices to achieve our mission of an inclusive and rigorous learning environment for all students
- **Family and Community Engagement and Empowerment**: We will engage families and community as partners to inform our work towards achieving our mission and core beliefs.

On-Going Collaboration

The plan is a fluid document that includes strategic goals that are adaptive in nature. The plan has been shared with all building leaders, their input and prioritization has been included. Additionally, input will be sought via our District Equity Leadership Team Advisory group (DELTA). DELTA is a leadership group of Black, Latino, American Indian, Asian and Pacific Islander community leaders and family members who are learning and

developing alongside the district and school leadership teams as partner in a multiyear, systematic equity transformational effort.

Key Accomplishments of Each Pillar

Pillar	Accomplishments	Next Steps
Students at the Center	✓ Partnering to provide pre-kindergarten at Adams, Lincoln, Mt. View Elementary schools ✓ Aligned Dual Language curriculum at Garfield and Lincoln Elementary ✓ Advancement Via Individual Determination (AVID) at all secondary schools (MS - 89, HS - 123) ✓ Seal of Biliteracy (34 graduates in 2016) ✓ Juntos at middle and high school. Juntos works to unite community partners to provide Latino students and their parents with knowledge, skills, and resources that support high school graduation and promote higher education. ✓ Equitable funding for counselors, art teachers, family liaisons, school Health Navigators	Support School Level Equity Transformational Plan Development Safe Oregon Climate Surveys
Equity Leadership Development:	✓ Equity training (Beyond Diversity) for staff (400 Trained) ✓ Continued training for Equity Teams (75 staff) ✓ Developing and supporting diversity in our staff with 'Grow Your Own' teacher pathway program	Beyond Diversity Training E-teams continue with local affiliates as guides for school specific work District Equity Leadership Development work continue Affiliate training (train the trainer -build capacity)
Culturally Relevant Learning and Teaching	✓ Culturally responsive curriculum has been developed for emerging multilingual students ✓ Staff trained on instructional strategies for students who are learning English as a second language (GLAD/SIOP 38 staff) ✓ Full time translator provides support to all schools	Elementary: Book Study on Culturally Relevant Teaching Secondary: AVID PD Plan for All: Beyond Diversity, Teaching with Cultural Eye, Affiliate Training

Pillar	Accomplishments	Next Steps
Family and Community Engagement and Empowerment:	✓ Development of Spanish Speaking Advisory group ✓ Development of District Equity Leadership Team Advisory (DELTA) ✓ Commitment of district communication in multiple languages	INTO Partnership DELTA Partnership Spanish Speaking Advisory Group Leadership Development SURJ- Potential Partnership OSU, LBCC, Casa Latinos Unidos Community Support via Noche De Unidad Family Support Liason position

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Equity Transformational Plan

Kevin Bogatin, Rynda Gregory, Amy Lesan, Marcianne Rivero Koetje

Equity Transformational Plan
The Four "Pillars"

Students at the Center

Equity Leadership Development

Culturally Relevant Teaching & Learning Practices

Family/ Community Engagement & Empowerment





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VI. GENERAL FUND RESERVES - FISCAL POLICIES

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: March 20, 2017

General Fund Reserves – Fiscal Policies

NO ACTION REQUIRED

Background

Board policy DA – Fiscal Policies was originally adopted by the board in February 2011 and then readopted in June 2013. The policy covers a wide array of fiscal policy topics including general fund ending fund balance, one-time nonrecurring revenues, budget accountability, financial reports, revenue estimations, equipment replacement, capital improvements, early retirement benefits, and cash carryover.

General Fund Ending Fund Balance

Per the current policy, reserves and ending fund balance designations include the following:

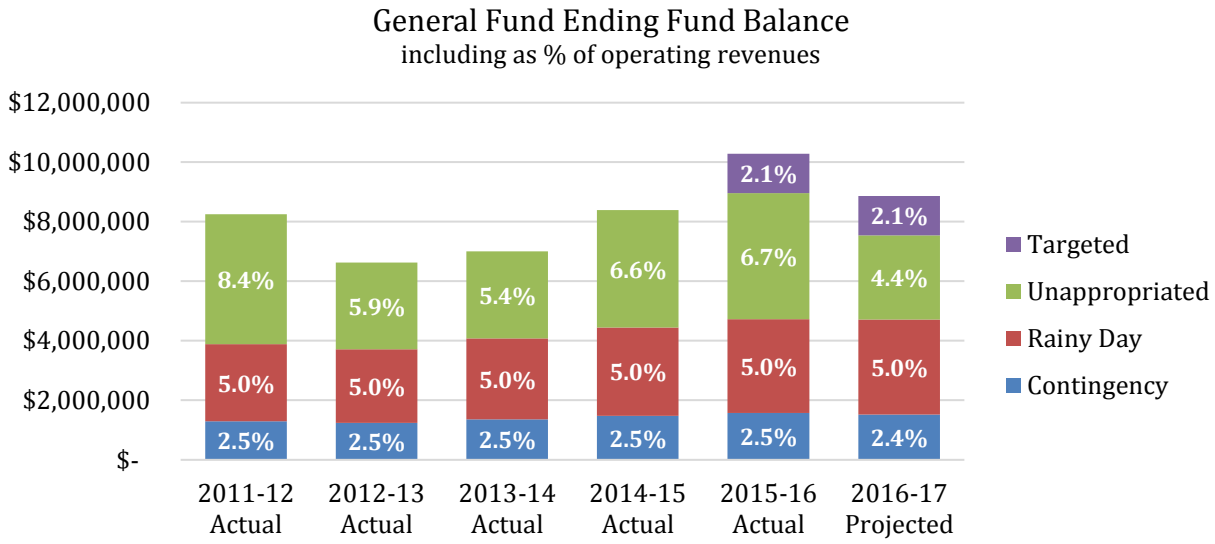
- Appropriated Contingency Reserve
  - 2.5% of general fund operating revenues (total resources net of beginning fund balance)
  - Used for unanticipated expenditures or for emergencies as approved by formal Board resolution
- Appropriated Rainy Day Reserve
  - 5% of general fund operating revenues
  - May be released for use in any year by an affirmative vote of a majority of school board members. Access is triggered when the State School Fund Formula, based on per ADMw estimates from the state for K-12 education fails to increase above prior school years, or when the Board declares a financial emergency
- Unappropriated Ending Fund Balance
  - 5% of general fund operating revenues
  - Unavailable for expenditures as not appropriated
- Targeted Reserves Ending Fund Balance
  - Allocated and designated for special purposes

The Government Finance Officers Association (GFOA) recommends, at a minimum, that governments maintain an unreserved (not earmarked for a specific purpose) ending fund balance of no less than five to fifteen percent of its general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures.

In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility. Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable

fluctuations or if operating expenditures are highly volatile. Due to the volatility of state revenues and PERS employer contribution rates, devoid of any significant changes concerning state taxation or PERS, I believe that our policy designations are set at an appropriate level.

The level of general fund reserves has varied over the last several years; in fiscal years 2013 and 2014 reserves were used to offset budget deficits, and in 2015-16 a new targeted reserve was established to offset future increases in PERS employer contribution rates. Below is the actual general fund ending fund balance for the last five years, and projected for the current year.



Accessing Appropriated Rainy Day Reserve

The circumstances identified in the current policy that allow for access to the rainy day reserve are as follows: *"Access to the fund will be triggered when the State School Fund Formula, based on per ADMw estimates from the state for k-12 education fail to increase above prior school years or when the Board declares a financial emergency."*

Even though we anticipate increases in state school fund revenues over the next few years, there is a possibility that legislatively adopted allocations will not be enough to maintain the level of instructional programs and services we currently offer to students. The release of rainy day reserves would allow the district to deliver a sustainable level of programs through this anticipated period of economic regression.

Recommendation

I recommend preservation of the existing general fund ending fund balance designations and further review of the language regarding access to the rainy day reserve, particularly the interpretation of what constitutes declaration of a financial emergency.

Supplementary Materials

- Corvallis School District 509J Policy DA – Fiscal Policies
- Government Finance Officers Association Best Practice – Appropriate Level of Unrestricted Fund Balance in the General Fund – Approved by GFOA's Executive Board September 2015

Corvallis School District 509J

Code: **DA**
Adopted: 2/07/11
Readopted: 6/17/13

Fiscal Policies

1. General Fund Ending Fund Balance

The Corvallis School District 509J School Board works to ensure that the district delivers the best educational program available within the constraint of well-managed resources. To offer such a program the Board recognizes the importance of a budget that delivers sustainable levels of instruction, staffing, number of instructional days and maintenance of facilities.

The State of Oregon has a volatile tax structure which results in unstable levels of school funding. This instability can cause a significant variance in the level of programs school districts are able to financially support. Until such time that the state creates a stable tax system or a funding mechanism such as a Rainy Day Fund that will see Oregon schools through recessionary periods, the Board directs the superintendent to propose a budget that will allow for sustainability over a two-year period.

The proposed budget will create fund balances in an amount sufficient to:

a. Allow the district to deliver a sustainable level of programs through anticipated recessionary periods;
b. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
c. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
d. Meet the uncertainties of state and federal funding; and
e. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

The Board believes these guidelines support prudent fiscal planning. Reserves and ending fund balance designations include:

a. Appropriated Contingency Reserve of 2.5 percent of the General Fund total resources net of the beginning fund balance. The Contingency may be used for unanticipated expenditures or for emergencies as approved by formal Board resolution;
b. Appropriated Rainy Day Reserve of five percent of the General Fund total resources net of beginning fund balance. These funds may be released for use in any year by an affirmative vote of a majority of the School Board members. Access to the fund will be triggered when the State School Fund Formula, based on per ADMw estimates from the state for k-12 education fail to increase above prior school years or when the Board declares a financial emergency;
c. Unappropriated Ending Fund Balance of five percent of the General Fund total resources net of the beginning fund balance (unavailable for expenditures as not appropriated); and

d. Targeted Reserves Ending Fund Balance as may be allocated and designated for special purposes.

The superintendent shall develop a budget plan to establish the reserves and ending fund balance designations; or as directed by the Board.

2. One-time Nonrecurring Revenues

The budget should match ongoing expenditures to ongoing revenues. One-time resources should be used for one-time expenditures that will not create a continuing obligation for the district or an unsustainable level of expenditures, and should not be expended before revenues are received.

3. Budget Accountability

Accountability to the public to demonstrate the effective use of public funds is a district goal. The district provides information to the public in a variety of methods to accomplish this goal. Budget accountability is a key component of this goal.

The district will incorporate budget accountability as part of performance management for administrators and holds individual managers accountable for ensuring program expenditures stay within budgeted limitations. Budget performance will be a criteria for evaluating management effectiveness. The superintendent will require managers to report discrepancies in their plans versus what was budgeted. Managers will report on the status of their budgets and actions that they have taken to stay within limits at regular intervals to the business manager and superintendent. The business manager is accountable to the superintendent whom is ultimately responsible for the budget.

4. Financial Reports

The Board will receive regular financial reports that include estimates of expenditures for the district's various funds in comparison to budget appropriations, actual receipts in comparison to budget estimates and provide an update on the district's overall financial condition. Reports will keep the Board informed of significant changes impacting the district's overall financial condition due to changes such as state funding, demographics or other key factors. Supplementary reports will be furnished as needed or upon request by the Board or superintendent.

5. Revenue Estimation Policy

All revenue forecasts shall be conservative, though reflective of the latest, best information available. Revenue estimates shall be made through an objective, analytical process. The district will not include revenue in budget preparation that cannot be verified with documentation of its source and amount. Key assumptions will be presented in the budget document.

6. Equipment Replacement Reserves

The district recognizes the need for ongoing equipment replacement to effectively deliver educational services. Equipment includes technology, maintenance, major software or other equipment like items deemed critical to operations.

This district may establish a separate fund to manage these funds. Replacement funding cycles and designated funds will be identified by major equipment type and noted in the annual budget document.

7. Capital Improvements

Major facility and ground improvements will be funded through the most viable and economical method appropriate for the improvements. To assist in funding projects that are more significant in nature but not eligible for bond funding due to the scope or timing, the district may elect to budget an amount each year designated for this purpose. A reserve may be built to carry over from year to year to assist in funding stability.

Capital Improvements are defined within the following guidelines:

a. Cost $20,000 or more, and
b. Be a permanent addition to the fixed assets of the district, and
c. Purchase land, and
d. Construct a new facility, or
e. Remodel or add to an existing facility, or
f. Construct/install public infrastructure, or
g. Replace existing infrastructure including facility HVAC systems.

Any debt instruments proposed for capital improvements will be approved by the board.

8. Early Retirement Benefits

Early retirement benefits will be funded on a pay-as-you-go basis. The program will be valued by an actuary at least every other year for planning purposes.

9. Cash Carryover

To encourage responsible expenditure of budgets, 50 percent of unused budget appropriations for the General Fund will be made available to managers in the following year, or an alternative rate as recommended by the superintendent in the proposed budget document and as adopted by the Board. The Board believes that the current budget allocations should benefit primarily current year students.

END OF POLICY

Legal Reference(s):

ORS 332.107

Government Finance Officers Association

BEST PRACTICE

Appropriate Level of Unrestricted Fund Balance in the General Fund

BACKGROUND:

In the context of financial reporting, the term *fund balance* is used to describe the net position of governmental funds calculated in accordance with generally accepted accounting principles (GAAP). Budget professionals commonly use this same term to describe the net position of governmental funds calculated on a government's budgetary basis.[1] While in both cases *fund balance* is intended to serve as a measure of the financial resources available in a governmental fund; it is essential that differences between GAAP *fund balance* and budgetary *fund balance* be fully appreciated.

1. GAAP financial statements report up to five separate categories of fund balance based on the type and source of constraints placed on how resources can be spent (presented in descending order from most constraining to least constraining): *nonspendable fund balance*, *restricted fund balance*, *committed fund balance*, *assigned fund balance*, and *unassigned fund balance*.[2] The total of the amounts in these last three categories (where the only constraint on spending, if any, is imposed by the government itself) is termed *unrestricted fund balance*. In contrast, budgetary fund balance, while it is subject to the same constraints on spending as GAAP fund balance, typically represents simply the total amount accumulated from prior years at a point in time.
2. The calculation of GAAP fund balance and budgetary fund balance sometimes is complicated by the use of sub-funds within the general fund. In such cases, GAAP fund balance includes amounts from all of the subfunds, whereas budgetary fund balance typically does not.
3. Often the timing of the recognition of revenues and expenditures is different for purposes of GAAP financial reporting and budgeting. For example, encumbrances arising from purchase orders often are recognized as expenditures for budgetary purposes, but never for the preparation of GAAP financial statements.

The effect of these and other differences on the amounts reported as *GAAP fund balance* and *budgetary fund balance* in the general fund should be clarified, understood, and documented.

It is essential that governments maintain adequate levels of fund balance to mitigate current and future risks (e.g., revenue shortfalls and unanticipated expenditures) and to ensure stable tax rates. In most cases, discussions of fund balance will properly focus on a government's general fund. Nonetheless, financial resources available in other funds should also be considered in assessing the adequacy of unrestricted fund balance in the general fund.

RECOMMENDATION:

GFOA recommends that governments establish a formal policy on the level of unrestricted fund balance that should be maintained in the general fund for GAAP and budgetary purposes.[3] Such a guideline should be set by the appropriate policy body and articulate a framework and process for how the government would increase or decrease the level of unrestricted fund balance over a specific time period.[4] In particular, governments should provide broad guidance in the policy for how resources will be directed to replenish fund balance should the balance fall below the level prescribed.

Appropriate Level. The adequacy of unrestricted fund balance in the general fund should take into account each government's own unique circumstances. For example, governments that may be vulnerable to natural disasters, more dependent on a volatile revenue source, or potentially subject to cuts in state aid and/or federal grants may need to maintain a higher level in the unrestricted fund balance. Articulating these risks in a fund balance policy makes it easier to explain to stakeholders the rationale for a seemingly higher than normal level of fund balance that protects taxpayers and employees from unexpected changes in financial condition. Nevertheless, GFOA recommends, at a minimum, that general-purpose governments, regardless of size, maintain unrestricted budgetary fund balance in their general fund of no less than two months of regular general fund operating revenues or regular general fund operating expenditures.[5] The choice of revenues or expenditures as a basis of comparison may be dictated by what is more predictable in a government's particular circumstances.[6] Furthermore, a government's particular situation often may require a level of unrestricted fund balance in the general fund significantly in excess of this recommended minimum level. In any case, such measures should be applied within the context of long-term forecasting, thereby avoiding the risk of placing too much emphasis upon the level of unrestricted fund balance in the general fund at any one time. In establishing a policy governing the level of unrestricted fund balance in the general fund, a government should consider a variety of factors, including:

1. The predictability of its revenues and the volatility of its expenditures (i.e., higher levels of unrestricted fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile);
2. Its perceived exposure to significant one-time outlays (e.g., disasters, immediate capital needs, state budget cuts);
3. The potential drain upon general fund resources from other funds, as well as, the availability of resources in other funds;
4. The potential impact on the entity's bond ratings and the corresponding increased cost of borrowed funds;
5. Commitments and assignments (i.e., governments may wish to maintain higher levels of unrestricted fund balance to compensate for any portion of unrestricted fund balance already committed or assigned by the government for a specific purpose). Governments may deem it appropriate to exclude from consideration resources that have been committed or assigned to some other purpose and focus on unassigned fund balance, rather than on unrestricted fund balance.

Use and Replenishment.

The fund balance policy should define conditions warranting its use, and if a fund balance falls below the government's policy level, a solid plan to replenish it. In that context, the fund balance policy should:

1. Define the time period within which and contingencies for which fund balances will be used;
2. Describe how the government's expenditure and/or revenue levels will be adjusted to match any new economic realities that are behind the use of fund balance as a financing bridge;
3. Describe the time period over which the components of fund balance will be replenished and the means by which they will be replenished.

Generally, governments should seek to replenish their fund balances within one to three years of use. Specifically, factors influencing the replenishment time horizon include:

1. The budgetary reasons behind the fund balance targets;
2. Recovering from an extreme event;
3. Political continuity;
4. Financial planning time horizons;
5. Long-term forecasts and economic conditions;
6. External financing expectations.

Revenue sources that would typically be looked to for replenishment of a fund balance include nonrecurring revenues, budget surpluses, and excess resources in other funds (if legally permissible and there is a defensible rationale). Year-end surpluses are an appropriate source for replenishing fund balance.

Unrestricted Fund Balance Above Formal Policy Requirement. In some cases, governments can find themselves in a position with an amount of unrestricted fund balance in the general fund over their formal policy reserve requirement even after taking into account potential financial risks in the foreseeable future. Amounts over the formal policy may reflect a structural trend, in which case governments should consider a policy as to how this would be addressed. Additionally, an education or communication strategy, or at a minimum, explanation of large changes in fund balance is encouraged. In all cases, use of those funds should be prohibited as a funding source for ongoing recurring expenditures.

Notes:

1. For the sake of clarity, this recommended practice uses the terms GAAP fund balance and budgetary fund balance to distinguish these two different uses of the same term.
2. These categories are set forth in Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*.
3. Sometimes restricted fund balance includes resources available to finance items that typically would require the use of unrestricted fund balance (e.g., a contingency reserve). In that case, such amounts should be included as part of unrestricted fund balance for purposes of analysis.
4. See Recommended Practice 4.1 of the National Advisory Council on State and Local Budgeting governments on the need to "maintain a prudent level of financial resources to protect against reducing service levels or raising taxes and fees because of temporary revenue shortfalls or unpredicted one-time expenditures" (Recommended Practice 4.1).
5. In practice, a level of unrestricted fund balance significantly lower than the recommended minimum may be appropriate for states and America's largest governments (e.g., cities, counties, and school districts) because they often are in a better position to predict contingencies (for the same reason that an insurance company can more readily predict the number of accidents for a pool of 500,000 drivers than for a pool of fifty), and because their revenues and expenditures often are more diversified and thus potentially less subject to volatility.
6. In either case, unusual items that would distort trends (e.g., one-time revenues and expenditures) should be excluded, whereas recurring transfers should be included. Once the decision has been made to compare unrestricted fund balance to either revenues and/or expenditures, that decision should be followed consistently from period to period.

Corvallis
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VII. 2017-18, 2018-19 AND 2019-20 SCHOOL CALENDARS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: March 20, 2017

2017-18, 2018-19 and 2019-20 School Calendars NO ACTION REQUIRED

Background

The district needs to prepare a school calendar for the 2017-18 school year. To allow parents, staff and the community the ability to plan ahead with key calendar dates, district staff are proposing a three year calendar, 2017-18, 2018-19 and 2019-20.

A survey was sent out to staff and parents requesting feedback about the start date for the school year, conference information, and for any additional input in general about the calendar. We received feedback from 256 staff members and over 500 parents. There was strong support from both groups to start after Labor Day. The input about conferences were that fall conferences fell at about the right time of year, but to consider aligning the levels. Timing for spring conferences received mixed results; many comments from parents indicated that spring conferences either were too late or not as relevant. Additional feedback focused on embedding more snow days into the school year rather than tacking them on to the end in June.

In addition to staff and parent feedback, we also must take into account our contractual obligations and required instructional time. This involves planning dates for conferences, staff development, and Professional Learning Community time.

Attached are two calendar options for 2017-18; a comparison chart is provided on the next page. Also attached are two calendar options for 2018-19 and 2019-20.

The board will be asked to adopt school calendars for 2017-18, 2018-19 and 2019-20 at the April 10, 2017, board meeting.

Comparison Between Options for 2017-18 School Calendar

2017-18 Option A	2017-18 Option B
• Start after Labor Day • Fall conferences October 25-27 • Winter break December 18 – January 1 • Semester break February 2 *(two days for HS; calendar notes a flexible semester date if have weather closure days)* • Spring conferences March 14-16 *(varies based on level)* • April 20 – Professional development day • Four 2-hour early release time *(elementary & MS only: 10/6, 12/8, 3/2, 5/4)* • Last day of school June 15 • Three make up day options before June, rest of make up day options in June	• Start after Labor Day • Fall conferences October 25-27 • Dec. 22 – Professional development day *(also possible make-up day)* • Winter break December 25 – January 5 • Semester break February 2 *(two days for HS; calendar notes a flexible semester date if have weather closure days)* • Spring conferences March 14-16 (varies based on level) • April 27 – non-contract day *(also possible make up day)* • Four 2-hour early release time *(elementary and & MS only: 10/6, 12/8, 2/1, 4/13)* • Last day of school June 15 • Four make up day options before June, rest of make-up day options in June

Involvement

Jennifer Duvall, Human Resources Director, and Kevin Bogatin, Assistant Superintendent Kevin Bogatin gathered feedback from staff and parents. Additional feedback will be gathered on the specific ideas in these calendars before final calendars are presented.

2017-2018 School Calendar – Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	4/H	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	6/ER
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26/C	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23/H	24
	27	28	29	30	1
Dec 2017	4	5	6	7	8/ER
	11	12	13	14	15
	18	19	20	21	22
	25/H	26	27	28	29
	1/H	2	3	4	5
Jan 2018	8	9	10	11	12
	15/H	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/H/M	20	21	22	23
	26	27	28	1	2/ER
Mar 2018	5	6	7	8	9
	12	13	14/M	15/C/M	16/C/M
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20/M
	23	24	25	26	27
	30	1	2	3	4/ER
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28/H	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	19/M	20/M	21/M	22/M
	25	26	27	28	29

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 4	Labor Day
Sept. 6	First Day of School
Oct. 6	2 Hour Early Release
Oct. 25-27	No School (Grading/Conferences)
Nov. 10	No School - Observe Veterans' Day
Nov. 22-24	No School (Thanksgiving Holiday)
Dec. 8	2 Hour Early Release
Dec 18-Jan 1	Winter Break
Jan. 15	No School (Martin Luther King Day)
Feb. 2	*No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 2	2 Hour Early Release
March 14	No School-Elem Only (Possible Weather Make-up day)
March 15-16	No School (Conferences) (Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 20	No School (Possible Weather Make-up day)
May 4	2 Hour Early Release
May 28	No School (Memorial Day)
June 15	Last Day of School
June 18-22	Possible Weather Make-up days

Additional Notes:

*End of semester could flex for possible weather make-up days.

All Fridays: 1 hour early release for elementary & middle school students, unless noted above.

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

OPTION A

2017-2018 School Calendar – High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	4/H	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23/H	24
	27	28	29	30	1
Dec 2017	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25/H	26	27	28	29
	1/H	2	3	4	5
Jan 2018	8	9	10	11	12
	15/H	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/H/M	20	21	22	23
	26	27	28	1	2
Mar 2018	5	6	7	8	9
	12	13	14	15	16/M
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20/M
	23	24	25	26	27
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28/H	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	19/M	20/M	21/M	22/M
	25	26	27	28	29

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 4	Labor Day
Sept. 6	First Day of School
Oct. 26-27	No School (Grading/Conference)
Nov. 10	No School - Observe Veterans' Day
Nov. 22-24	No School (Thanksgiving Holiday)
Dec. 18-Jan. 1	Winter Break
Jan. 15	No School (Martin Luther King Day)
Feb. 1	No School
Feb. 2	*No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 16	No School (Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 20	No School (Possible Weather Make-up day)
May 28	No School (Memorial Day)
June 15	Last Day of School
June 18-22	Possible Weather Make-up days

Additional Notes:
*End of semester could flex for possible weather make-up days.

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Option A

2017-2018 School Calendar – Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	4/H	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	6/ER
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26/C	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23/H	24
	27	28	29	30	1
Dec 2017	4	5	6	7	8/ER
	11	12	13	14	15
	18	19	20	21	22/M
	25/H	26	27	28	29
	1/H	2	3	4	5
Jan 2018	8	9	10	11	12
	15/H	16	17	18	19
	22	23	24	25	26
	29	30	31	1/ER	2
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/H/M	20	21	22	23
	26	27	28	1	2
Mar 2018	5	6	7	8	9
	12	13	14/M	15/C/M	16/C/M
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13/ER
	16	17	18	19	20
	23	24	25	26	27/M
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28/H	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	19/M	20/M	21/M	22/M
	25	26	27	28	29

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Notes

Sept. 4	Labor Day
Sept. 6	First Day of School
Oct. 6	2 Hour Early Release
Oct. 25-27	No School (Grading/Conferences)
Nov. 10	Observe Veterans' Day
Nov. 22-24	No School (Thanksgiving Holiday)
Dec. 8	2 Hour Early Release
Dec. 22	No School (Possible Weather Make-up day)
Dec. 23-Jan. 5	Winter Break
Jan. 15	No School (Martin Luther King Day)
Feb. 1	2 Hour Early Release
Feb. 2	*No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 14	No School-Elem Only(Possible Weather Make-up day)
March 15-16	No School (Conferences)(Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 13	2 Hour Early Release
April 27	No School (Possible Weather Make-up day)
May 28	No School (Memorial Day)
June 15	Last Day of School
June 15-22	Possible Weather Make-up days

Additional Notes:

*End of semester could flex for possible weather make-up days.

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Option B

2017-2018 School Calendar – High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	4/H	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23/H	24
	27	28	29	30	1
Dec 2017	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22/M
	25/H	26	27	28	29
	1/H	2	3	4	5
Jan 2018	8	9	10	11	12
	15/H	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/H/M	20	21	22	23
	26	27	28	1	2
Mar 2018	5	6	7	8	9
	12	13	14	15	16/M
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27/M
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28/H	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	19/M	20/M	21/M	22/M
	25	26	27	28	29

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Notes

Sept. 4	Labor Day
Sept. 6	First Day of School
Oct. 26-27	No School (Grading/Conferences)
Nov. 10	No School - Observe Veterans' Day
Nov. 22-24	No School All Levels (Thanksgiving Holiday)
Dec. 22	No School (Possible Weather Make-up Day)
Dec. 23-Jan. 5	Winter Break
Jan. 15	No School (Martin Luther King)
Feb. 1	No School
Feb. 2	*No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 16	No School (Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 27	No School (Possible Weather Make-up day)
May 28	No School (Memorial Day)
June 15	Last Day of School
June 18-22	Possible Weather Make-up days

Additional Notes:

*End of semester could flex for possible weather make-up days.

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Option B

2018-2019 School Calendar-Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	27	28	29	30	31
Sep 2018	3/H	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Oct 2018	1	2	3	4	5/ER
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1/C	2/C
Nov 2018	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22/H	23
	26	27	28	29	30
Dec 2018	3	4	5	6	7/ER
	10	11	12	13	14
	17	18	19	20	21
	24	25/H	26	27	28
	31	1/H	2	3	4
Jan 2019	7	8	9	10	11
	14	15	16	17	18
	21/H	22	23	24	25
	28	29	30	31/ER	1
Feb 2019	4	5	6	7	8
	11	12	13	14	15
	18/H/M	19	20	21	22
	25	26	27	28	1
Mar 2019	4	5	6	7	8
	11	12	13/M	14/C/M	15/C/M
	18	19	20	21	22
	25	26	27	28	29
Apr 2019	1	2	3	4	5
	8	9	10	11	12/ER
	15	16	17	18	19
	22	23	24	25	26/M
	29	30	1	2	3
May 2019	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27/H	28	29	30	31
Jun 2019	3	4	5	6	7
	10	11	12	13	14/M
	17/M	18/M	19/M	20	21
	24	25	26	27	28

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Notes

Sept. 3	Labor Day
Sept. 5	First Day of School
Oct. 5	2 Hour Early Release
Oct. 31	No School (Grading)
Nov. 1 & 2	No School (Grading/Conferences)
Nov. 12	No School Observe Veterans' Day
Nov. 21-23	No School (Thanksgiving Holiday)
Dec. 7	2 Hour Early Release
Dec. 24-Jan.4	Winter Break
Jan. 21	No School (Martin Luther King)
Jan. 31	2 Hour Early Release
Feb. 1	*No School (End of Semester)
Feb 18	No School (Presidents Day)(possible Weather Make-up day)
March 13	No School – Elem Only (possible Weather Make-up day)
March 14 & 15	No School (Conf.) (possible Weather Make-up day)
March 25-29	No School (Spring Break)
April 12	2 Hour Early Release
April 26	No School (possible Weather Make-up day)
May 27	No School (Memorial Day)
June 13	Last Day of School
June 14-19	Possible Weather Make-up Days

Additional Notes:
*End of semester could flex for possible weather make-up days.

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

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2018-2019 School Calendar-High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	27	28	29	30	31
Sep 2018	3/H	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Oct 2018	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1	2/C
Nov 2018	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22/H	23
	26	27	28	29	30
Dec 2018	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25/H	26	27	28
	31	1/H	2	3	4
Jan 2019	7	8	9	10	11
	14	15	16	17	18
	21/H	22	23	24	25
	28	29	30	31	1
Feb 2019	4	5	6	7	8
	11	12	13	14	15
	18/H/M	19	20	21	22
	25	26	27	28	1
Mar 2019	4	5	6	7	8
	11	12	13	14	15/M
	18	19	20	21	22
	25	26	27	28	29
Apr 2019	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26/M
	29	30	1	2	3
May 2019	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27/H	28	29	30	31
Jun 2019	3	4	5	6	7
	10	11	12	13	14/M
	17/M	18/M	19/M	20	21
	24	25	26	27	28

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Notes

Sept. 3	Labor Day
Sept. 5	First Day of School
Nov. 1 & 2	No School (Grading/Conferences)
Nov. 12	No School - Observe Veterans' Day
Nov. 21-23	No School (Thanksgiving Holiday)
Dec. 24-Jan.4	Winter Break
Jan. 21	No School (Martin Luther King)
Jan. 31	No School
Feb. 1	*No School (End of Semester)
Feb 18	No School (Presidents Day) (possible Weather Make-up day)
March 15	No School (possible Weather Make-up day)
March 25-29	No School (Spring Break)
April 26	No School (possible Weather Make-up day)
May 27	No School (Memorial Day)
June 13	Last Day of School
June 14-19	Possible Weather Make-up Days

Additional Notes:

*End of semester could flex for possible weather make-up days.

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Draft

2019-2020 School Calendar – Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	26	27	28	29	30
Sep 2019	2/H	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
Oct 2019	30	1	2	3	4/ER
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31/C	1/C
Nov 2019	4	5	6	7	8
	11/H	12	13	14	15
	18	19	20	21	22
	25	26	27	28/H	29
Dec 2019	2	3	4	5	6/ER
	9	10	11	12	13
	16	17	18	19	20
	23	24	25/H	26	27
	30	31	1/H	2	3
Jan 2020	6	7	8	9	10
	13	14	15	16	17
	20/H	21	22	23	24
	27	28	29	30/ER	31
Feb 2020	3	4	5	6	7
	10	11	12	13	14
	17/H/M	18	19	20	21
	24	25	26	27	28/ER
Mar 2020	2	3	4	5	6
	9	10	11/M	12/C/M	13/C/M
	16	17	18	19	20
	23	24	25	26	27
Apr 2020	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24/M
	27	28	29	30	1
May 2020	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25/H	26	27	28	29
Jun 2020	1	2	3	4	5
	8	9	10	11	12/M
	15/M	16/M	17/M	18/M	19
	22	23	24	25	26
	29	30			

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Notes

Sept. 2	Labor Day
Sept. 4	First Day of School
Oct. 4	2 Hour Early Release
Oct.30-Nov.1	No School (Grading/Conferences)
Nov 11	No School (Veterans' Day)
Nov 27-29	No School (Thanksgiving Holiday)
Dec. 6	2 Hour Early Release
Dec.23-Jan. 3	Winter Break
Jan. 20	No School (Martin Luther King)
Jan. 30	2 Hour Early Release
Jan. 31	*No School (End of Semester)
Feb. 17	No School (Presidents Day) (possible Weather Make-up day)
Feb. 28	2 Hour Early Release
March 11	No School-**Elem Only** (possible Weather Make-up day)
March 12-13	No School (Conferences)(possible Weather Make-up day)
March 23-27	No School (Spring Break)
April 24	No School (possible Weather Make-up day)
May 25	No School (Memorial Day)
June 11	Last Day of School
June 12-18	Possible Weather Make-up

Additional Notes:

*End of semester could flex for possible weather make-up days.

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

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http://www.wincalendar.com/School-Calendar

2019-2020 School Calendar – High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	26	27	28	29	30
Sep 2019	2/H	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
Oct 2019	30	1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1/C
Nov 2019	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28/H	29
Dec 2019	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25/H	26	27
	30	31	1/H	2	3
Jan 2020	6	7	8	9	10
	13	14	15	16	17
	20/H	21	22	23	24
	27	28	29	30	31
Feb 2020	3	4	5	6	7
	10	11	12	13	14
	17/H/M	18	19	20	21
	24	25	26	27	28
Mar 2020	2	3	4	5	6
	9	10	11	12	13/M
	16	17	18	19	20
	23	24	25	26	27
Apr 2020	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24/M
	27	28	29	30	1
May 2020	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25/H	26	27	28	29
Jun 2020	1	2	3	4	5
	8	9	10	11	12/M
	15/M	16/M	17/M	18/M	19
	22	23	24	25	26
	29	30			

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 2	Labor Day
Sept. 4	First Day of School
Oct.31-Nov. 1	No School (Grading/Conferences)
Nov 11	No School Veterans' Day
Nov 27-29	No School (Thanksgiving Holiday)
Dec.23-Jan. 3	Winter Break
Jan. 20	No School (Martin Luther King)
Jan. 30	No School
Jan. 31	*No School (End of Semester)
Feb 17	No School (Presidents Day) (possible Weather Make-up day)
March 13	No School (possible Weather Make-up day)
March 23-27	No School (Spring Break)
April 24	No School (possible Weather Make-up day)
May 25	No School (Memorial Day)
June 11	Last Day of School
June 12-18	Possible Weather Make-up

Additional Notes:

*End of semester could flex for possible weather make-up days.

	Key
	Non School Days
H	Holiday
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Draft

Corvallis
SCHOOL DISTRICT

VIII. BOARD NORMS, AND BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Corvallis
SCHOOL DISTRICT

Board Norms
2016-2017

(Draft 02-21-17)

The Corvallis School Board also has Board and Superintendent Working Agreements that provide guidance regarding meeting operations and communication.

A. Focused Use of Meeting Time

1. Start on time, use time wisely, and end on time.
2. Allow all members time to express themselves without feeling rushed by:
3. Utilizing the phrase, "I agree with____" to avoid repetition of the same ideas and points.
4. Balance Board members' speaking time.
5. Be succinct to maintain opportunity for all to express themselves.
6. Engage in relevant and topical discussion.
7. Utilize "Committee/Board Member Items" monthly agenda time to provide updates to the full board regarding the work of District committees.
8. Allow moments of silence between commentaries to provide time to consider the discussion.

B. Orderly Procedure

1. Effectively employ parliamentary procedure to facilitate a smooth meeting.
2. Regulate input and comments from the public to the time allotted for public testimony to maintain equal opportunity to speak.

C. Consider Staff and District Capacity and Resources

1. Be cognizant of scarcity of resources and time when requesting action from staff.
2. Assess whether a majority of the Board can benefit from particular information from staff before making the request for it.

D. Respectful Deliberation and Conversation

1. Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.
2. Vocalize what another individual's statement has helped you learn or reconsider.
3. Facilitate focused, open conversation.
4. Strive to value all opinions. Refrain from deriding others' ideas.

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Corvallis SCHOOL DISTRICT

BOARD AND SUPERINTENDENT WORKING AGREEMENTS
2016-2017

(Draft 02-21-17)

A. Purpose of Agreements

The Board of Directors is the policy making body for the School District. To effectively meet the District's challenges, the School Board and Superintendent must function together as a leadership team. To ensure accord among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

B. Board Job Description and Relationship with the Superintendent

1. Set the long-term direction of the District through the mission, vision, goals, and priorities.
2. Focus on policymaking, planning, and evaluation.
3. Maintain effective two-way communication with students, staff, and the public.
4. Understand that as an individual, a Board member has no authority. It is when acting through a majority that the Board has influence.
5. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, and monitoring progress.
6. Manage Board processes, including operating agreements. Actively pursue opportunities to give and receive feedback regarding Board member performance as responsible communicators. Participate openly and honestly in an annual self-assessment of the Board's performance.
7. Deliberate and make decisions in accordance with public meeting law.
8. Set priorities for Board professional development annually.
9. Supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
10. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
11. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.

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C. Role of Board Leadership

1. Manage the Board's processes; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process, and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Communicate with individual Board members concerns shared by other board members regarding issues agreed to in the working agreements or group operating norms.
4. Facilitate the orientation of new Board members.
5. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent

1. Manage the day-to-day operations of the District.
2. Work as a team with Board members.
3. Work with the Board to establish a clear vision for the District and affirm it annually.
4. Collaborate with the Board to set annual District goals.
5. Work with the Chair and Vice Chair to effectively bring information and issues to the Board so that it can make proactive data driven decisions on policy and budget/revenue issues.

E. Meeting Operations and Decision Making

1. Attend regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.
2. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
3. Read the updated "Corvallis School District Future Agenda Topics" as the pending agenda and planning record. This confidential document will be emailed to each Board member.
4. Communicate feedback regarding upcoming Board agendas to Board leadership or to the Superintendent at least two weeks prior to the scheduled Board meeting.
5. Prepare for Board meetings by reading materials ahead of the meeting and asking questions that you have of the Superintendent or members of the Executive Team prior to the day of the meeting, if possible. If, after you have asked questions, you

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intend to pull something from consolidated action, notify the Board Chair and/or Superintendent before the meeting.

6. Board Requests Regarding Staff Presentations
    a. To facilitate adequate Board preparation for meetings, staff reports and presentations should be distributed as part of the Board packet prior to the meeting. Avoid sending additional reports to the Board after packets have been disseminated.
    b. Develop a system to provide updates regarding the work of District committees.
    c. Limit staff reports to introductory and additional remarks; avoid restatement of written reports or PowerPoint presentations.
    d. Keep staff presentations succinct.
7. Make it a goal to make no new proposals on the night that the Board is scheduled to make a decision or take action. Communicate concerns or questions to Board leadership and the Superintendent prior to a public meeting. Try to avoid surprises.
8. Cast a vote on all matters except when a conflict of interest arises.
9. Uphold decisions that have been made by the Board.

F. Communication

1. Operate as representatives and make decisions in the best interest of the whole District.
2. When a Board member receives an informal complaint, listen carefully and empathetically. Help the person to understand the complaint process, and direct the person to solve the problem at the lowest level.
    a. Please talk with the teacher.
    b. Please talk with the principal.
    c. Please talk with the Superintendent.
3. Formal complaints must be put in writing and signed by the complainant. These are heard by the Superintendent or designee. Complainants may appeal the Superintendent's decision to the School Board.
4. If a complainant is unwilling to speak to the Superintendent, a Board member may share the issue and the source of the complaint, concern, or criticism of the District. The Superintendent will keep the Board informant "source" confidential at the request of a Board member, but every effort should be made to encourage trust and open communication. This is the best hope for full understanding and resolution.
5. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A "footnote" statement will be added to the bottom of the board chair's email so that patrons

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understand that it is the practice of the Board that the chair will be responding on behalf of the board.

The footnote will state, "*The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair.*" All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond if they wish.

6. When a single Board member receives a communication from a member of the public, s/he may respond to that patron as an individual. The Board member may elect to forward the email and his/her response to the Board Chair or full Board if he/she wishes.
7. Responses to community communications should occur within 36-72 hours of receipt of the communication. The chair will delegate if s/he is unable to meet this timeframe.
8. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.

G. Board or Superintendent Committees

1. Board Committees

   The committee chair is responsible for implementing the charge of the Board. The committee chair will provide regular updates of committee progress to the Board. External communication of committee progress is the responsibility of the committee chair – the committee chair will provide advance copies to the Board and the Superintendent of any external communication 36 hours before release.

2. Superintendent Committees

   Board members may be asked to serve on a Superintendent or District committee. The Board member is a representative of the Board to staff, students, parents, and community members. Board members serving on a committee should temper their participation, mindful of their position as an elected official. Board members serving on a committee are to respect the role of the committee chair and refrain from initiating a new direction for the committee or initiating formal community input except when requested by the committee chair. The Board representative on a Superintendent or District committee will assist the Superintendent in reporting committee progress to the Board. Voting rights will be determined on a case-by-case basis.

   If the Board member serving as a committee member has a concern or concerns about the process, direction, or leadership of a District committee, they are to

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communicate it to the Superintendent and Board chair as soon as possible. The full Board should be made aware of the concerns shared by a Board member representative so that the committee chair can benefit from the discussion of the Board in determining how the committee's work should continue. The Superintendent will work with the Board chair to discuss whether or not the Board member's concerns represent concerns that might be shared by the majority of the Board and whether or not the Board member wishes to remain the representative, whether a new Board member should be designated, or whether no Board member will continue on the committee. The Superintendent will work with the committee chair to share the concerns and to discuss whether or not a change in process is warranted.

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Corvallis
SCHOOL DISTRICT

IX. SUPERINTENDENT EVALUATION PROCESS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Alexis McQuillan, School Board Chair
Meeting Date: March 20, 2017

Superintendent Evaluation Process

NO ACTION REQUIRED

Background

One of the key responsibilities of a school board is hiring and evaluating the performance of the superintendent. Superintendent Noss' contract for 2016-17 stipulates a performance review based upon identified district goals, targeted goals, professional development and overall management of the district as agreed upon by both parties.

Superintendent Noss began his tenure on an interim basis and was appointed permanent superintendent in November 2016, with a contract effective July 1, 2017; therefore, no formal district or targeted goals were set for 2016-17. However, the performance standards outlined in the Oregon School Boards Association (OSBA) Superintendent Evaluation Workbook (copy attached) may be utilized to evaluate the professional development and overall management of the district.

Superintendent Noss' 2017-18 contract stipulates establishment of general goals and specific objectives for the school year, which will be among the criteria for his evaluation. Performance reviews shall be based upon the superintendent's position description as identified in Board Policy CBA – Qualifications and Duties of the Superintendent (copy attached) and the goals and objectives established by the school board for the superintendent, and shall evaluate:

- Management of the district.
- Improving district leadership.
- Maintaining open and effective communication between the school board and the superintendent.
- Enhancing relations between the school board and the superintendent.

As a point of information, the evaluation of previous superintendent Dr. Erin Prince included narrative comments for each of the OSBA standards in the workbook, as well as an additional three priority areas: every student a graduate; every student shows growth; closing the opportunity gap.

OSBA developed the Superintendent Evaluation Workbook to aid boards with their work in conducting the evaluation, and it will be used as the guide for the board's discussion on March 20, 2017.

Following is a draft timeline for Superintendent Noss' 2016-17 performance evaluation.

3/20/17	Consensus reached on using the performance standards outlined in the OSBA Superintendent Evaluation Workbook for 2016-17.
4/10/17	Executive Session held for the superintendent's 2016-17 self-reflection on the OSBA superintendent evaluation performance standards.
4/11-23/17	Feedback submitted by board members to the chair regarding Superintendent Noss' performance on the OSBA superintendent evaluation performance standards.
4/24/17	Meet in Executive Session to allow board members to provide their comments directly to the superintendent.
4/25-5/7	Chair prepares the final evaluation document using the feedback provided by board members.
5/8/17	Meet in Executive Session to share the final evaluation with the superintendent.
	During the public board meeting, the chair verbally shares information from the written evaluation.

Superintendent Evaluation Workbook

Contents

Overview

Time line

Evaluation Forms

- Part 1: Performance Standards
  - Summary Ratings
- Part 2: Goals
  - Summary Ratings
- Part 3: 360-Degree Evaluation

Samples:

- Evaluation Summary
- Sample Goal-Setting Worksheet

Pertinent Oregon Revised Statutes

Sample Board Policies

Revised June 2014

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Superintendent Evaluation Overview

Selecting and evaluating the superintendent is one of the school board's most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, clarifies roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four core board governing roles:

- Vision: What does success look like?
- Structure: Developing a clear written evaluation plan and timeline.
- Accountability: Measuring the superintendent's performance.
- Advocacy: Communicating progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents are aware, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

Most boards find themselves asking questions such as these:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three-part evaluation tool that can help answer these questions and serve as the foundation upon which school boards can build their own evaluation process and documents.

What should we evaluate?

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the school board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the district's policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. The evaluation process keeps school boards informed about district activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community. So where do we begin?

Three-Part Evaluation Tool

OSBA has developed a three-part tool for evaluating superintendents. Part 1 is based on Standards for School Leaders established by the Interstate School Leaders Licensure Consortium (ISLLC) and augmented by standards jointly developed by the American Association of School Administrators and the National School Boards Association. Part 2 evaluates progress towards the goals established by the board and superintendent at the beginning of the evaluation cycle. Both Parts 1 and 2 are designed to be filled out by individual board members. Board members meet in executive session to discuss their input and come to a board position on each item evaluated. A report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board. Part 3 consists of a 360-degree evaluation of the superintendent by members of the community and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of staff and community concerns that might not otherwise surface in Parts 1 or 2. The 360-degree evaluation may also be used by the board to inform them in preparing their final evaluation. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

Parts 1, 2 and 3 are independent of each other and may be used separately or in combination.

Part 1: Performance Standards

Oregon has adopted Standards for School Leaders established by ISLLC for principals and other district administrators. While ORS 342.815 specifically exempts the superintendent, deputy superintendent or assistant superintendent from the legally required evaluation process, these standards provide a baseline understanding of the superintendent's performance.

OSBA recommends the ISLLC standards augmented by professional standards developed by the American Association of School Administrators (AASA) with the National School Boards Association (NSBA). These standards serve as the foundation of the performance standards section of the OSBA Superintendent Evaluation Form.

In addition to indicators for each standard, rubrics are provided as a performance scoring guide.

Part 2: Superintendent's Goals

Each year, the board and superintendent or district's administrative team should meet to develop a clear set of goals for the organization for the coming year. The superintendent then prepares an action plan defining the means to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

Part 3: 360-degree Evaluation

A 360-degree evaluation allows the board and superintendent to request more subjective information from direct reports, union leadership, and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The

superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

It is important that everyone understand that the 360-degree evaluation provides additional information to the board but it is not "the" evaluation. The board is responsible for determining the final evaluation.

Superintendent Self-Evaluation

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The superintendent's self-evaluation should be presented to the board by the superintendent before the board members fill out their individual worksheets.

This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

Compiling Results

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members.
Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.

How can we do it objectively and fairly?

It is the responsibility of the school board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part. Remember that board members are elected to make those judgments. Parts 1 and 2 of this workbook are designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent and board to receive additional input from individuals in what may be a more subjective manner.

Documentation

The forms in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach.

Performance Ratings

A wide variety of scoring scales can be used with this evaluation form. The scale that appears on the form is the common numerical scale that corresponds to letter grades. Part 1 of the form

includes a list of performance indicators for each standard. Board members should not rate indicators but, rather, consider indicators in determining the overall rating for that performance standard.

Written Comments

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

Public Meetings Law

A governing body such as a school board, ESD board or community college board may hold an *executive session* to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an *open session.* ORS 192.660(2)(i). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

There is no longer a requirement that "standards, criteria and policy directives to be used in evaluating the chief executive officer" must be adopted in a public meeting in which there is an opportunity for public comment.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

Evaluation Conferences

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summary evaluation conference. It is recommended that the superintendent fill out a self-evaluation of Parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent's report of his or her self-evaluation, as well as the 360-degree evaluation report.

When should the superintendent's evaluation take place?

Pre-Evaluation

Before the new school year begins, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or

work session during the spring or summer. Planning retreats must be held within a district's geographic boundaries.

If possible, set goals before the budget process begins. Setting goals early allows the incorporation of district goals into budget planning, staffing and professional development for the coming year.

Contract Extension

Pursuant to state law, superintendents must be given notice of whether their contract will be extended by March 15. However, this process does not seem to match what most districts have, which is two- to three-year contracts. As a result, the most common practice is to include notice of non-renewal pursuant to the law within the contract itself. It is important as you review your superintendent's performance to double-check the language in the contract to ensure that the necessary notice of non-renewal is included. Provided the non-renewal notice is included, the Board need only affirmatively act regarding the superintendent's contract if they intend to extend the term, or issue a new contract. This is also a good time to look to see if the superintendent's contract has any specified criteria regarding evaluation that must be followed by the board. If you have questions on the terms of the superintendent's contract we advise that you consult with legal counsel.

Evaluation Results

The evaluation should result in steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the district's goals.

Evaluation Conclusion

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the district informed.

Communication

The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

How should we evaluate a superintendent/principal?

In 2011, the Oregon Legislature passed SB 290 which directed the State Board of Education, in consultation with the Teacher Standards and Practices Commission, to "adopt statewide core teaching standards to improve student academic growth and learning by assisting school districts in determining the effectiveness of teachers and administrators and improving professional development and classroom and administrative practices."

ORS 342.856 (4) A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district.

The Oregon Department of Education (ODE) has issued a guidance document (http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf) which defined an administrator as "any licensed educator (ORS 342.125 &

342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

ODE also addressed the dual superintendent and principal roles (http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf).

How will individuals filling the dual roles of superintendent and principal be evaluated?

An individual filling the dual roles of principal and superintendent is considered to be a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB290, it is up to local school boards to determine how these individuals are evaluated.

Timeline

Timeline	*Action*
July/August	1. Superintendent and board set goals for the upcoming year. 2. Superintendent and board clarify vision and mission and update long-range plans for the district.
No later than the completion of previous evaluation cycle.	3. Board and superintendent review superintendent job description and the evaluation process, forms and timelines to be used next year.
January	4. Superintendent reports interim progress on district goals to the board.
February	5. Superintendent decides to use the 360-degree evaluation, prepares questions, selects individuals to participate, distributes the forms, collects and collates the results to be shared with the board. 6. Board members complete Parts 1 and 2 of the superintendent evaluation form. 7. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the superintendent. 8. Superintendent completes a self-assessment of the evaluation forms parts 1 and 2.
By March 15 or date specified in contract.	9. Board and superintendent meet to discuss and clarify the results of the evaluation documents. Changes to the evaluation may be made as a result of the discussions. Evaluation meetings may be held in executive session. ORS 192.660(2)(i). 10. A copy of the final written evaluation form is placed in the superintendent's personnel folder.
As soon as evaluation is complete.	11. The results of the evaluation and progress on district goals are shared with the community. 12. Return to the beginning of the cycle.

Evaluation Forms
Part 1: Performance Standards

Instructions

1. Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all nine of the performance standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Please return your completed forms to the board chair or designated board member for compilation. The designated board member or chair will compile the results on a preliminary summary evaluation form.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

1.1 Collaboratively develops and implements a shared vision and mission;

1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;

1.3 Creates and implements plans to achieve goals;

1.4 Promotes continuous and sustainable improvement; and

1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
Little or no evidence exists of a district vision implemented in the work of the school. Actions, staffing and resources have little connection to a vision. It is difficult to know what the school stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates new ideas to support the vision.	Articulates the vision of the school in writing and speech. Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The school vision is focused on student learning.	Articulates a clear and coherent vision for the school through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;

2.2 Establishes procedures for superintendent/board interpersonal and working relationships;

2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;

2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies nor enforces district policies. Behavior indicates a lack of value in a healthy working relationship with the board. Does not engage the board in the work of advancing organizational goals.	Engages minimally in policy work. Unevenly or inequitably enforces policies. Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board. Unevenly engages the board in the work of advancing organizational goals.	Fully engaged in policy work. Appropriately and equitably enforces policies. Demonstrates reasonable value of a healthy working relationship with the board. Effectively engages the board in the work of advancing organizational goals.	Develops an exemplary system of policy consideration and revision. The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

3.1 Develops formal and informal techniques to gain internal and external perceptions of district;

3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);;

3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;

3.4 Establishes effective school/community relations, school/business partnerships and public service;

3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

Ineffective	Developing	Effective	Accomplished
Ineffective in communication with staff, parents and students. Staff and students feel undermined by the lack of leadership in the school. Not aware of the undercurrents with staff or the school environment.	Advocates for some students and families. Stakeholders frequently feel out-of-the-loop. Many staff members do not feel positive about district leadership. Staff and students do not feel stimulated to do their best work.	Keeps staff, students and parents informed on a regular basis. Communication with individuals and groups is seen as clear and effective. The majority of staff and students identify positively with district leadership. Works as a member of a district team to positively influence education decisions.	Communicates key information to all stakeholders in an appropriate and timely manner. Alert to potential issues; predicts and shares possibilities with school board in advance. Constituent groups report a positive relationship with district leadership. Has influence in the school, district and beyond in supporting student learning.

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

4.1 Monitors and evaluates the management of operational systems;

4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;

4.3 Promotes and protects the welfare and safety of students and staff;

4.4 Develops the capacity for adaptive leadership; and

4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

Ineffective	Developing	Effective	Accomplished
Management of the operations of the district is poor or non-existent. The district is disorderly, disorganized and there is a feeling that the district is "out-of-control." Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the district's priorities and budget category limits are not always followed.	Establishes a clear set of operating procedures for effective operation of the district. Discipline of students is handled fairly and consequences are used to maximize student learning. Students and staff are held accountable for their performance and conduct. The annual budget is adhered to with only approved variances.	Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. Students and staff hold each other accountable for high quality performance. Develops and manages a budget that maximizes the learning goals of the school. Supportive partnerships are developed and managed to enhance learning experiences.

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;

5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;

5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;

5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;

5.5 Assesses student progress using a variety of appropriate techniques;

5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

Ineffective	Developing	Effective	Accomplished
Primary focus is not teaching and learning. Fails at creating an organizational culture focused on teaching and learning. Does not put in place systems to ensure curricular alignment to standards. Does not create systems to customize learning to students.	Peripherally focused on teaching and learning. Discusses teaching and learning, but no real systemic organizational focus exists. Puts in place an uneven and sometimes chaotic process to align curriculum to assessments. Discusses customized learning, but execution is uneven, unclear and chaotic.	Primary focus is teaching and learning. Keeps the organization primarily focused on teaching and learning. Puts in place systems to align curriculum to standards. Puts in place systems to customize instruction to students.	Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective. Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically. Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality. Establishes personalized learning systems, unique to every student.

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;

6.2 Creates a comprehensive, rigorous and coherent curricular program;

6.3 Creates a personalized and motivating learning environment for students;

6.4 Supervises and supports instruction;

6.5 Develops assessment and accountability systems to monitor student progress;

6.6 Develops the instructional and leadership capacity of staff;

6.7 Maximizes time spent on instruction;

6.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and

6.9 Monitors and evaluates the impact of instruction.

Ineffective	Developing	Effective	Accomplished
A shared understanding of instruction is not evident in the district. Professional development is infrequent and is not connected to student or staff performance data. A year-long plan for professional development of the school does not exist or is inadequate. There are no or few effective teacher planning teams. There is no consistent system in place for teacher observation and feedback.	Participates in professional development based on feedback and student performance data. Participation in district-led professional development is inconsistent. Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work. Teachers are observed and given face-to-face feedback based on the observation.	Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching. Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.	Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction. Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement. Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district. Uses data about teaching practice to guide specific improvement efforts.

Standard 7: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;

7.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;

7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Standard 8: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

8.1 Ensures a system of accountability for every student's academic and social success;

8.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;

8.3 Safeguards the values of democracy, equity and diversity;

8.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
Actions and intention are not always grounded in shared district values. Has demonstrated inconsistent or unethical behavior and does not always stand by their word. Is not self-aware and does not reflect on their practice.	Actions and intentions are not always clear and transparent. Fairness to staff and students is frequently raised as an issue. Reflects on practice but does not always implement changes from that learning.	Treats students and staff fairly and shows respect at all times. Is grounded in shared district values for how to do the work of leadership and learning. Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. Demonstrates self-awareness and uses reflection to improve practice.	Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.

Standard 9: LABOR RELATIONS

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

9.1 Develops bargaining strategies based upon collective bargaining laws and processes;

9.2 Identifies contract language issues and proposes modifications;

9.3 Participates in the collective bargaining processes as determined by the board;

9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Board Ratings Summary Forms
Part 1: Performance Standards

Instructions

This summary section is to be used to compile individual board member responses. The board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Sample Computation

Standards	**Board Member 1**	**Board Member 2**	**Board Member 3**	**Board Member 4**	**Board Member 5**	**Average Rating**
Visionary Leadership	3	4	4	3	4	3.6
Policy and Governance	3	4	3	3	4	3.4
Communications and Community Relations	4	4	4	4	4	4.0
Effective Management	4	3	4	3	4	3.6
Curriculum Planning/ Development	4	4	4	4	4	4.0
Instructional Leadership	4	4	3	4	3	3.6
Resource Management	4	4	4	4	4	4.0
Ethical Leadership	4	4	4	4	4	4.0
Labor Relations	2	3	3	3	3	2.8
Goal 1	3	3	3	4	4	3.4
Goal 2	3	4	4	3	4	3.6
Goal 3	4	4	4	4	4	4.0

Recommended grading:

Scores between:	Grade
3.5 - 4.0	Exemplary
3.0 - 3.5	Strong
2.5 - 3.0	Average
2.0 - 2.5	Needs improvement

Board Ratings Summary Forms
Part 1: Performance Standards

This section is to be used by the designated board member to compile individual board member results.

Standard 1: VISIONARY LEADERSHIP

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multicultural and ethnic differences.

Summary Rating — Standard 1:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policies, define mutual expectations of performance with the board and demonstrate good school governance to staff, students and the community at large.

Summary Rating — Standard 2:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

Summary Rating — Standard 3:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 4: EFFECTIVE MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Summary Rating — Standard 4:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 5: CURRICULUM PLANNING/DEVELOPMENT

This standard tests the superintendent's skills in keeping current with the latest curriculum, teaching, learning and testing theories. It requires the superintendent to recommend learning technologies.

Summary Rating — Standard 5:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses *what* is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Summary Rating — Standard 6:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 7: RESOURCE MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Summary Rating — Standard 7:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 8: ETHICAL LEADERSHIP

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Summary Rating — Standard 8:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Summary Rating — Standard 9:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Evaluation Forms
Part 2: Goals

Instructions

Part of the superintendent's job is to guide the school district toward successful completion of district goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board at the beginning of the year. Before the forms are distributed, insert each of your district's goals on a separate form.
2. Each board member should rate the performance level for each goal.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Bring your forms to the executive session to use as notes for discussion.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. It is important that the board speak with one voice in evaluating the superintendent.

Goal Statement 1:

Performance Indicators:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

The superintendent's performance rating:

(circle one rating only for each goal)

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal Statement 2:

Performance Indicators:

(Insert indicators of success here)

2.1

2.2

2.3

2.4

2.5

The superintendent's performance rating:

(circle one rating only for each goal)

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal Statement 3:

Performance Indicators:

(Insert indicators of success here)

3.1

3.2

3.3

3.4

3.5

The superintendent's performance rating:

(circle one rating only for each goal)

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal Statement 4:

Performance Indicators:

(Insert indicators of success here)

4.1

4.2

4.3

4.4

4.5

The superintendent's performance rating:

(circle one rating only for each goal)

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal Statement 5:

Performance Indicators:

(Insert indicators of success here)

5.1

5.2

5.3

5.4

5.5

The superintendent's performance rating:

(circle one rating only for each goal)

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Instructions

This summary section is to be used to compile individual board member responses. Board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, this form can be used as the final evaluation document for Part 2. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Summary Ratings Forms
Part 2: Goals

Goal 1:

Summary Rating — Goal 1:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 2:

Summary Rating — Goal 2:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 3:

Summary Rating — Goal 3:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 4:

Summary Rating — Goal 4:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 5:

Summary Rating — Goal 5:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Evaluation Forms
Part 3: 360-degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent information he or she might not receive from board members.

Suggested evaluators in addition to school board members: teachers, administrators, parents, support staff, other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

Steps for the superintendent:

Step 1: Identify and define the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal #__ for the superintendent and district is (fill in goal). How has the superintendent done in leading the school district toward reaching this goal?
2. What is working well with regard to the superintendent's role in our district? Please list specific examples.
3. What areas offer room for improvement? Please list specific examples.
4. Has the superintendent effectively communicated with members of the community this year?
5. Are community expectations of the superintendent being met?

Step 2: Select the evaluation respondents. The evaluators should represent all constituent groups: Administrators, teachers, staff members, school board members, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

Step 3: Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

Step 4: Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board.

Step 5: Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

Evaluation Forms
Part 3: 360-degree Evaluation

You have been selected to participate in a 360-degree evaluation of our school district superintendent. This evaluation will be read and tabulated by the superintendent. It is intended to help the superintendent assess his or her own performance, strengths and weaknesses, and topics for professional development. The questions and participants in the evaluation were selected by the superintendent.

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 1:

The superintendent's performance:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Explanation of your rating, examples:

Evaluation Forms
Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 2:

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The superintendent's performance:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Explanation of your rating, examples:

Evaluation Forms
Part 3: 360-degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 3:

The superintendent's performance:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Explanation of your rating, examples:

Evaluation Forms
Part 3: 360-degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 3:

The superintendent's performance:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Explanation of your rating, examples:

Sample: Evaluation Summary

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). The past year has been positive (or challenging) for education in our school district. All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: 1) nine professional standards; 2) district goals; and 3) a 360-degree review of the superintendent's performance by representatives of the community.

Regarding the nine professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was outstanding. Instructional leadership, resource management and ethical leadership all received a rating of good.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

Superintendent (name) chose to distribute a 360-degree evaluation to members of the staff and community for feedback on his/her performance. He has shared with us the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.

We will be working with Superintendent (name) over the next several weeks to develop goals for our district and look forward to working together to make our district successful.

Goal-Setting Worksheet

Goal Statement:

Action Steps	*Timeline*	*Estimated Resources*	*Who is responsible?*
1.			
2.			
3			
4.			
5.			

Evaluation Plan: Communication Plan:

ORS 192.660

192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits. (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.

(2) The governing body of a public body may hold an executive session:

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

ORS 342.513

342.513 Renewal or nonrenewal of contracts for following year. (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815. In case the district school board does not renew the contract, the material reason therefor shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year. [Formerly 342.635; 1975 c.770 §47; 1979 c.714 §1; 1997 c.864 §24; 2005 c.22 §236]

ORS 342.120(1)

342.120 Definitions. As used in this chapter, unless the context requires otherwise:

(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents and principals in the public schools or education service districts.

Oregon School Boards Association
Selected Sample Policy

Code: **CBG**

Adopted:

Evaluation of the Superintendent

The superintendent's job performance will be evaluated formally at least annually. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public 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 his/her performance will be in an executive session, unless the superintendent requests an open session. 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.

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 employment contract with the superintendent and state law and rules.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.505
ORS 342.513
ORS 342.815
OAR 581-022-1720

Hanson v. Culver Sch. Dist. (FDAB 1975)

CORVALLIS SCHOOL DISTRICT 509J

Code: CBA
Adopted: 7/90
Readopted: 11/4/96, 1/11/99, 10/11/04
2/6/17
Original Code: 2210

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

QUALIFICATIONS:

1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement, or a transitional superintendent license.

2. Successful experience as an educational leader and administrator.

3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161.

4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Performance Responsibilities (Job Description)

The superintendent:

1. Serves as chief executive officer of the district except as otherwise provided by law, makes rules not in conflict with law or with Board policies, and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools.

2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable.

3. Attends all meetings of the Board except those concerned with his/her own contract status, unless invited by the Board, and takes part in the deliberations, but does not vote.

4. Assists the Board in reaching sound judgments, establishing policies, and approving those matters which the law requires the Board to approve; places before the Board necessary and helpful facts, comparisons, investigations, information, and reports; and makes available the personal advice on special or technical matters by those persons who are qualified to furnish it.

5. Implements and interprets Board policies.

6. Recommends the appointment, renewal, contract extension, contract nonrenewal, contract nonextension, or discharge of licensed employees of the Board as provided by law, Board policies, and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval.

7. Assigns or transfers licensed employees as provided by state law, Board policies, and collective bargaining agreements, as applicable.

8. Appoints, assigns, transfers, promotes, demotes, or discharges classified and nonrepresented employees as provided by state law, Board policies, and collective bargaining agreements, as applicable.

9. Directs the professional supervisory staff in visits to the schools under his/her charge; through this staff, directs, assigns, and assists teachers and all other educational employees in the performance of their duties; classifies, assigns, and controls the promotion of students; and performs other duties as the Board determines.

10. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board.

11. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval.

12. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period, and submits this estimate to the Board in accordance with law.

13. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget.

14. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects.

15. Represents the district in dealings with other school systems, social institutions, business firms, government agencies, and the general public.

16. Keeps the public informed about current educational practices, educational trends, and issues confronting the district.

17. Delegates to subordinates any of the powers and duties which the Board has entrusted to the superintendent, but continues to be responsible to the Board for the execution of the powers and duties delegated.

Performs such other duties as are ordinarily assigned to the chief executive and administrative officer of the schools.

END OF POLICY

Legal Reference(s):

ORS 327.133
ORS 332.075
ORS 332.515
ORS 342.125
ORS 342.140
ORS 342.143
ORS 342.173
ORS 342.175
ORS 342.200

OAR 581-022-0102 to -1940
OAR 581-023-0006 to -0050
OAR 584-020-0000 to -0045
OAR 584-036-0035(1)
OAR 584-046-0003 to -0024
OAR 584-048-0085 to -0095
OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

Corvallis
SCHOOL DISTRICT

X. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

Corvallis
SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829 a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –
Guidelines are at: https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705
Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841