



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, May 22, 2017 6:00 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/UC9Jtp5dmilZl9kySBJbVQ?>
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, May 22, 2017
6:00 PM

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

Meeting Details: Monday, May 22, 2017, 6:00 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 – 5:30-6:00 p.m. The Board will meet in Executive (closed) Session under ORS 192.660(2)(d) to consult with persons designated for labor negotiations. **Note: this is not part of the public meeting.**
- II. CALL TO ORDER AND ROLL CALL – 6:00 p.m.
- III. PLEDGE OF ALLEGIANCE
- IV. LONG RANGE FACILITIES PLANNING UPDATE

CORVALLIS SCHOOL DISTRICT

Facility Planning Workshops

to Support Facilities Master Planning

Progress Report

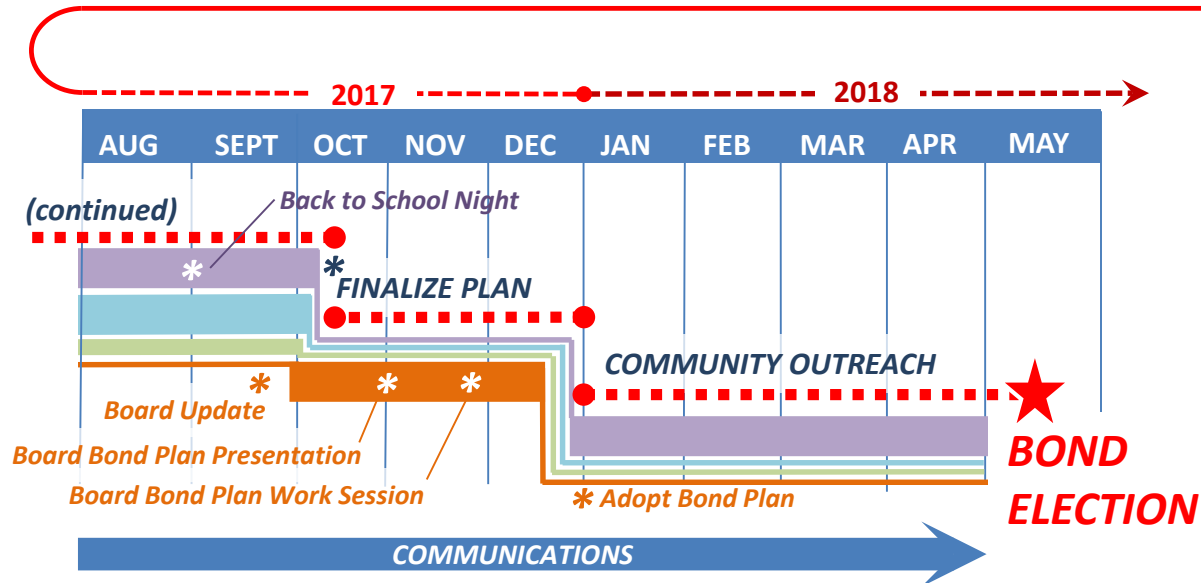
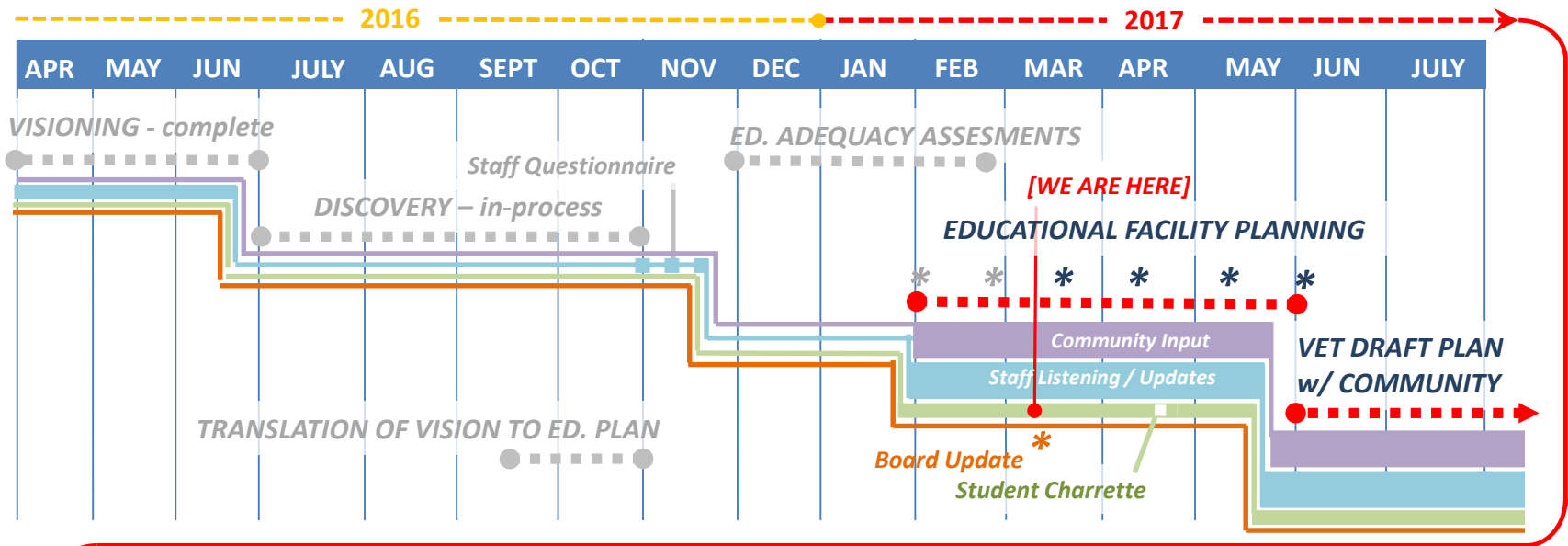
School Board Meeting

May 22, 2017

AGENDA

- *Review of Facility Planning Workshops*
 - Workshop 3, March 23
 - Design Charrette, April
 - Innovation Team, April 20
 - Workshop 4, April 25
 - Workshop 5, May 10
- *Upcoming Events*
 - Workshop 6, June 6

Facilities Planning Timeline



WORKSHOP 3



GOALS & OUTCOMES

- ✓ Begin to identify District-wide facilities issues and brainstorm “big idea” solutions

DISTRICT SPOTLIGHT

- ✓ Special Education-Lynn Griffin

EXERCISES

- ✓ Headlines
- ✓ Big Ideas Brainstorming

ELEMENTARY Programmatic Required Space

2-Section Elementary School

<u>Classrooms (K-5)</u>	12
<u>Flex</u>	1
<u>Sp.Ed.</u>	2
<u>Computer</u>	1
<u>Pre-K</u>	1
<u>Music</u>	1
<u>Art/Science</u>	1
	19 Total
(338) Students	
<u>Capacity Generating Spaces</u>	

3-Section Elementary School

<u>Classrooms (K-5)</u>	18
<u>Flex</u>	1
<u>Sp.Ed.</u>	2
<u>Computer</u>	1
<u>Pre-K</u>	1
<u>Music</u>	1
<u>Art/Science</u>	1
	25 Total
(494) Students	
<u>Capacity Generating Spaces</u>	

2020 Projected Enrollment 2830 Students

(Six) 2-Section Schools 2028 Students

(Two) 3-Section Schools 988 Students

3016 Students

**21 New Permanent Spaces
Req'd**

\$14.1 M (not including gyms)

**The elementary section of Franklin is included in this calculation.*

Preliminary Improvement Costs

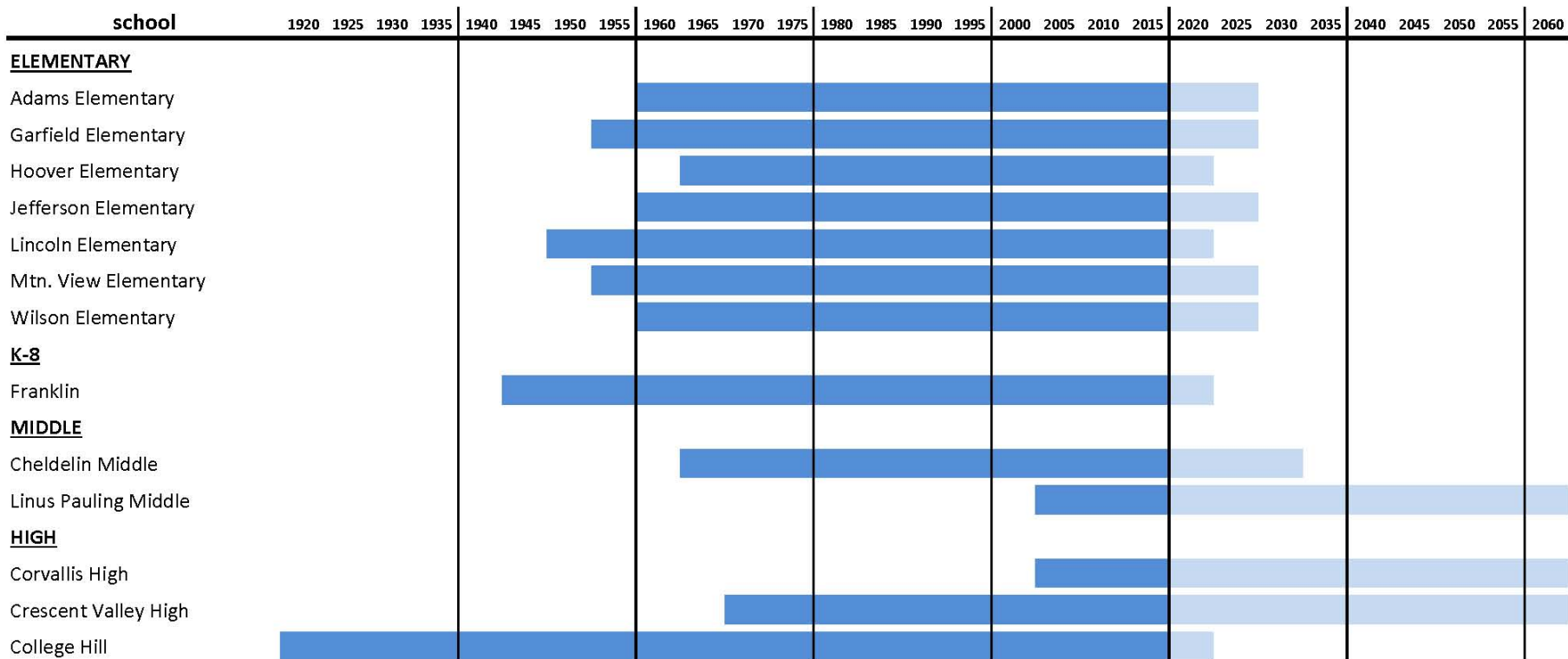
Preliminary Improvements Costs

		Must-Do	Should-Do	Would Like	*Physical Needs Combined	Educational SQF Needs Total Cost	Combined Project Cost	Replacement Cost (SQ Fx\$500)	Facility Cost Index (FCI)
ADAMS ES	CSD - 2017 Verified	\$8,399,837	\$1,193,635	\$1,431,475	\$11,024,947	\$12,796,000	\$23,820,947	\$23,347,500	47%
GARFIELD ES		\$5,652,373	\$1,425,203	\$548,332	\$7,625,908	\$14,791,000	\$22,416,908	\$23,411,000	33%
HOOVER ES		\$11,907,081	\$447,362	\$719,693	\$13,074,136	\$15,988,000	\$29,062,136	\$23,141,000	56%
JEFFERSON ES		\$9,465,084	\$442,284	\$849,189	\$10,756,558	\$15,764,000	\$26,520,558	\$20,077,500	54%
LINCOLN ES		\$9,960,617	\$648,722	\$466,761	\$11,076,100	\$13,804,000	\$24,880,100	\$19,800,500	56%
MOUNTAIN VIEW ES		\$4,230,797	\$1,061,723	\$910,062	\$6,202,582	\$14,287,000	\$20,489,582	\$26,085,000	24%
WILSON ES		\$9,332,736	\$480,891	\$764,861	\$10,578,488	\$13,895,000	\$24,473,488	\$19,950,500	53%
FRANKLIN K-8		\$10,428,512	\$1,082,900	\$715,576	\$12,226,988	\$8,535,100	\$20,762,088	\$17,472,000	70%
CHELDELIN MS		\$11,290,530	\$3,209,432	\$2,344,938	\$16,844,901	\$8,351,000	\$25,195,901	\$53,349,500	32%
LINUS PAULING MS		\$285,991	\$946,157	\$533,628	\$1,765,776	\$6,790,000	\$8,555,776	\$65,663,500	3%
CORVALLIS HIGH SCHOOL		\$559,943	\$5,456,659	\$3,560,610	\$9,577,212	\$10,633,000	\$20,210,212	\$120,047,500	8%
CRESCENT VALLEY HS		\$11,455,923	\$12,360,965	\$4,097,673	\$27,914,560	\$55,517,000	\$83,431,560	\$123,535,500	23%
HARDING CENTER / COLLEGE HILL		\$7,475,653	\$1,736,893	\$334,649	\$9,547,195	-	\$9,547,195		
WESTERN		\$773,039	\$316,431	\$100,550	\$1,190,021	-	\$1,190,021		
ADMIN/MAINT/FOOD		\$6,371,648	\$1,276,017	\$202,184	\$7,849,849	-	\$7,849,849		
DIXIE		\$2,350,932	\$830,151	\$699,661	\$3,880,744	-	\$3,880,744		
		\$109,008,996	\$32,636,480	\$18,124,926	\$161,135,961	\$191,151,100	\$352,287,061		

Projects Identified as 'Must-Do', 'Should-Do', & 'Would-Like' Designated inconjunction with District representatives.

* 2013 DOWA Report values inflated to 2017 values

School Building Lifespans



CORVALLIS SCHOOL DISTRICT No. 509J

Outstanding General Obligation Bonds

Purpose		Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding
General Obligation Bonds:					
Series 1999*	Construction of aquatic facilities (Osborne Aquatic Center)	06/01/99	06/01/09	\$ 8,240,000	\$ -
Series 2003*	Replace Corvallis High School and other capital projects	02/15/03	06/01/13	86,400,000	-
Series 2007	Advance refund Series 1999 and 2003 Bonds	03/15/07	06/15/20	55,800,000	26,820,000
Total General Obligation Bonds					<u>\$ 26,820,000</u>

*Refunded.

Legal General Obligation Debt Capacity

Real Market Value (Fiscal Year 2017)	\$ 8,127,238,233
Debt Capacity	
General Obligation Debt Capacity (7.95% of Real Market Value)	\$ 646,115,440
Less: Outstanding Debt Subject to Limit	(26,820,000)
Remaining General Obligation Debt Capacity	<u>\$ 619,295,440</u>
Percent of Capacity Issued	4.15%

TABLE

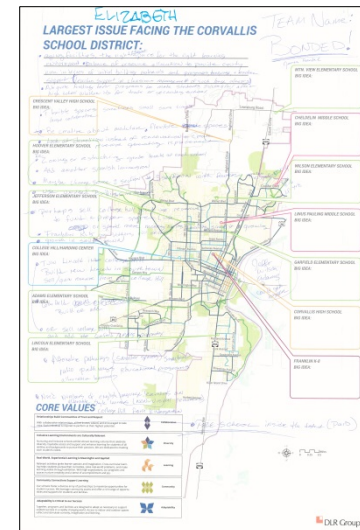
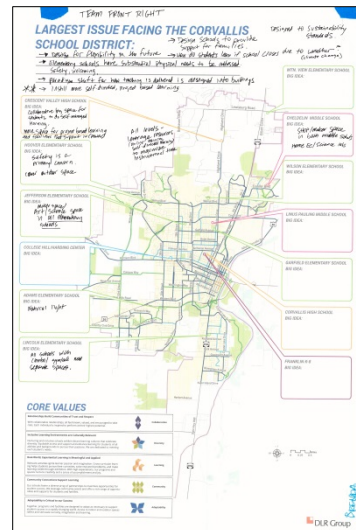
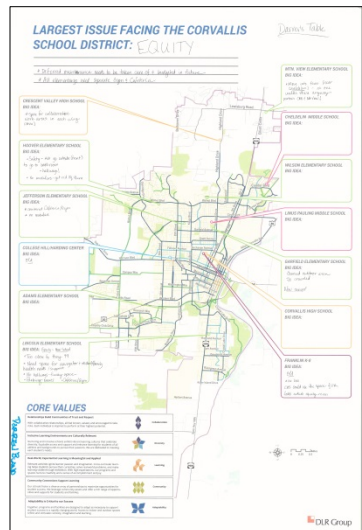
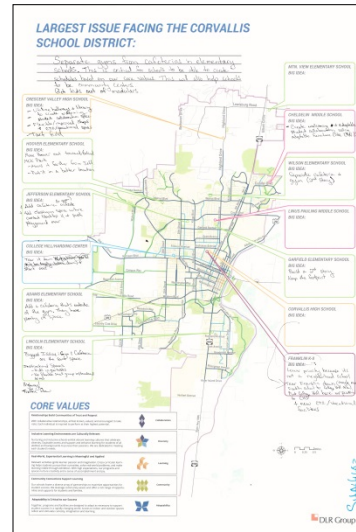
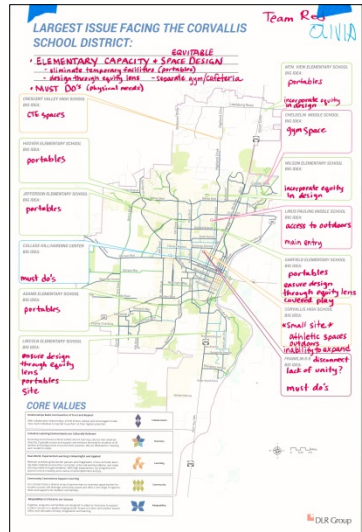
DISCUSSION:

What is the biggest issue
facing the District?

BIG IDEAS TABLE DISCUSSIONS



BIG IDEAS TABLE DISCUSSIONS



WORKSHOP 3--Common Threads

- Get rid of portables
- Provide separate gyms and cafeterias at all elementary schools
- Add needed program spaces at all elementary schools and improve learning environments
- Garfield & Lincoln—renovate or replace
- No interior classroom corridors a safety issue at Hoover & Lincoln
- Franklin has high needs—various options
- CTE facility improvements needed at CVHS
- Grade configuration options at middle school level
- Equity, not Equality—wide socio-economic disparity

DLR GROUP DESIGN CHARRETTE



DLR GROUP DESIGN CHARRETTE



INNOVATION TEAM GATHERING

School / Site	Master Plan Options Matrix			
	GRADE SHIFT		EQUITY REMIX	GROWING CSD
	Option 1 A	Option 1 B	Option 2	Option 3
Adams ES	Build New K-4 on Existing Site Fields	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music
Garfield ES	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music, Renovate East Wing for Staff Work & Pullout Areas, Expanded Admin, SPED, LRC, & Early Learning	Remove Portables, Provide Separate Gym, Art & Music, Renovate East Wing for Staff Work & Pullout Areas, Expanded Admin, SPED, LRC, & Early Learning
Hoover ES	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music, and Classroom Addition <i>Option: Build New K-5 on Existing Site Fields</i>	Remove Portables, Provide Separate Gym, Art & Music, and Classroom Addition
Jefferson ES	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Relocate Jefferson Students to Improved Harding Center	Remove Portables, Provide Separate Gym, Art & Music
Lincoln ES	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Build New Elementary School for Lincoln - Renovate Existing for College Hill/Urban Farm	Build New Elementary School for Lincoln - Renovate Existing for College Hill/Urban Farm
Mount. View ES	Close Site, Move Students to Cheldeen	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music
Wilson ES	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Convert to K-4, Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music
Franklin K-8	Close Site, Move Students to Cheldeen <i>Options: Expand CHS Fields to Site, Renovate to District Offices</i>	Facility Repairs	Relocate Franklin K-8 to Lightly Improved Jefferson Site	Relocate to Improved Harding Center Site
Cheldeen MS	School-Within-School Concept, Expand to House Mount. View and Franklin	Convert to 7th-8th Middle School	Educational Needs T.B.D.	Educational Needs T.B.D.
Linus Pauling MS	Convert to 5th-6th Middle School	Convert to 5th-6th Middle School	Improve CTE	Improve CTE
Corvallis HS	Improve CTE and Site Connection to CTE Buildings	Improve CTE and Site Connection to CTE Buildings	Improve CTE and Site Connection to CTE Buildings - Expand Athletic Fields to Franklin Site	Improve CTE and Site Connection to CTE Buildings - Expand Athletic Fields to Franklin Site
Crescent Valley HS	Improve CTE, Renovate Library w/ Learning & Social Commons	Improve CTE, Renovate Library w/ Learning & Social Commons	Improve CTE, Renovate Library w/ Learning & Social Commons	Improve CTE, Renovate Library w/ Learning & Social Commons
College Hill	Add Learning Commons/Renovate Lockers	Add Learning Commons/Renovate Lockers	Relocate College Hill/Urban Farm to Renovated Lincoln Site	Relocate Students to Renovated Lincoln Site
New Middle School	Build New Middle School to House 7th & 8th Grades	n/a	n/a	n/a
New Elementary School	Build New Site Adjacent to Existing Site	n/a	Build New Site in South Town for Lincoln Students	Build New Site in South Town for Lincoln Students

GOALS & OUTCOMES

- ✓ Receive Input On Educational Supportiveness Of Each Of The 3 Scenarios
- ✓ Determine Educator Priorities
- ✓ Receive Input On Optimal Elementary Program List Of Spaces And Specificity On High School CTE Needs

EXERCISES

- ✓ Pros & Cons of 3 Scenarios
- ✓ Priorities Dots Exercise

INNOVATION TEAM GATHERING

Master Plan Options Matrix				
School / Site	GRADE SHIFT		EQUITY REMIX	GROWING CSD
	Option 1 A	Option 1B	Option 2	Option 3
Adams ES	Build New K-4 on Existing Site Fields	Convert to K-4. Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music
Garfield ES	Convert to K-4, Remove Portables, Provide Separate Learning Commons	Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music, Renovate East Wing for Staff Work & Pub/Sub Areas, Expanded Admin, SPD, LRC, & Early Learning	Remove Portables, Provide Separate Gym, Art & Music, Renovate East Wing for Staff Work & Pub/Sub Areas, Expanded Admin, SPD, LRC, & Early Learning
Hoover ES	Convert to K-4, Remove Portables, Provide Separate Learning Commons	Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music, and Classroom Addition Option: Build New P-5 on Existing Site Fields	Remove Portables, Provide Separate Gym, Art & Music, and Classroom Addition
Jefferson ES	Convert to K-4, Remove Portables, Provide Separate Learning Commons	Provide Separate Gym, Art & Music	Relocate Jefferson Students to Improved Handling Center	Remove Portables, Provide Separate Gym, Art & Music
Lincoln ES	Convert to K-4, Remove Portables, Provide Separate Learning Commons	Provide Separate Gym, Art & Music	Build New Elementary School for Lincoln - Renovate Existing for College Hill/Urban Farm	Build New Elementary School for Lincoln - Renovate Existing for College Hill/Urban Farm
Mount. View ES	Close Site, Move Students to Cheladin	Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music
Wilson ES	Convert to K-4, Remove Portables, Provide Separate Learning Commons	Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music	Remove Portables, Provide Separate Gym, Art & Music
Franklin K-8	Close Site, Move Students to Cheladin Options: Expand CTE Fields to Site, Renovate to District Offices	Facility Repairs	Relocate Franklin K-8 to Lightly Improved Jefferson Site	Relocate to Improved Handling Center Site
Cheladin MS	School Within School Concept, Expand to House Mount, View and Franklin	Convert to 7th-8th Middle School	Educational Needs T.B.D.	Educational Needs T.B.D.
Linus Pauling MS	Convert to 5th-6th Middle School	Convert to 5th-6th Middle School	Improve CTE	Improve CTE
Corvallis HS	Improve CTE and Site Connection to CTE Buildings	Improve CTE and Site Connection to CTE Buildings	Improve CTE and Site Connection to CTE Buildings - Expand Athletic Fields to Franklin Site	Improve CTE and Site Connection to CTE Buildings - Expand Athletic Fields to Franklin Site
Crescent Valley HS	Improve CTE, Renovate Library w/ Learning & Social Commons	Improve CTE, Renovate Library w/ Learning & Social Commons	Improve CTE, Renovate Library w/ Learning & Social Commons	Improve CTE, Renovate Library w/ Learning & Social Commons
College Hill	Add Learning Commons/Renovate Lockers	Add Learning Commons/Renovate Lockers	Relocate College Hill/Urban Farm to Renovated Lincoln Site	Relocate Students to Renovated Lincoln Site
New Middle School	Build New Middle School to House 7th & 8th Grades	N/A	N/A	N/A
New Elementary School	Build New Site Adjacent to Existing Site	N/A	Build New Site in South Town for Lincoln Students	Build New Site in South Town for Lincoln Students

Innovation Team Thoughts

- Separate gym and cafeteria at all elementary schools
- Bring all students into permanent classroom spaces (eliminate portables)
- Re-build Lincoln Elementary as a larger school
- Extensive renovation at Garfield Elem. needed
- Move Franklin to Mountain View site
- Keep College Hill at Harding or move to HP and create new elementary at Harding
- Mixed on middle school grade reconfiguration
- Improve CTE spaces at middle & high schools; promote connection to rest of school programs

WORKSHOP 4



GOALS & OUTCOMES

- ✓ Vet Scenarios & Move Towards Consensus Of Overall Plan
- ✓ Understanding Of Bond Funding Process

DISTRICT SPOTLIGHT

- ✓ Budgets & Finance-Olivia Meyers-Buch
- ✓ Bond Funding-Carol Samuels, Managing Director at Piper Jaffray

EXERCISES

- ✓ Checks Exercise by Table Groups
- ✓ Individual Prioritization Dot Exercise

Summary of Structuring Scenarios

General Obligation Bonds, Series 2018 | Assumes Spring 2018 Election

		20 Year Amortization					
Structure		Projected "Continuation" Levy		Projected \$1.75 Level Levy		Projected \$2.00 Level Levy	
Par Amount							
Current Interest Bonds		\$	68,780,000	\$	94,005,000	\$	119,505,000
Deferred Interest Bonds			69,669,583		59,994,645		58,407,967
Total Par Amount		\$	138,449,583	\$	153,999,645	\$	177,912,967
% Current Interest Bonds		50%		61%		67%	
% Deferred Interest Bonds		50%		39%		33%	
Dated Date		6/15/2018		6/15/2018		6/15/2018	
Final Maturity		6/15/2038		6/15/2038		6/15/2038	
Amortization Period		20 Years		20 Years		20 Years	
Levy Rates *							
	Prior Debt	New Bonds	Combined	New Bonds	Combined	New Bonds	Combined
2017.....	\$ 1.59	\$ -	\$ 1.59	\$ -	\$ 1.59	\$ -	\$ 1.59
2018.....	1.10	-	\$ 1.10	-	1.10	-	1.10
2019.....	1.10	0.49	1.59	0.65	1.75	0.90	2.00
2020.....	1.09	0.49	1.59	0.66	1.75	0.91	2.00
2021-2038.....	-	1.59	1.59	1.75	1.75	2.00	2.00
Interest							
Current Interest Rates		+ 2.00%		+ 2.00%		+ 2.00%	
True Interest Cost (TIC)		5.25%		5.23%		5.24%	
Total Interest Cost		\$107,593,862		\$118,289,976		\$135,205,288	
Total Interest Cost % of Par		78%		77%		76%	

* Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

Note: Deferred interest bonds are a tool used by issuers to manage the amount of annual debt service due and the resulting levy rate. Interest accrues until the maturity date and interest is calculated every 6 months based on the accreted value. Since the accreted interest is not paid to the investor in the period it accrues, the levy rate is lower than it otherwise would be with all current interest bonds. The bonds typically come at higher interest rates since investors do not receive any money until the maturity date. We try to minimize the use as much as possible while keeping projections within an issuer's parameters. The exact amount of deferred interest bonds will not be determined until the bonds are sold.

Three Scenarios

Plan 1 – Traditionalist

- Complete Elementary Program Spaces at all Schools
 - *eliminates need for portables, provides separate gym & cafeteria spaces*
 - *5 two-section and 2-three section elementary schools plus one-section at Franklin to provide capacity for 2,843 students (2020 projections are 2,818)*
 - *Rebuild Lincoln Elementary school as a three-section school*
- Address only critical upgrades at Franklin K-8
- Improve CTE program spaces at CHS & CVHS
- Create Learning/Dining Commons at College Hill & address critical needed improvements

Three Scenarios

Plan 2 – New Elementary Schools

- Complete Elementary Program Spaces at all Schools
 - *eliminates need for portables, provides separate gym & cafeteria spaces*
 - *5 two-section and 2-three section elementary schools plus one-section at Franklin to provide capacity for 2,843 students (2020 projections are 2,818)*
 - *Rebuild Lincoln Elementary school as a three-section school*
 - *Rebuild Mountain View Elementary at Cheldelin site (co-locate)*
- Move Franklin K-8 to Mountain View site
- Improve CTE program spaces at CHS & CVHS
- Create Learning/Dining Commons at College Hill & address critical needed improvements & finish refresh

Three Scenarios

Plan 3 – Grade Reconfiguration

- Convert all Elementary Schools to K-4 and provide all needed program spaces
 - *eliminates need for portables, provides separate gym & cafeteria spaces*
 - *5 two-section and 2-three section K-4 elementary schools plus one-section at Franklin to provide capacity for 2,340 K-4 students (2020 projections are 2,330 K-4 students)*
- Address critical upgrades at Franklin K-8; provide separate gym and cafeteria
- Convert and expand Linus Pauling to district-wide 5th & 6th grade middle school *(13,700 SF addition to accommodate 1,000 students to create 145,000 SF facility)*
- Convert and expand Cheldelin to district-wide 7th & 8th junior high *(58,300 SF addition to accommodate 1,100 students to create 165,000 SF facility)*
- Improve CTE program spaces at CHS & CVHS
- Create Learning/Dining Commons at College Hill and comprehensively renovate existing facility (not including original Harding building)

CORVALLIS School District--Long-Range Facility Planning

School / Site	Scenario 1 - Traditionalist			Scenario 2 - New Elementary Schools			Scenario 3 - Grade Reconfiguration		
	Action Items		Capacity	Action Items	Explanations	Capacity	Action Items	Explanations	Capacity
Adams ES	--Separate gym & café --No portables. --Program spaces. --Light renovation --site circulation improvements	Three-section elementary Additional program spaces to be added: 9 Site circulation (bus and vehicle) improvements would be addressed.	494	--Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 3	338	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Three-section elementary By converting the school to a K-4, overcrowding at all elementary schools would be decreased and existing space could be renovated for music, Special Education, art/science lab, and an early learning classroom space. Only 6 program spaces would need to be added.	406
Garfield ES	--No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 3	338	--Separate gym & café --No portables. --Program spaces. --Major renovation & reconfiguration.	Two-section elementary Major reconfiguration and renovation of the school could occur to provide a more conducive building layout and needed specialist small group instruction rooms, as well as collaboration spaces. Additional program spaces to be added: 3	338	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Only 1 program space would need to be added.	279
Hoover ES	--Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 5 This would address immediate needs but allow longterm flexibility if a more suitable site could be found for a new school funded through a future bond.	338	--Separate Gym & café --No portables. --Program spaces. --Light renovation --Interior corridors	Two-section elementary Classroom areas would be reconfigured to create an interior corridor directly connected to all classrooms and the rest of the building. Students would not need to go outside to access bathrooms and building exterior doors could be secured. Additional program spaces to be added: 5	338	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Only 3 program spaces would need to be added.	279
Jefferson ES	--Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 6	338	--Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 6	338	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Only 4 program spaces would need to be added.	279
Lincoln ES	Rebuild Lincoln On Current Site Removed on Back of Site Away From HWY-99	Three-section elementary The new school would be a larger, 3-section school. It could be constructed on the fields, oriented towards the neighborhood to the east and away from the hwy.	494	Rebuild Lincoln on new site	Three-section elementary The district does not currently own any property in the area and would need to acquire land in south town for the new school. This would move the school off of the busy hwy and increase safety for students. The new school would be a larger, 3-section school. The existing site could be sold or repurposed.	494	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Only 2 program spaces would need to be added.	279
Mount. View ES	--No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 6	338	Move Mount. View Program To New Building On Cheladlin Campus	Three-section elementary Construction of a new elementary school co-locating on the Cheladlin Middle School site. This would allow Mountain View students fewer transitions and provide modern learning environments.	494	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Only 4 program spaces would need to be added.	279
Wilson ES	--Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 2	338	--Separate gym & café --No portables. --Program spaces. --Light renovation	Two-section elementary Additional program spaces to be added: 2	338	<u>Convert To K-4:</u> --Separate gym & café --No portables. --Program spaces. --Light renovation	Three-section elementary Only 5 program spaces would need to be added.	406

CORVALLIS School District--Long-Range Facility Planning

School / Site	Scenario 1 - Traditionalist			Scenario 2 - New Elementary Schools			Scenario 3 - Grade Reconfiguration		
	Action Items		Capacity	Action Items	Explanations	Capacity	Action Items	Explanations	Capacity
Franklin K-8	Critical/Safety Needs Repaired	One-section elementary program Address only critical needs to allow for longterm flexibility if a more suitable location for the school could be found in the future.	165	Demo Franklin Site to Make Additional Field Space For Corvallis HS; Move Franklin K-8 Program To Renovated Mount. View Site	Many Franklin students live in the Mtn. View area. Given its location, it is not a walking school & all students must be driven or bussed. Opportunities for expanded programs, environmental sciences and outdoor learning would be increased with the larger acreage at this site (17 acres). This would still be a one-section elementary program.	165	Critical/Safety Needs Repaired and Added Program Spaces	One-section elementary program To bring the school up to the program standard for all district elementary schools, the gym and cafeteria would need to be separated.	165
Cheldelin MS	Student Commons Addition At Main Courtyard Behind Admin	Addition of 4,000 SF for Commons and Library connection Educational enhancements and Critical Repairs	817	Student Commons Addition At Main Courtyard Behind Admin	Addition of 4,000 SF for Commons and Library connection Educational enhancements and Critical Repairs	817	Convert TO 7-8 Junior High School; Expand To Accommodated Larger Building Capacity	Expand facilities to accommodate increased student population of 1,100 students by 58,300 square feet for a total of 165,000 SF (current facility is 106,699 SF).	1,100
Linus Pauling MS	Educational enhancements and Critical Repairs	team teaching capabilities, visible learning, student and family support, learning garden improvements (typical at every school)	1060?	Educational enhancements and Critical Repairs	team teaching capabilities, visible learning, student and family support, learning garden improvements (typical at every school)		Convert TO 5-6 Middle School; Expand To Accommodated Larger Building Capacity	Expand facilities to accommodate increased student population of 1,000 students by 13,700 square feet for a total of 145,000 SF. (current school is 131,327 SF)	1,000
Corvallis HS	Improve CTE and Site Connection to CTE Buildings	Renovate Building H to house Art programs; renovate CTE facilities, adding computer lab to run equipment; create covered outdoor construction classroom between two CTE buildings		Improve CTE and Site Connection to CTE Buildings - Expand Athletic Fields to Franklin Site	Renovate Building H to house Art programs; renovate CTE facilities, adding computer lab to run equipment; create covered outdoor construction classroom between two CTE buildings		Improve CTE and Site Connection to CTE Buildings	Renovate Building H to house Art programs; renovate CTE facilities, adding computer lab to run equipment; create covered outdoor construction classroom between two CTE buildings	
Crescent Valley HS	Improve CTE, Renovate Library w/ Learning & Social Commons	Renovate F Building to expand welding lab, incorporate computer labs and classrooms into CTE suite; strengthen connection between CTE and core curriculum classes; improvements to library to create collaborative zones		Improve CTE, Renovate Library w/ Learning & Social Commons	Renovate F Building to expand welding lab, incorporate computer labs and classrooms into CTE suite; strengthen connection between CTE and core curriculum classes; improvements to library to create collaborative zones		Improve CTE, Renovate Library w/ Learning & Social Commons	Renovate F Building to expand welding lab, incorporate computer labs and classrooms into CTE suite; strengthen connection between CTE and core curriculum classes; improvements to library to create collaborative zones	
College Hill @ Harding Center	Critical Safety/Needs Improvements; Create Learning/Social Commons Within Building Wing; Renovate Lockers	Create Learning & Dining Commons within the building wing; renovate locker rooms	130	Minor renovation; Create Learning/ Social Commons Within Building Wing; Renovate Locker rooms.	Create Learning & Dining Commons within the building wing; renovate locker rooms; refresh finishes throughout (flooring, paint, minor cabinetry upgrades)	130	Major renovation and reconfiguration of spaces into modern learning environments.	Create Learning & Dining Commons within the building wing; major reconfiguration and/or renovation of existing spaces for better functionality and modern learning spaces	130
New Elementary School	On Lincoln Site			1. On New Site 2. On Cheldelin Site					
Other	-			-					

	ISSUES	ADAMS ES	GARFIELD ES	HOOVER ES	JEFFERSON ES	LINCOLN ES	MOUNTAIN VIEW ES	WILSON ES	FRANKLIN K-8	CHELDELIN MIDDLE SCHOOL	LINUS PAULING MIDDLE SCHOOL	CORVALLIS HIGH SCHOOL	CRESCENT VALLEY HS	HARDING CENTER / COLLEGE HILL
\$100,445,000	'Must-do' Capital Improvements	\$8,399,837	\$5,652,373	\$11,907,081	\$9,465,084	\$9,960,617	\$4,230,797	\$9,332,736	\$10,428,512	\$11,290,530	\$285,991	\$559,943	\$11,455,923	\$7,475,653
\$30,938,000	New School	\$30,937,500												
\$25,200,000	Gymnasium	\$4,200,000	-	\$4,200,000	\$4,200,000	\$4,200,000	-	\$4,200,000	\$4,200,000	-	-	-	-	-
\$53,114,000	Permanent Building Additions (K-5 Configuration) 1 New Elementary School	\$6,048,000	\$2,016,000	\$3,360,000	\$4,032,000	\$30,937,500	\$4,032,000	\$1,344,000	\$1,344,000	-	-	-	-	-
\$75,987,000	Permanent Building Additions (K-5 Configuration) 2 New Elementary Schools	\$2,016,000	\$2,016,000	\$3,360,000	\$4,032,000	\$30,937,500	\$30,937,500	\$1,344,000	\$1,344,000	-	-	-	-	-
\$40,704,000	Permanent Building Additions (K-4 Configuration)	\$2,016,000	-	-	-	-	-	\$1,344,000	\$1,344,000	\$29,150,000	\$6,850,000	-	-	-
\$119,938,000	Building Renovations (Major Renovation/Reconfigure)	\$14,008,500	\$14,046,600	\$13,884,600	\$12,046,500	\$11,880,300	\$15,651,000	\$11,970,300	\$10,783,200	-	-	\$2,400,000	-	\$13,267,200
\$69,789,000	Building Refresh (Light Renovation)	\$6,537,300	\$6,555,080	\$6,479,480	\$5,621,700	\$5,544,140	\$7,303,800	\$5,586,140	\$5,032,160	\$14,937,860	-	-	-	\$6,191,360
\$3,108,000	Office-Security Upgrades	\$398,250	\$427,750	\$531,000	\$398,250	\$383,500	\$571,250	\$398,250	-	-	-	-	-	-
\$8,419,000	Collaboration Spaces	\$295,000	\$295,000	\$295,000	\$295,000	\$295,000	\$295,000	\$295,000	\$295,000	\$1,250,000	-	-	\$3,923,500	\$885,000
\$550,000	Team Teaching	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$20,000	\$30,000	\$80,000	-	-	-
\$846,000	Visible Learning	\$68,000	\$60,000	\$56,000	\$64,000	\$44,000	\$64,000	\$80,000	\$72,000	\$124,000	\$51,948	-	\$138,000	\$24,000
\$5,500,000	Student & Family Support	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
\$1,870,000	Infrastructure & Power	-	\$374,576	-	-	-	-	-	\$287,552	\$853,592	-	-	-	\$353,792
\$5,000,000	Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
\$1,000,000	Covered Play Shelters	\$150,000	\$150,000	-	\$150,000	-	-	\$150,000	-	\$75,000	\$75,000	\$125,000	\$125,000	-
\$5,758,000	Site Improvements / Vehicular Circulation	\$600,013	\$608,013	\$597,347	-	-	-	\$698,680	\$3,254,000	-	-	-	-	-
\$260,000	Outdoor Learning / Garden	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
\$5,090,000	CTE Improvements	-	-	-	-	-	-	-	-	-	-	\$2,640,000	\$2,450,000	-

Developing a Plan and Budget



CORVALLIS School District

2018 BOND

LEARNING ENVIRONMENT

CREATE SMALL GROUP LEARNING NICHES, COLLABORATION SPACES, AND GROUP AREAS AT ALL ELEMENTARY SCHOOLS AND FRANKLIN K-8; CREATE LEARNING

PROJECT COMMONS AT CHELDELIN, CVHS, AND HARDING \$ 8,419,000

ALTERNATE BUDGET _____ DOLLARS

ADDITIONAL INFORMATION REQUESTED _____



CORVALLIS School District

2018 BOND

LEARNING ENVIRONMENT

CREATE OPPORTUNITIES FOR TEAM TEACHING BY ADDING CONNECTIONS BETWEEN ADJACENT CLASSROOMS AT ELEMENTARY, K-8, AND MIDDLE

PROJECT SCHOOL SITES \$ 550,000

ALTERNATE BUDGET _____ DOLLARS

ADDITIONAL INFORMATION REQUESTED _____



CORVALLIS School District

2018 BOND

LEARNING ENVIRONMENT

CREATE OPPORTUNITIES FOR VISIBLE LEARNING AT ALL

PROJECT SITES EXCLUDING CHS \$ 846,000

ALTERNATE BUDGET _____ DOLLARS

ADDITIONAL INFORMATION REQUESTED _____

Checks Exercise Results

		Team Exercise Results - 4/26/2017															
		Table 1		Table 2		Table 3		Table 4		Table 5		Table 6		Table 7		AGREEMENT?	
ISSUES																	
\$100,445,000	'Must-do' Capital Improvements	Y	\$100,445,000	Y	\$100,445,000	Y	\$100,445,000	Y	\$100,445,000	Y	\$100,445,000	Y	\$100,445,000	Y	\$100,445,000	▲	100%
\$30,938,000	New School		\$0		\$0		\$0	Y	\$30,938,000		\$0		\$0		\$0	▼	14%
\$25,200,000	Gymnasium	Y	\$25,200,000	Y	\$25,200,000	Y	\$25,200,000	Y	\$25,200,000		\$0	Y	\$25,200,000	Y	\$25,200,000	▲	86%
\$53,114,000	Permanent Building Additions (K-5 Configuration) 1 New Elementary School		\$0		\$0	Y	\$53,114,000		\$0		\$0		\$0	Y	\$53,114,000	▼	29%
\$75,987,000	Permanent Building Additions (K-5 Configuration) 2 New Elementary Schools	Y	\$75,987,000	Y	\$75,987,000		\$0	Y	\$75,987,000	Y	\$75,987,000	Y	\$75,987,000		\$0	▲	71%
\$40,704,000	Permanent Building Additions (K-4 Configuration)		\$0		\$0		\$0		\$0		\$0		\$0		\$0	▼	0%
\$119,938,000	Building Renovations (Major Renovation/Reconfigure)		\$0	Y	\$119,938,000		\$0		\$0		\$0		\$0		\$0	▼	14%
\$69,789,000	Building Refresh (Light Renovation)		\$0		\$0		\$0		\$0		\$0		\$0		\$0	▼	0%
\$3,108,000	Office Security Upgrades	Y	\$3,108,000		\$0		\$0		\$0		\$0	Y	\$3,108,000		\$0	▼	29%
\$8,419,000	Collaboration Spaces		\$0		\$0		\$0	Y	\$8,419,000		\$0		\$0	Y	\$8,419,000	▼	29%
\$550,000	Team Teaching	Y	\$550,000	Y	\$550,000		\$0	Y	\$550,000		\$0	Y	\$550,000		\$0	■	57%
\$846,000	Visible Learning		\$0		\$0		\$0	Y	\$846,000		\$0	Y	\$846,000		\$0	▼	29%
\$5,500,000	Student & Family Support	Y	\$5,500,000	Y	\$5,500,000		\$0	Y	\$5,500,000	Y	<u>\$4,000,000</u>		\$0		\$0	■	57%
\$1,870,000	Infrastructure & Power	Y	\$1,870,000	Y	\$1,870,000	Y	\$1,870,000	Y	\$1,870,000	Y	\$1,870,000	Y	\$1,870,000		\$0	▲	86%
\$5,000,000	Furniture		\$0		\$0		\$0	Y	\$5,000,000		\$0		\$0		\$0	▼	14%
\$1,000,000	Covered Play Shelters	Y	\$1,000,000	Y	\$1,000,000		\$0	Y	\$1,000,000	Y	<u>\$150,000</u>	Y	\$1,000,000	Y	\$1,000,000	▲	86%
\$5,758,000	Site Improvements / Vehicular Circulation		\$0		\$0		\$0		\$0		\$0		\$0		\$0	▼	0%
\$260,000	Outdoor Learning / Garden		\$0	Y	\$260,000		\$0	Y	\$260,000	Y	\$260,000	Y	\$260,000		\$0	■	57%
\$5,090,000	CTE Improvements	Y	\$5,090,000	Y	\$5,090,000	Y	\$5,090,000	Y	\$5,090,000		\$0	Y	\$5,090,000	Y	\$5,090,000	▲	86%
varies	Write-In		\$0		\$0	Y	<u>\$885,000</u>	Y	-\$10,428,511.96							▼	29%
		\$218,750,000		\$335,840,000		\$185,719,000		\$261,105,000		\$183,312,000		\$214,356,000		\$193,268,000			

DOT VOTING:

*What do YOU think are the **top 6 projects** that must be accomplished in the plan?*

Individual Priorities Dots Exercise Results

School / Site	Scenario 1 - Traditionalist		Scenario 2 - New Elementary Schools		Scenario 3 - Grade Reconfiguration	
	Action Items	VOTING	Action Items	VOTING	Action Items	VOTING
Adams ES	-Separate gym & café -No portables. -Program spaces. -Light renovation -site circulation improvements	<u>1</u>	-Separate gym & café -No portables. -Program spaces. -Light renovation	<u>14</u>	<u>4</u> Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Garfield ES	-No portables. -Program spaces. -Light renovation	<u>1</u>	-Separate gym & café -No portables. -Program spaces. -Major renovation & reconfiguration.	<u>16</u>	Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Hoover ES	-Separate gym & café -No portables. -Program spaces. -Light renovation	<u>1</u>	-Separate Gym & café -No portables. -Program spaces. -Light renovation -Interior corridors	<u>10</u>	Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Jefferson ES	-Separate gym & café -No portables. -Program spaces. -Light renovation	-	-Separate gym & café -No portables. -Program spaces. -Light renovation	<u>1</u>	Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Lincoln ES	Rebuild Lincoln On Current Site Removed on Back of Site Away From HWY-99	<u>5</u>	Rebuild Lincoln on new site	<u>11</u>	Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Mount. View ES	-No portables. -Program spaces. -Light renovation	<u>1</u>	Move Mount. View Program To New Building On Cheldelin Campus	<u>12</u>	Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Wilson ES	-Separate gym & café -No portables. -Program spaces. -Light renovation	-	-Separate gym & café -No portables. -Program spaces. -Light renovation	-	Convert To K-4: -Separate gym & café -No portables. -Program spaces. -Light renovation	-
Franklin K-8	Critical/Safety Needs Repaired	-	Demo Franklin Site to Make Additional Field Space For Corvallis HS; Move Franklin K-8 Program To Renovated Mount. View Site	<u>20</u>	Critical/Safety Needs Repaired and Added Program Spaces	-
Cheldelin MS	Student Commons Addition At Main Courtyard Behind Admin	-	Student Commons Addition At Main Courtyard Behind Admin	<u>3</u>	Convert TO 7-8 Junior High School: Expand To Accommodated Larger Building Capacity	<u>3</u>

School / Site	Scenario 1 - Traditionalist		Scenario 2 - New Elementary Schools		Scenario 3 - Grade Reconfiguration	
	Action Items	VOTING	Action Items	VOTING	Action Items	VOTING
Linus Pauling MS	Educational enhancements and Critical Repairs	-	Educational enhancements and Critical Repairs	<u>1</u>	Convert TO 5-6 Middle School: Expand To Accommodated Larger Building Capacity	<u>3</u>
Corvallis HS	Improve CTE and Site Connection to CTE Buildings	<u>2</u>	Improve CTE and Site Connection to CTE Buildings - Expand Athletic Fields to Franklin Site	<u>12</u>	Improve CTE and Site Connection to CTE Buildings	<u>2</u>
Crescent Valley HS	Improve CTE, Renovate Library w/ Learning & Social Commons	<u>2</u>	Improve CTE, Renovate Library w/ Learning & Social Commons	<u>13</u>	Improve CTE, Renovate Library w/ Learning & Social Commons	-
College Hill @ Harding Center	Critical Safety/Needs Improvements; Create Learning/Social Commons Within Building Wing; Renovate Lockers	<u>1</u>	Minor renovation; Create Learning/ Social Commons Within Building Wing; Renovate Locker rooms.	<u>8</u>	Major renovation and reconfiguration of spaces into modern learning environments.	<u>4</u>
New Elementary School	On Lincoln Site	<u>4</u>	1. On New Site 2. On Cheldelin Site	<u>5</u>		
Other	WRITE-IN: Close Franklin and absorb students into expanded elementaries	<u>7</u>	WRITE-IN: Maker Space/CTE centralized in community for MS, HS, College Hill use and collab w/ business (tech, entrepreneur, innovation)	<u>1</u>	WRITE-IN: Extra enrichment and learning spaces at high needs schools (not equality across all schools) = equity	<u>1</u>
	WRITE-IN: New Garfield building that meets needs	<u>1</u>	WRITE-IN: Make Franklin accessible fall all kids (bussing) or close it	<u>1</u>		

WORKSHOP 5

GOALS & OUTCOMES

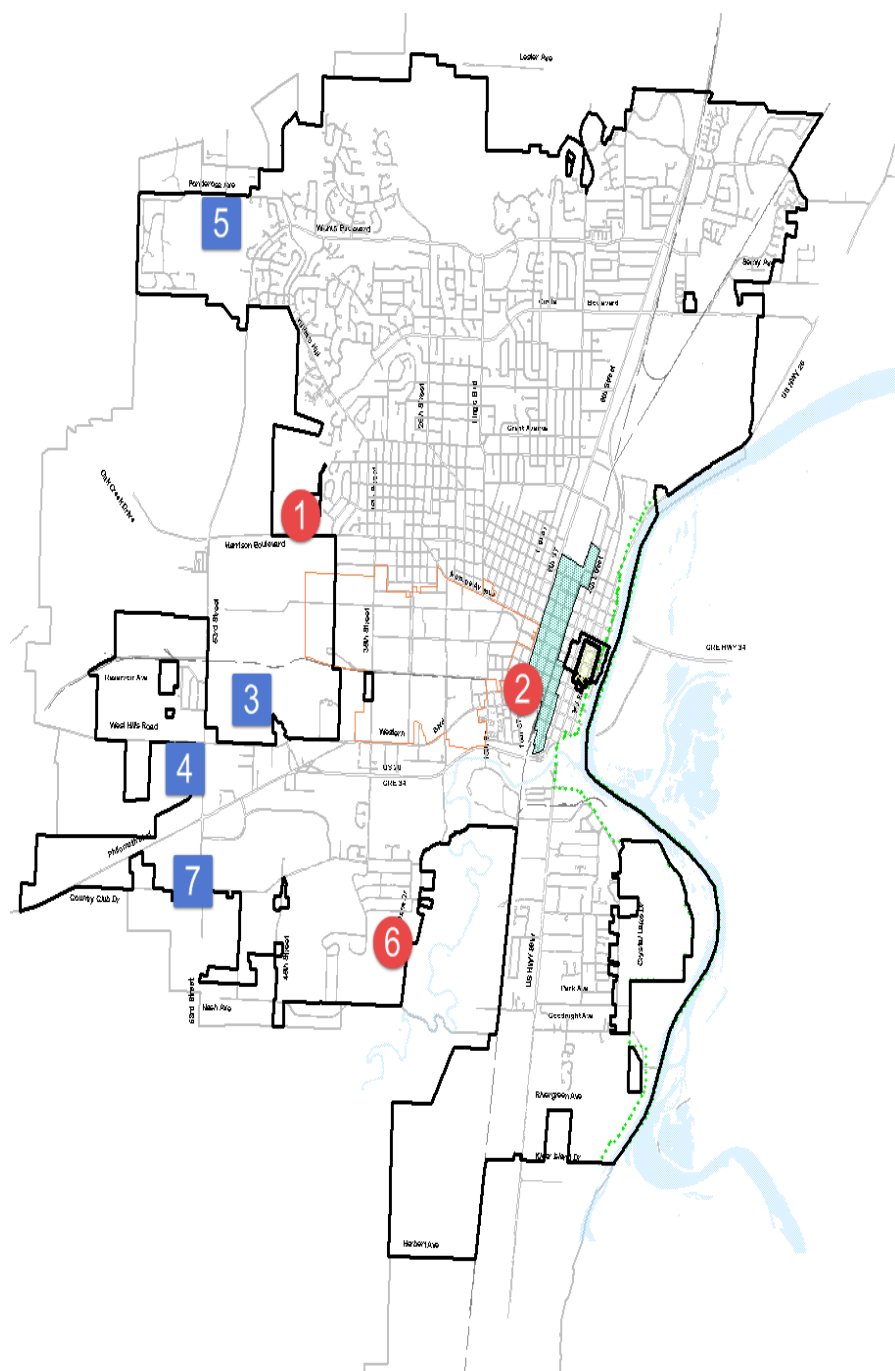
- ✓ Refine and confirm plan component elements
- ✓ Review of Test Fit Sketches for every School site

DISTRICT SPOTLIGHT

- ✓ Transportation-Kim Patten

EXERCISES

- ✓ Voting exercise on plan components



WORKSHOP 4—Checks Exercise Results

Group Consensus on the following (86%-100%):

- “Must do” Capital Improvements
- Separation of elem. gyms and cafeterias
- Infrastructure and electrical power upgrades
- Covered play areas
- CTE improvements

Majority support on the following (57%-71%):

- Permanent building additions & new elementary schools
- Renovations to promote team teaching
- Provision of student & family support spaces
- Provisions for outdoor learning spaces

WORKSHOP 4—Dots Exercise Results

Strong support for the following (14-20 dots):

- Move Franklin K-8 to Mountain View site & use for CHS fields & parking
- Major renovation of Garfield
- Renovation of Adams Elem.

Support on the following (8-13 dots):

- Improve CTE spaces at CHS, expand athletic fields to Franklin site
- Improve CTE spaces at CVHS & renovate library into learning & social commons
- Move Mountain View Elem. to Cheldelin campus
- Re-build Lincoln on new site
- Renovate Hoover to provide interior corridors
- Renovate College Hill and create dining/learning commons

Capital Repairs Breakdown

- Seismic/Structural: \$ 24,661,000
- Envelope Repairs: \$ 4,853,000
- Infrastructure (Mech/Elec/Plumb): \$ 30,163,000
- ADA (accessibility): \$ 8,860,000
- Site Improvements: \$ 1,080,000

Sub total: \$ 69,617,000

Covered in Renovation and Program additions:

- Safety & Security: \$ 4,825,000
- Program needs: \$ 21,364,000
- Interior repairs: \$ 5,658,000

TOTAL: \$ 100,464,000

Educational Improvements

- Build cafeterias at Adams, Jefferson & Wilson Elementary schools and new gym at Hoover, assuming Lincoln Elem is replaced.
- Add to all elementary schools to eliminate portables and provide program spaces, such as music, art/science, and PreK/early learning classroom.
- Provide designated Student and Family Support space. This could be Health Navigator offices and a community room.
- Renovate CTE spaces at CHS and CVHS, including additional welding lab and outdoor covered construction learning space.

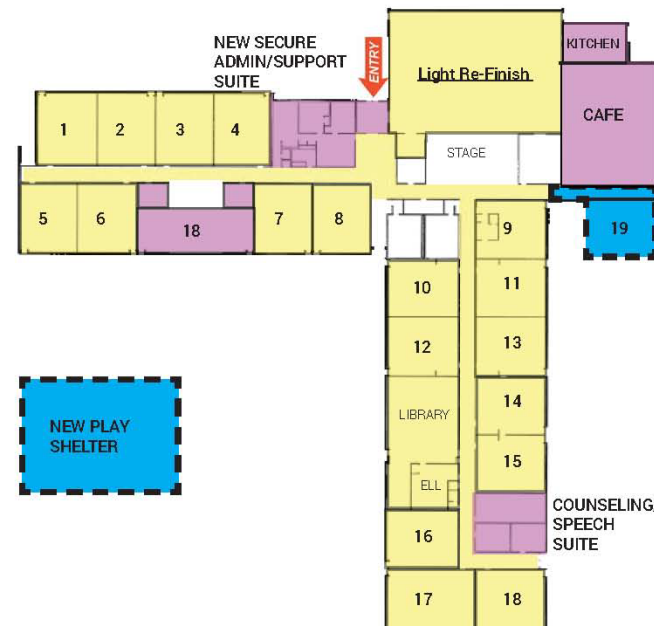
Sub total: \$ 40,369,000

DRAFT - MAY 10, 2017

ADAMS K-5 ELEMENTARY SCHOOL (2-SECTION)

TOTAL ADDITION SQF:
TOTAL RENOVATION SQF:

CAPACITY:
BUDGET:



LEGEND

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED

Unranked Priority Projects

- New Lincoln Elementary—either on site or on a new site
- Garfield Elementary Renovation
- Hoover Elementary Renovation to create interior corridors
- College Hill Renovation & Commons addition

Sub total: \$ 51,349,050

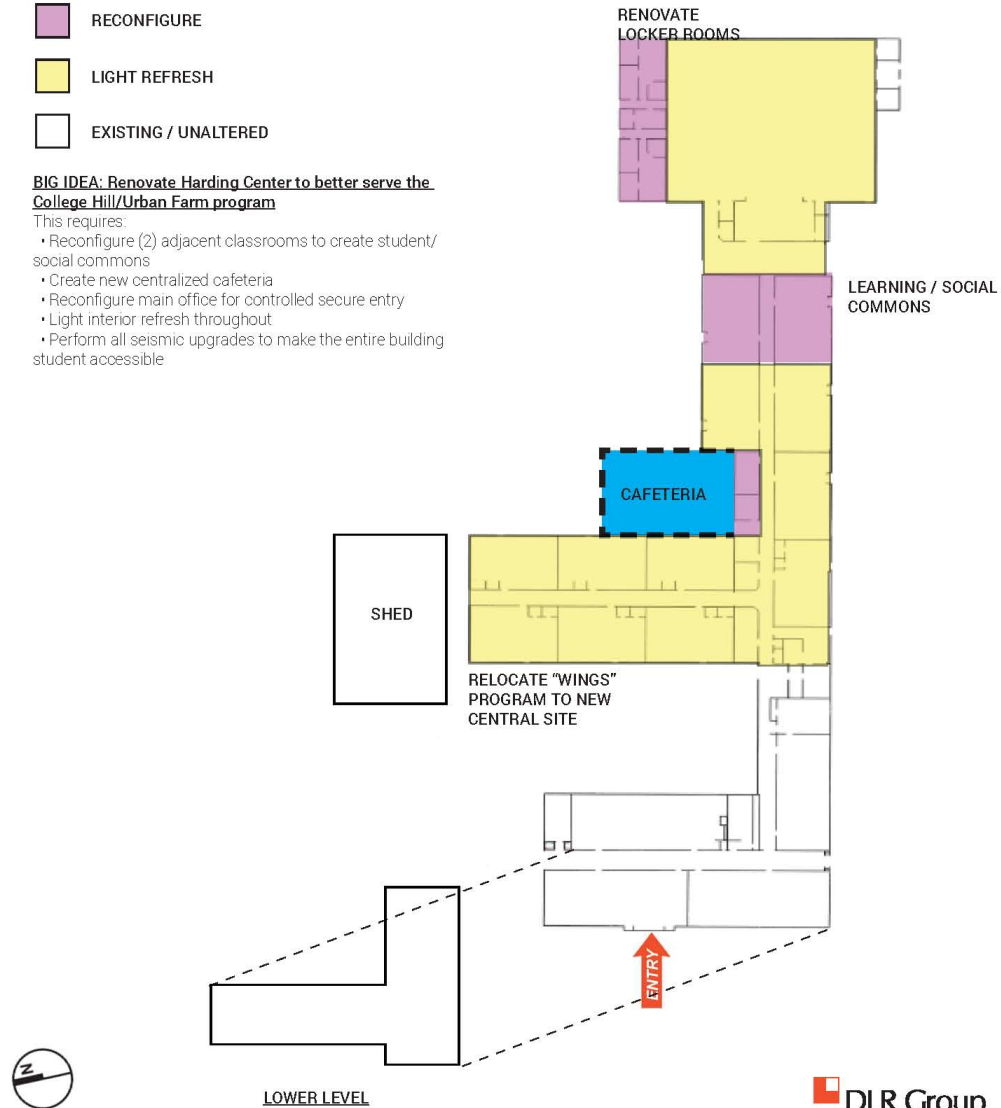
TOTAL ADDITION SQF:
TOTAL RENOVATION SQF:CAPACITY:
BUDGET:**LEGEND**

-  NEW CONSTRUCTION
-  RECONFIGURE
-  LIGHT REFRESH
-  EXISTING / UNALTERED

BIG IDEA: Renovate Harding Center to better serve the College Hill/Urban Farm program

This requires:

- Reconfigure (2) adjacent classrooms to create student/ social commons
- Create new centralized cafeteria
- Reconfigure main office for controlled secure entry
- Light interior refresh throughout
- Perform all seismic upgrades to make the entire building student accessible



Additional Projects

- Adams Elementary renovation of existing spaces
- Jefferson Elementary renovation of existing spaces
- Wilson Elementary renovation of existing spaces
- Linus Pauling Middle renovation of collaboration spaces and CTE space improvements
- CVHS Library/Student commons renovation
- College Hill Renovation & Commons addition

Sub total: \$ 21,282,200

GROUP VOTING & DISCUSSION:

*What projects should be
in the draft plan?*

Workshop 5 PRIORITIES

- Overwhelming support for replacing the portables with permanent facilities.
- Replace Lincoln Elementary, preferring new site slightly over existing.
- Overwhelming support for providing separate gyms and cafeteria spaces at all elementary schools.
- Strong support for the comprehensive renovation of Garfield Elementary.
- Committee is split evenly on creating interior corridors within Hoover in this bond phase.
- Providing Student & Family Support services at each elementary was deemed important by a large majority.
- Providing early learning classrooms at each elementary was deemed important by a large majority.
- Strong support providing a designated music classroom and art/science classroom at each elementary school.
- Overwhelming support for CTE Improvements at CVHS and CHS.
- Renovation of College Hill is a priority.
- There was support for relocating Franklin K-8 to the Mountain View site.

Core Values

Core Values Icons

Relationships Build Communities of Trust and Respect

With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.



Collaboration

Inclusive Learning Environments are Culturally Relevant

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all abilities and backgrounds to pursue their passions. We are dedicated to meeting each student's needs.



Diversity

Real-World, Experiential Learning is Meaningful and Applied

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectations, our programs and spaces nurture creativity and a sense of accomplishment and joy.



Learning

Community Connections Support Learning

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.



Community

Adaptability is Critical to our Success

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.



Adaptability

NEXT STEPS

- SUB-GROUP DISCUSSIONS
 - Elementary School Program, Athletics, &
- **WORKSHOP 6: JUNE 6**
 - Finalizing the Draft Plan
- SUMMER ACTIVITIES
 - Surveying The Community & Community Listening Sessions
- FALL EVENTS
 - Back To School Night Information, Design Charrettes, Community Eco-charrette



Corvallis
SCHOOL DISTRICT

V. UPDATES REGARDING CAREER AND TECHNICAL EDUCATION (CTE)
AND MEASURE 98



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Rynda Gregory, Student Services Coordinator
Meeting Date: May 22, 2017

Career and Technical Education Update and Measure 98 Proposal for 2017-18

NO ACTION REQUIRED

Career and Technical Education (CTE) is leading change, transforming expectations and making the difference for students, for high schools and colleges, for business and industry, for Oregon and for America.

Introduction

CTE is learning that works for Oregon, and it is helping our nation meet the very real and immediate challenges of economic development, student achievement, and global competitiveness. CTE develops our most valuable resource – our people; helping them gain the skills, technical knowledge, academic foundation, and real-world experience they need to prepare for high-skill, high-demand, and high-wage careers. CTE is organized by a national framework called Career Clusters™, which presents a complete range of related career options to students of all ages, helps them discover their interests and passions, and empowers them to choose the education pathway that can lead to success in high school, college, and their chosen career. <http://www.ode.state.or.us/search/results/?id=151>

In 2015-16, Corvallis' 208 CTE concentrators, which are students who earned one or more credits in technical skill-based courses as part of a state-approved CTE program, had a graduation rate of 89.4%.

Current Enrollment in CTE Courses

Corvallis High School	Crescent Valley High School
• Automotive • Computer Science • Manufacturing • Photography	• Culinary Arts • Design & Applied Arts • Digital Imaging • Information Support & Services • Pre-Engineering
As of 05/15/17, 315 students are currently taking <u>one or more</u> CTE-designated classes. Of these, • 73 are experiencing poverty • 36 are students with disabilities • 51 are students of color	As of 05/15/17, 481 students are currently taking <u>one or more</u> CTE-designated classes. Of these, • 103 are experiencing poverty • 41 are students with disabilities • 57 are students of color

Measure 98, passed by voters in November 2016, focuses on Career and Technical Education, college readiness, and dropout prevention. The funds associated with this law must be applied to *establish or expand* career and technical education programs in high schools, *establish or expand* college-level educational opportunities for students in high schools, and *establish or expand* dropout-prevention strategies in high schools. The amount of grant funds expected is approximately \$900,000.

Proposal for Implementation of Measure 98

District leadership met with the high school administration team multiple times since Fall 2016. The conversations included a review of the law, brainstorming how to meet the needs of our students through the requirements of the law. Additionally, we met with CTE teachers to learn about their needs for replacement and maintenance of equipment. Based on those meetings, the proposal will focus on the following:

1. *Update/upkeep/maintenance of current equipment* in our CTE courses at both high schools (this includes funds for personnel and necessary materials);
2. *Internship/Post-Graduate Coordinator* to build connections with a variety of local businesses in order to organize internship opportunities for high school students, build connections with local community colleges to increase dual enrollment opportunities and preparedness for post-graduation plans, and collaborate more with the Pipeline project in Albany;
3. Professional development and planning time to *expand CHS Engage and review high school math coursework* to be more inclusive of all students' needs toward graduation requirements.
 - a. CHS Engage – CHS Engage is an alternative education pathway offered at Corvallis High School. Students can earn English, math, and social studies credits at an individual pace. Within this setting, students can also earn credit while practicing and taking official reading, writing, and math samples necessary for graduation standards. There are currently 47 students enrolled in this pathway, with the goal to double that number next year.
 - b. High School Math Coursework – Considering *recent shifts in Math 111 at both OSU and LBCC, the proposed shifts from ODE in math standards*, which includes mathematical modeling and problem solving focus, and *increased focus on the need for applied mathematics*, a plan for research based professional development in possibly revamping these areas is necessary. We plan to work with Oregon State University (OSU) College of Education math education professors, to create and deliver this professional development.
4. Expansion of current CTE programs of study and the addition of Health Occupations and Computer Science pathways. These two pathways were chosen based on high need, high pay, and feedback of high interest from students.

Students informally polled are from traditionally high risk student groups or not on track to graduate. Both of the chosen pathways offer careers in growing industries.

- a. Health Occupations – There are local and national expanding needs for Health Care experts. This program of study will lead to skill development in a variety of health related career pathways including nursing, pre-med, and physical therapy. This program of study appeals to students who plan to attend a community college or a four-year university.
- b. Computer Science – Many of our students consider themselves digital natives, and often share a high interest in digital gaming and application development. This program of study will offer real-life technical skills that can open doors to multiple careers within the digital world, including potential connections to apps and gaming.

The high school administrators and I are working with Dale Moon, CTE contact and Program of Study expert at Linn Benton Community College (LBCC), to identify and design a series of complete, yet non-duplicative career focused courses for each program of study. We are looking at similar programs of study offered at high schools across Oregon. Both of these pathways will emphasize technical, academic and career knowledge and skills that can be applied in career contexts. This is real word learning for our students in areas that are of high interest to our traditionally underserved students.

Financial Outline

On the following page is a chart of the fiscal breakdown for each area mentioned above.

		2017-18 Proposed Budget	2017-18 Proposed FTE	
1131 - High School Programs				
	0100 - Salaries	124,632	2.00	<i>100/200 – Salaries and benefits for computer science instructor at Corvallis High School and health occupations instructor at Crescent Valley High School.</i> <i>300 – Repairs and maintenance to improve electrical infrastructure and maintain and repair existing equipment.</i> <i>400 – Supplies and materials, including curriculum and computer hardware, for new courses.</i> <i>500 – Replacement of existing equipment.</i>
	0200 - Associated Payroll Costs	62,773		
	0300 - Purchased Services	200,000		
	0400 - Supplies and Materials	92,065		
	0500 - Capital Outlay	200,000		
1131 - High School Programs Total		679,470	2.00	
2120 - Guidance Services				
	0100 - Salaries	67,186	1.00	<i>100/200 – Salaries and benefits for Internship/Post-Graduate Coordinator.</i> <i>400 – Supplies and materials as needed for internship program development.</i>
	0200 - Associated Payroll Costs	32,486		
	0400 - Supplies and Materials	25,000		
2120 - Guidance Services Total		124,672	1.00	
2240 - Instructional Staff Development				
	0100 - Salaries	55,000		<i>100/200 – Salaries and benefits for substitutes and extra time to allow for professional development, including review of high school mathematics curriculum, and expansion of Engage CHS program.</i> <i>300 – Travel, including conference fees, related to professional development activities.</i>
	0200 - Associated Payroll Costs	15,858		
	0300 - Purchased Services	25,000		
2240 - Instructional Staff Development Total		95,858	0.00	
TOTAL		900,000	3.00	



Corvallis
SCHOOL DISTRICT

VI. EMPLOYMENT CONTRACTS/ADDENDUMS – ASSISTANT
SUPERINTENDENT, HUMAN RESOURCES DIRECTOR, AND FINANCE
AND OPERATIONS DIRECTOR



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: May 22, 2017

Employment Contracts/Addendums – Assistant Superintendent, Finance and Operations Director, and Human Resources Director

ACTION REQUESTED

Background

The Assistant Superintendent's contract is for a new three year period pursuant to Board action taken on March 13, 2017. The Finance and Operations Director's and Human Resources Director's 2016-2019 contracts stipulate that "Salary for subsequent years will be subject to negotiations with the Superintendent." All three positions receive a 2% COLA in 2017-18 to maintain alignment with all other employee groups.

ACTION REQUESTED:

Approve the attached employment contracts and addendums for the Assistant Superintendent, Finance and Operations Director, and Human Resources Director.

MOTION REQUESTED:

"I move to approve the employment contracts and addendums for the Assistant Superintendent, Finance and Operations Director, and Human Resources Director as submitted."

EMPLOYMENT CONTRACT

BETWEEN

Kevin Bogatin, ASSISTANT SUPERINTENDENT

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the "District," and KEVIN BOGATIN, hereinafter referred to as "Assistant Superintendent."

WITNESSETH:

WHEREAS, the District will employ an Assistant Superintendent under the general supervision of the Superintendent and;

WHEREAS, the District and Assistant Superintendent believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of the effective communication between them;

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Kevin Bogatin as the Assistant Superintendent and the Assistant Superintendent hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall be a three-year agreement commencing July 1, 2017 through June 30, 2020.

SECTION 2. DUTIES:

The Assistant Superintendent shall have and maintain the qualifications, perform the specific duties, and shall have and exercise the authority outlined in the job description for the position of Assistant Superintendent. In addition, the Assistant Superintendent shall perform other duties as prescribed by the Superintendent.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Assistant Superintendent, for the services rendered, at an annual base salary of \$133,569 for the 2017-18 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the Assistant Superintendent position is 260 days, which includes nine (9) paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

The Assistant Superintendent shall be entitled to the fringe benefits and agreements accorded to the other District administrative employees as identified in the non-represented agreement, including, but not limited to: PERS contribution, health insurance, holidays, leaves, and professional memberships.

Allowance: The District will pay the Assistant Superintendent a stipend of \$250 a month, as taxable income, for use of personal automobile for District business.

Tax-sheltered annuity: The District will make a contribution of \$200.00 a month toward a 403(b) plan of the Assistant Superintendent's choice through one of the District approved vendors. The Assistant Superintendent is responsible that such TSA contributions are within the IRS regulations.

Tuition: Tuition reimbursement may be negotiated with the Superintendent in the second or third year of this contract.

Vacation: The Assistant Superintendent shall receive 20 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June). However, the carry over days must be used by December 31 of the following year or are forfeited.

Vacation days are granted at the beginning of the fiscal year. Upon termination of employment, vacation days are pro-rated based on the number of days worked. All used, unearned vacation is owed to the District and will be deducted from the Assistant Superintendent's final pay. Any unused, earned vacation, not to exceed 10 (ten) days, shall be cashed out at the per diem rate at the termination of the Assistant Superintendent's employment with the District.

SECTION 6. PROFESSIONAL DEVELOPMENT:

The District is committed to professional development and will provide the necessary resources to facilitate the professional growth of the Assistant Superintendent. The District expects the Assistant Superintendent to continue professional development and to participate in relevant learning experiences at District expense, with Superintendent approval.

- a. The Assistant Superintendent is encouraged to develop a professional growth plan that meets the needs of both the individual and the District, as approved by the Superintendent.
- b. Participation in a national/regional conference is encouraged, should be part of the overall plan for professional development of the Assistant Superintendent, and is subject to Superintendent approval. The Assistant Superintendent may attend at least one (1) national conference each year, expenses to be incurred by the District subject to the limit of budgeted amounts for this expenditure.

The District shall reimburse the Assistant Superintendent for all actual and necessary professional development expenses incurred by him as provided in the budget and within the scope of his employment, such as:

- a. Lodging expenses will be reimbursed based upon documented receipts, subject to prior approval by the Superintendent.
- b. Meals will be reimbursed to the limits established by District policy or administrative rule upon submission of receipts, subject to prior approval by the Superintendent or his/her designee.

SECTION 7. ADMINISTRATIVE CERTIFICATE:

The Assistant Superintendent shall maintain throughout the term of this agreement a valid and appropriate license to act as Assistant Superintendent as required by the State of Oregon. Failure

by the Assistant Superintendent to maintain such a license in good standing constitutes cause for the Corvallis School District to terminate this contract.

SECTION 8. EVALUATION:

The Assistant Superintendent and the Superintendent shall meet annually for the purposes of evaluation of the performance of the Assistant Superintendent and expressing recommendations and observations on how such performance may be continually improved. Such evaluation shall be summarized in writing and placed in the Assistant Superintendent's personnel file.

SECTION 9. LAYOFF:

Should the School Board determine to eliminate or reduce the percentage of "FTE" the position of Assistant Superintendent, the Assistant Superintendent shall be considered for any vacant administrative positions that he is qualified to fill.

SECTION 10. RENEWAL:

The Superintendent and the Assistant Superintendent shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. The Superintendent shall consider and decide upon renewal of this Contract, recommend decision to the School Board, and notify the administrator no later than March 15, 2020. If no contract extension is executed, this contract expires at the end of its term.

SECTION 11. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death or retirement. Throughout the term of this contract, the Assistant Superintendent will be subject to dismissal under ORS 342.805-925. The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Assistant Superintendent no less than ten (10) days written notice in advance of the pre- termination meeting with the Superintendent. If the Assistant Superintendent chooses to be accompanied by legal counsel at the hearing, he will assume the cost of his attorney. The Assistant Superintendent may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 12. INDEMNIFICATION:

The District will defend, hold harmless, and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Assistant Superintendent in his individual capacity, or in his official capacity as agent and employee of the District, provided the incident arose while he was acting within the scope of his employment, all according to the Oregon Tort Claims Act.

SECTION 13. SAVINGS CLAUSE:

If during the term of this Contract it is found that a specific clause of the Contract is illegal in federal or state law, the remainder of the Contract not affected by such a ruling shall remain in force.

SECTION 14. APPLICABLE LAW:

This Employment Contract is subject to all applicable laws of the State of Oregon, rules and regulations of the State Board of Education, and policies of the District and of the Board, all of which are made part of the terms and conditions of this Contract as though set forth therein.

SECTION 15. AMENDMENT:

This Employment Contract may be amended by the parties at any time. No amendment shall be effective unless it is in writing, signed by the Assistant Superintendent and the Superintendent, and approved by the School Board.

IN WITNESS WHEREOF, the District has caused this Contract to be approved on its behalf by a duly authorized officer, and the Assistant Superintendent has approved this Employment Contract.

Approved this _____ day of _____ 20____.

Superintendent

Assistant Superintendent

ADDENDUM
Employment Contract for Finance and Operations Director

The following changes are being made to the Employment Contract with Olivia Meyers Buch, Finance and Operations Director effective July 1, 2017.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Finance and Operations Director, for the services rendered, at an annual base salary of \$122,672, for the 2017-18 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent.

Superintendent/Date

Finance and Operations Director /Date

ADDENDUM
Employment Contract for Human Resources Director

The following changes are being made to the Employment Contract with Jennifer Duvall, Human Resources Director effective July 1, 2017.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Human Resources Director, for the services rendered, at an annual base salary of \$122,672, for the 2017-18 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent.

Superintendent/Date

Human Resources Director /Date



Corvallis
SCHOOL DISTRICT

VII. NON-REPRESENTED EMPLOYEE BENEFITS AND COMPENSATION



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Jennifer Duvall, Human Resources Director

Meeting Date: May 22, 2017

Non-Represented Employee Benefits and Compensation

ACTION REQUESTED

Background

The non-represented employee group's agreement expires June 30, 2017. The following changes are recommended to the Non-Represented Staff Agreement:

- Two year agreement, through June 30, 2019;
- Add 2% COLA to the salary schedule each year of the agreement for all non-represented positions;
- Provide steps each year of the agreement for those eligible for step movement;
- Increase district insurance contribution to \$1325 per month for 2017-18 and to \$1350 per month for 2018-19;
- Increase tuition reimbursement to 8 credits per year. Administrators are required to complete additional coursework to maintain their license and tuition vouchers are not as readily available as before.
- Increase mileage reimbursement for the teaching and learning coordinators and assistant coordinators from \$50 per month to \$100 per month due to amount of travel each month.

ACTION REQUESTED:

Approve the changes to the Non-Represented Employee Salary and Benefits Agreement effective July 1, 2017.

MOTION REQUESTED:

"I move to approve the changes to the Non-Represented Employee Salary and Benefits Agreement effective July 1, 2017."

Non-Rep Salary Schedule 2017-18

2% COLA

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
Assistant Superintendent	260	123,398	125,866	128,383	130,950	133,569
Director/Finance & Operations	260	113,331	115,598	117,909	120,268	122,672
Director/Human Resources	260	113,331	115,598	117,909	120,268	122,672
Director/Teaching & Learning	260	113,331	115,598	117,909	120,268	122,672
Principal/High School	230	113,388	116,213	119,109	122,078	125,124
Principal/Middle School	230	105,703	108,336	111,034	113,801	116,641
Principal/Elementary	230	101,374	103,897	106,486	109,138	111,861
Coordinator/Teaching & Learning	230	101,374	103,897	106,486	109,138	111,861
Asst Principal/High School	230	98,556	101,012	103,529	106,106	108,754
Coord/Alternative Pathways	230	98,556	101,012	103,529	106,106	108,754
Asst Principal/Middle School	230	94,012	96,353	98,752	101,212	103,737
Asst Coord/Teaching & Learning	230	94,012	96,353	98,752	101,212	103,737
Director/Facilities & Transportation	260	89,474	92,075	94,676	97,277	99,878
Director/Technology	260	89,474	92,075	94,676	97,277	99,878
Controller	260	75,544	77,423	79,349	81,324	83,352
Manager/Food Services	260	74,854	76,715	78,624	80,579	82,592
Manager/Custodial Operations	260	70,416	72,166	73,961	75,800	77,694
Analyst/Budget	260	63,734	65,318	66,942	68,605	70,319
Exec Asst to Superintendent & Board	260	62,514	64,067	65,658	67,291	68,972
Manager of District Theaters	260	62,514	64,067	65,658	67,291	68,972
Instructional Services Support	260	60,876	62,399	63,957	65,557	67,196
Therapist/Physical	190	60,557	62,063	63,605	65,185	66,805
Communications Coordinator	260	53,833	55,169	56,539	57,952	59,394
Business Services Specialist	260	51,704	52,988	54,302	55,651	57,044
Human Resource Specialist	260	51,704	52,988	54,302	55,651	57,044
Payroll Lead Specialist 2	260	51,704	52,988	54,302	55,651	57,044
Athletic Trainer - grndf						51,425
Supervisor/Food Services	260	44,004	45,095	46,212	47,359	48,543
Human Resource Technology Specialist	260	43,320	44,392	45,493	46,621	47,778
Specialist/Family Outreach Advocate	190	38,426	39,386	40,372	41,380	42,415
Athletic Trainer	210	36,369	37,280	38,211	39,166	40,146

Non-Rep Salary Schedule 2018-19

2% COLA

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
Assistant Superintendent	260	125,866	128,383	130,951	133,569	136,240
Director/Finance & Operations	260	115,598	117,910	120,267	122,673	125,125
Director/Human Resources	260	115,598	117,910	120,267	122,673	125,125
Director/Teaching & Learning	260	115,598	117,910	120,267	122,673	125,125
Principal/High School	230	115,656	118,537	121,491	124,520	127,626
Principal/Middle School	230	107,817	110,503	113,255	116,077	118,974
Principal/Elementary	230	103,401	105,975	108,616	111,321	114,098
Coordinator/Teaching & Learning	230	103,401	105,975	108,616	111,321	114,098
Asst Principal/High School	230	100,527	103,032	105,600	108,228	110,929
Coord/Alternative Pathways	230	100,527	103,032	105,600	108,228	110,929
Asst Principal/Middle School	230	95,892	98,280	100,727	103,236	105,812
Asst Coord/Teaching & Learning	230	95,892	98,280	100,727	103,236	105,812
Director/Facilities & Transportation	260	91,263	93,917	96,570	99,223	101,876
Director/Technology	260	91,263	93,917	96,570	99,223	101,876
Controller	260	77,055	78,971	80,936	82,950	85,019
Manager/Food Services	260	76,351	78,249	80,196	82,191	84,244
Manager/Custodial Operations	260	71,824	73,609	75,440	77,316	79,248
Analyst/Budget	260	65,009	66,624	68,281	69,977	71,725
Exec Asst to Superintendent & Board	260	63,764	65,348	66,971	68,637	70,351
Manager of District Theaters	260	63,764	65,348	66,971	68,637	70,351
Instructional Services Support	260	62,094	63,647	65,236	66,868	68,540
Therapist/Physical	190	61,768	63,304	64,877	66,489	68,141
Communications Coordinator	260	54,910	56,272	57,670	59,111	60,582
Business Services Specialist	260	52,738	54,048	55,388	56,764	58,185
Human Resource Specialist	260	52,738	54,048	55,388	56,764	58,185
Payroll Lead Specialist 2	260	52,738	54,048	55,388	56,764	58,185
Athletic Trainer - grndf						52,454
Supervisor/Food Services	260	44,884	45,997	47,136	48,306	49,514
Human Resource Technology Specialist	260	44,186	45,280	46,402	47,553	48,734
Specialist/Family Outreach Advocate	190	39,195	40,174	41,179	42,208	43,263
Athletic Trainer	210	37,096	38,026	38,975	39,949	40,949



Corvallis
SCHOOL DISTRICT

VIII. BOARD SELF-EVALUATION

5/22/2017

Corvallis School Board Self-Evaluation

Presented by: Kristen Miles, Oregon School Boards Association

Corvallis School Board Self-Evaluation

Presented by: Kristen Miles, Oregon School Boards Association

Introduction

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

Self-evaluation by the board holds the board accountable to itself, allows for reflection by board members, identifies strengths and weaknesses in individual and whole board performance, and provides a starting point for open communication and goal-setting.

Boards can use the results of a self-evaluation to:

- Open and focus a dialogue
- Celebrate areas where performance is high and identify areas where performance needs improvement
- Set specific goals for improving board leadership and performance
- Capture the perspective of outgoing board members as they transition off the board
- Help the onboarding of new board members

While individuals taking the survey were not identified in this report, all comments are included. All but one Corvallis board member took the survey, as did the Superintendent.

This report contains observations and highlights of each section of the evaluation and an overall analysis. The purpose of the written report is to act as a catalyst for conversation between board members, and to help the board focus on its performance and where improvements can be made.

Standards

Participants rated five of the 11 standards in four different categories. That is, five of the standards had at least one participant rate the overall standard in four of the five performance categories (Unacceptable, Needs Improvement, Good, Excellent, and Outstanding). This disparity was evident in Standards 3, 6, 7, 10, and 11.

Conversely, three of the 11 standards were rated by participants in only two different categories. This was seen in Standards 4, 5, and 8.

The remaining three Standards each had three overall performance ratings.

By a weighted overage calculation, Standard 1 was the lowest rated of all standards. Most participants who commented expressed a desire for focused work on the district's mission, vision, priorities, and/or strategic plan. Some participants noted that board goals are not necessarily measurable.

By the same calculation, Standard 8 was the highest rated standard. Most participants who commented indicated that board members are respectful of staff and work through the chain of command. One board member indicated an interest in hearing the staff perspective on this question. Three participants indicated that this is an area of model performance for the board.

Two Standards received at least one rating of Unacceptable: Standards 1 and 11.

Seven Standards received at least one rating of Outstanding: Standards 3, 6, 7, 8, 9, 10, and 11.

Comments on some Standards elucidated disparity in opinion on how the board is functioning in certain aspects. For example:

- Comments for Standard 3 ranged from: "The board has no formal collaboration agreements with any other entities" to "The district has numerous agreements with other agencies..."
- Comments for Standard 6 ranged from: "There is little opportunity to add or change an agenda item before or during a meeting" to "[w]e have improved the ways board members can add items to the agenda."

The board could use these results as an opportunity to discuss these different perspectives of board work.

Corvallis-specific questions

The Corvallis board added two additional open-ended questions to the template survey. Participants were asked to reflect on their time on the board and describe both a time when a challenging situation was handled skillfully, leading to a positive outcome, and when a challenging situation was handled poorly by the board.

In the first case, participants reflected the following:

- Board members bring different strengths and multiple perspectives to the table, which are valued.
- Transparency in handling difficult situations has led to public support and trust.
- The board is strong when the focus is on student outcomes.
- The board works together well when issues are: non-controversial, options are limited, or there is a deadline to reach a conclusion.
- The board works well when sharing a common goal.

In the second case, participants reflected the following:

- Initiatives do not take hold when there is insufficient attention to infrastructure and staff development.
- In the past, listening to multiple points of view in a patient, thoughtful manner has been a challenge.

-
- Board members must be willing to look beyond their own opinions to help find solutions to problems.
 - The board should take a more strategic and long-term view.
 - The board must remain strong, even if a single board member does not work cooperatively with the group.

Even in this case, when participants were asked to reflect on a challenging scenario, several people reflected that they could not recall a specific challenging situation, and that multiple perspectives are valued.

Overall analysis

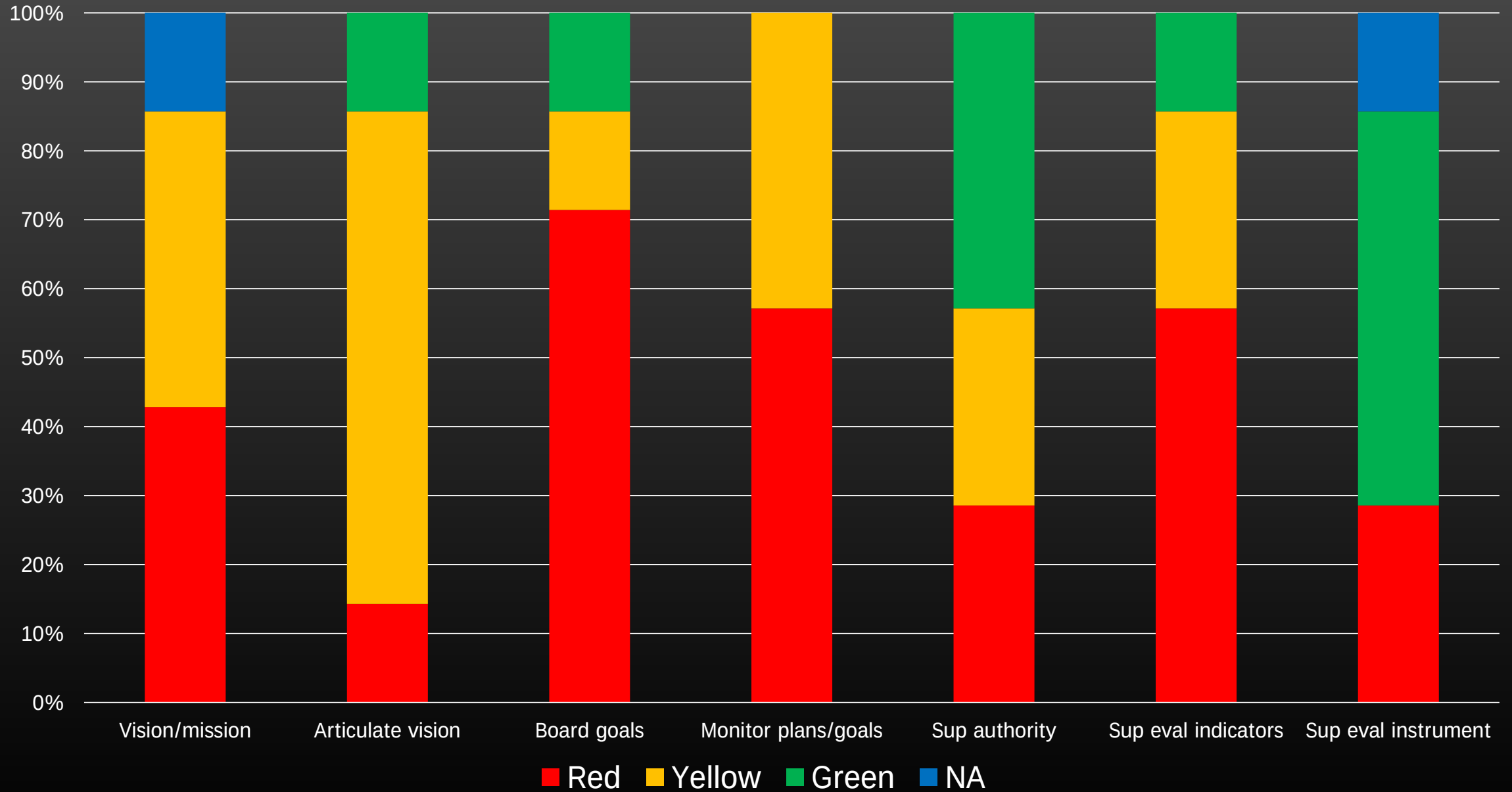
The Corvallis School Board expressed a wish to use this self-evaluation as an opportunity to capture the thoughts and perspectives of outgoing board members, and to create a tool that could be used not only for board improvement, but as an onboarding resource for new board members.

Overall, participants tended to reflect common feelings about the current and future work of the board. Some of those issues are:

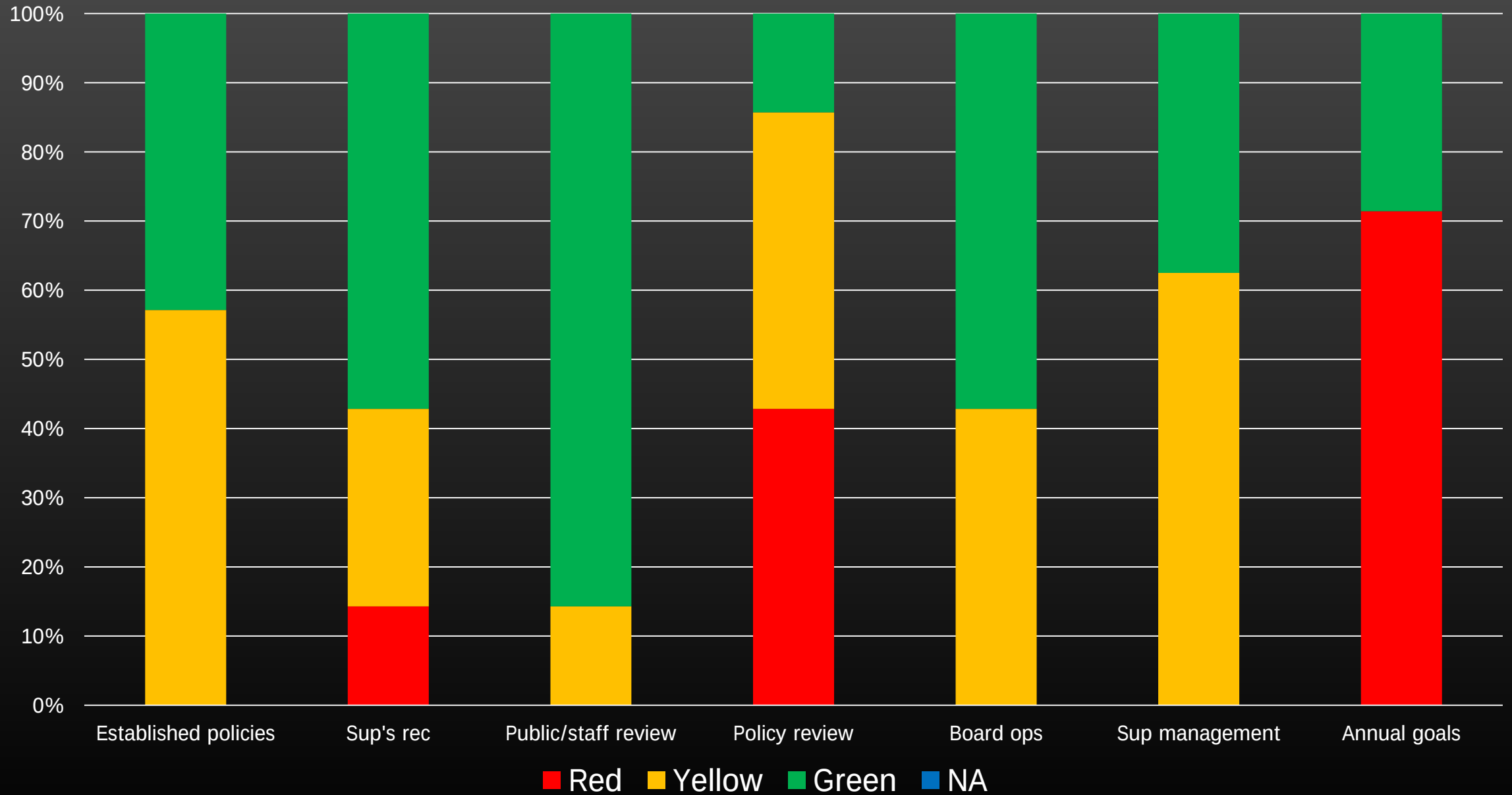
- There is no standard process for reviewing and updating policies.
- While neither the board nor the staff necessarily reflect the diversity of the community, the board has made great strides in making a commitment to equity across all levels of its work.
- The board would like to make better use of data in its planning and decision-making.
- The board is respectful of staff and generally works through the proper chain of command.
- The board has a strong relationship with the superintendent.
- The board may need more professional development and training.

The board could use this self-evaluation as a positive initial step toward improving both individual and board performance, as well as an onboarding tool for new board members. The first step is to have a conversation about the results. To be fruitful, the conversation should include observations, reflections, interpretations, and decisions about how to move forward. The board could identify goals as a result of this conversation, and should make a plan to monitor progress on those goals. Additionally, board self-evaluation is not typically effective if it is only done once. The board should assess its own performance at least annually, incorporating any goals set in the previous evaluation into the next one.

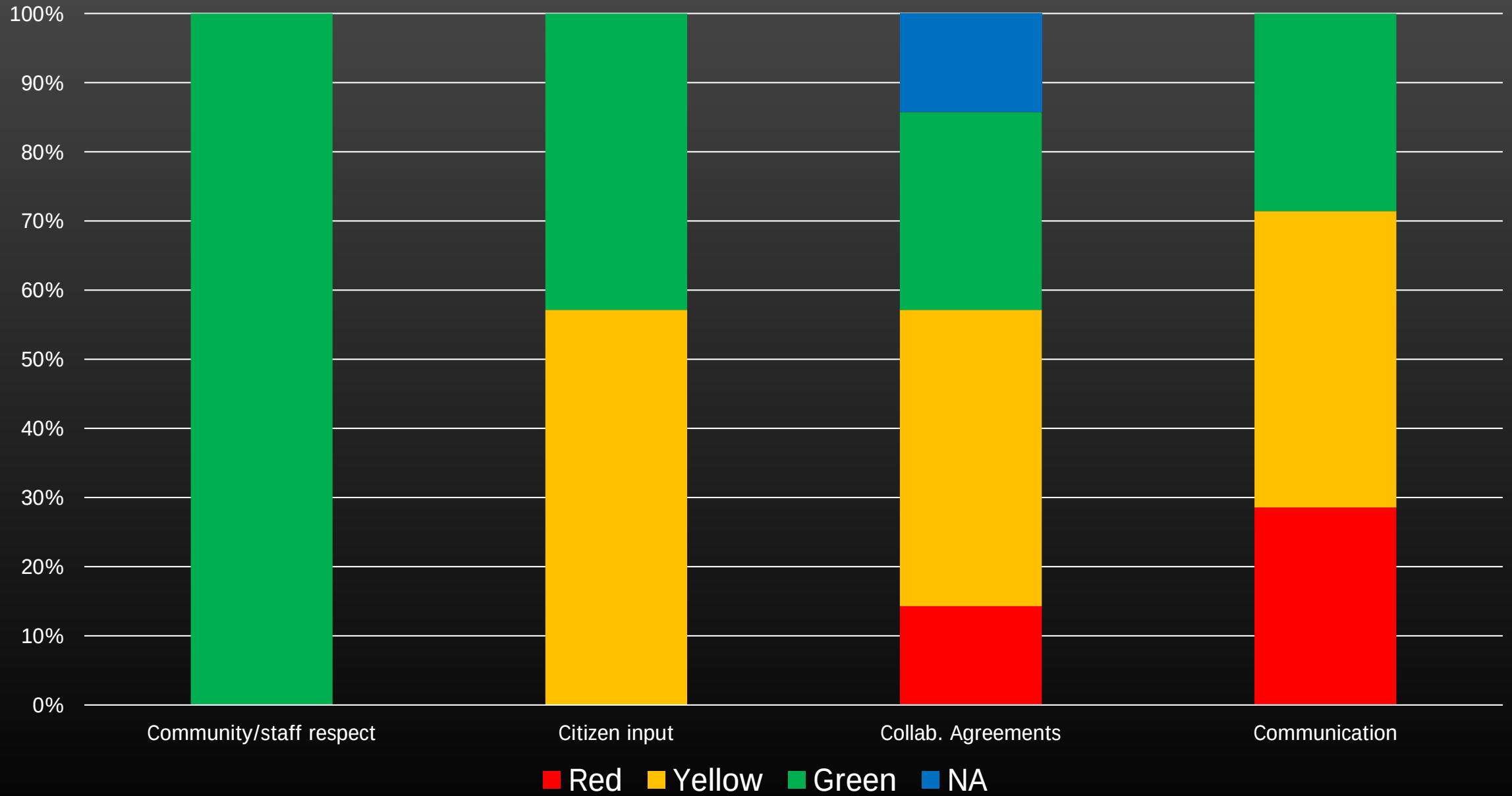
Standard 1 Indicators



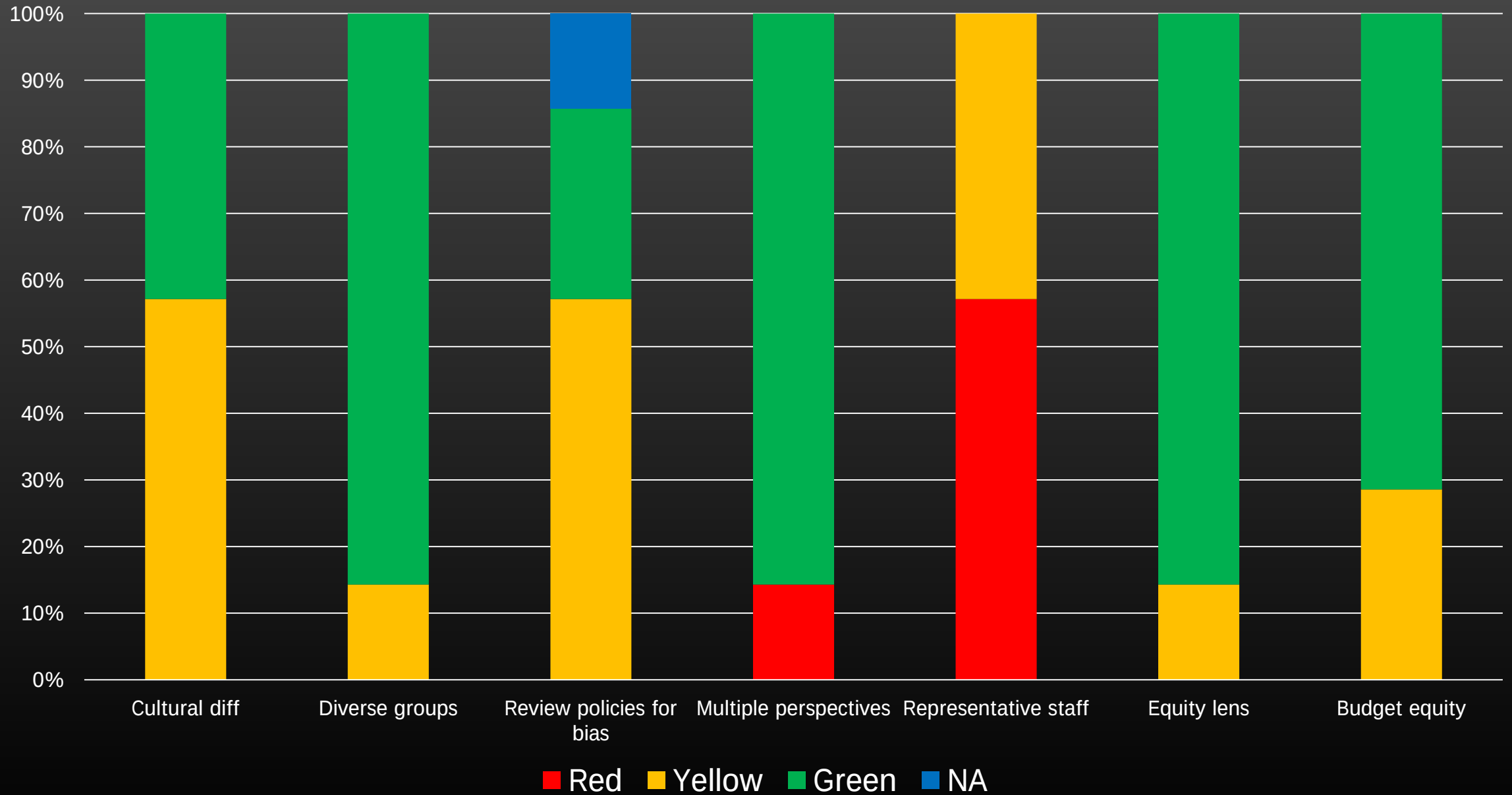
Standard 2 Indicators



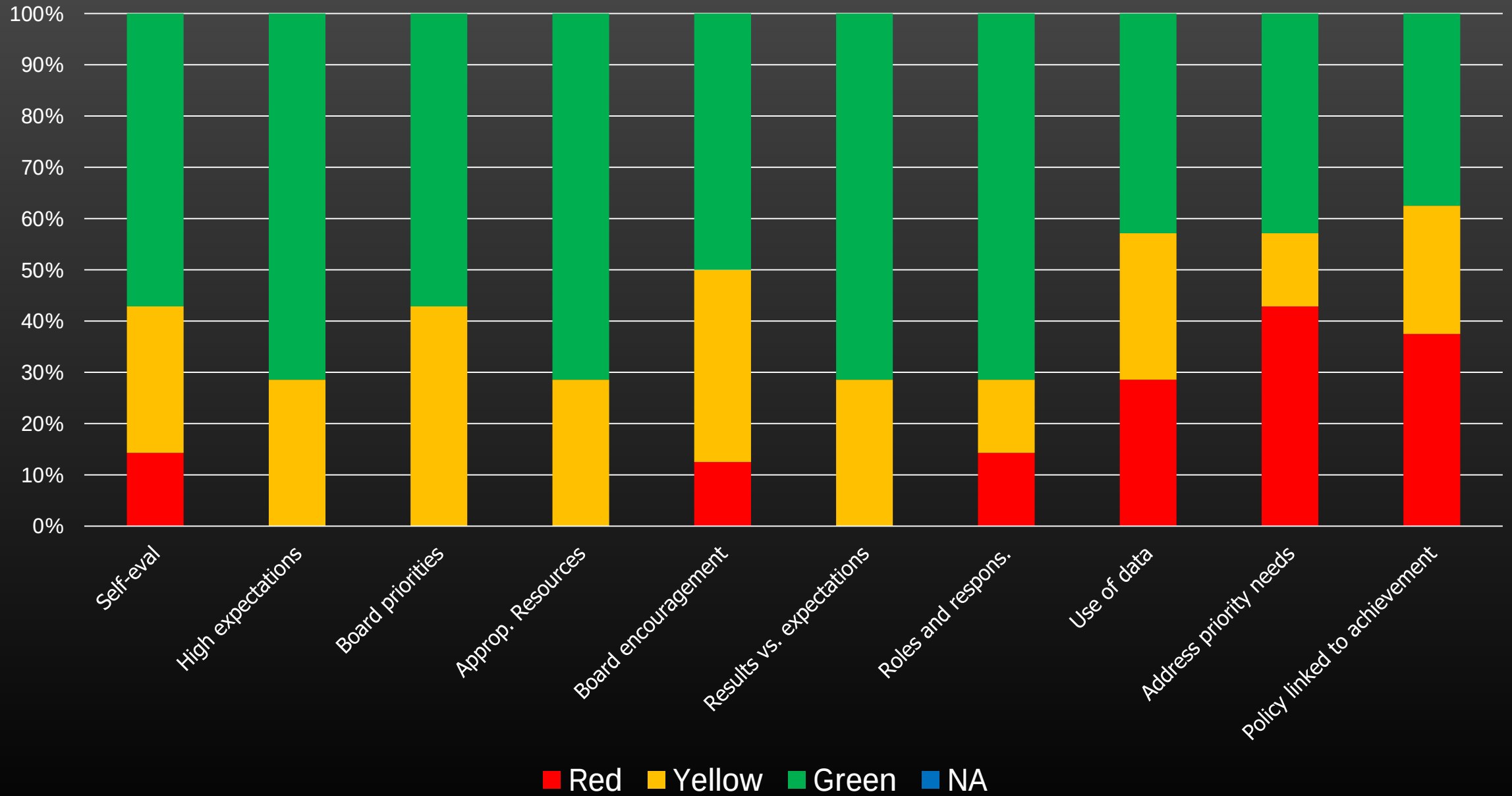
Standard 3 Indicators



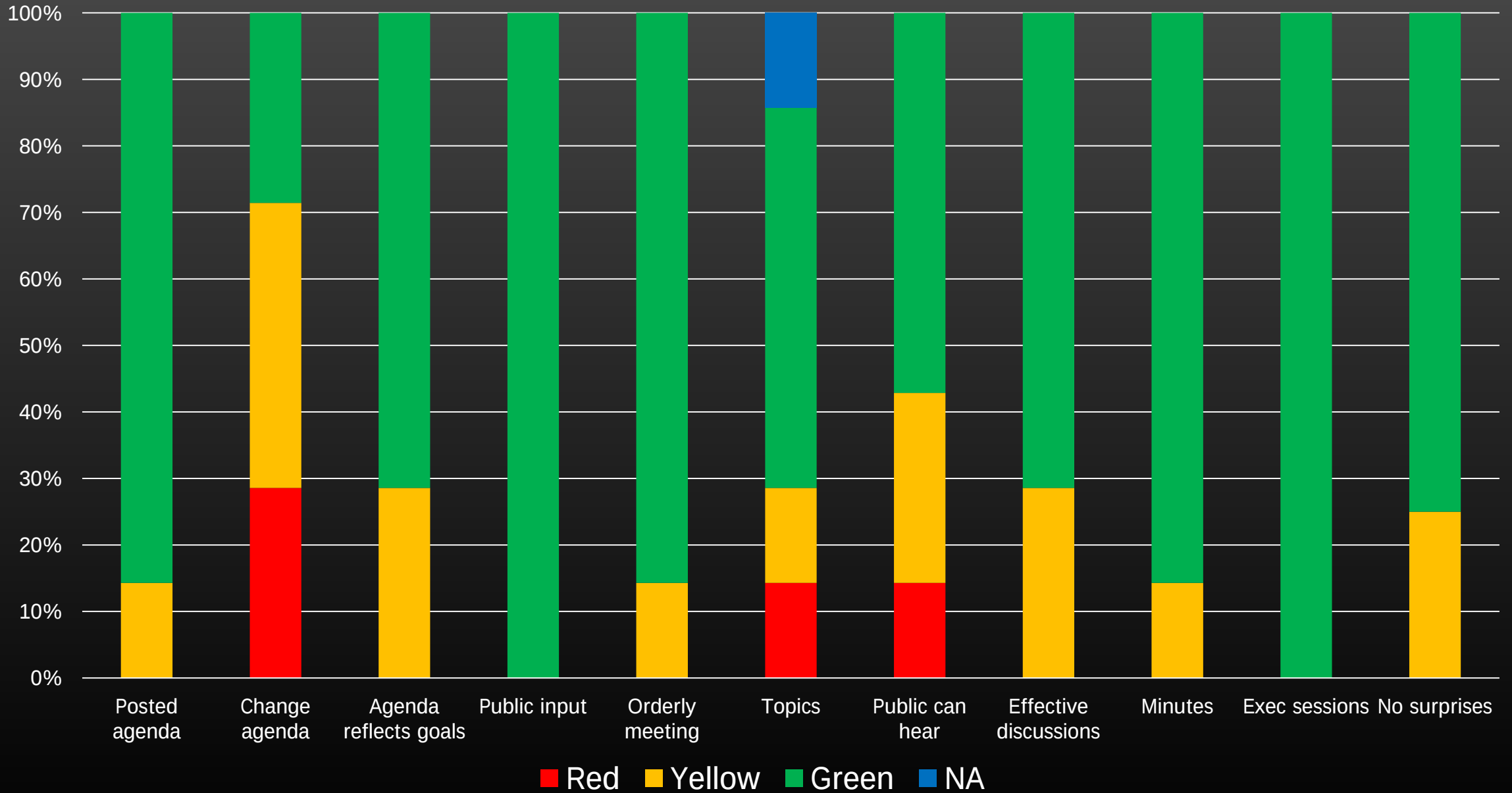
Standard 4 Indicators



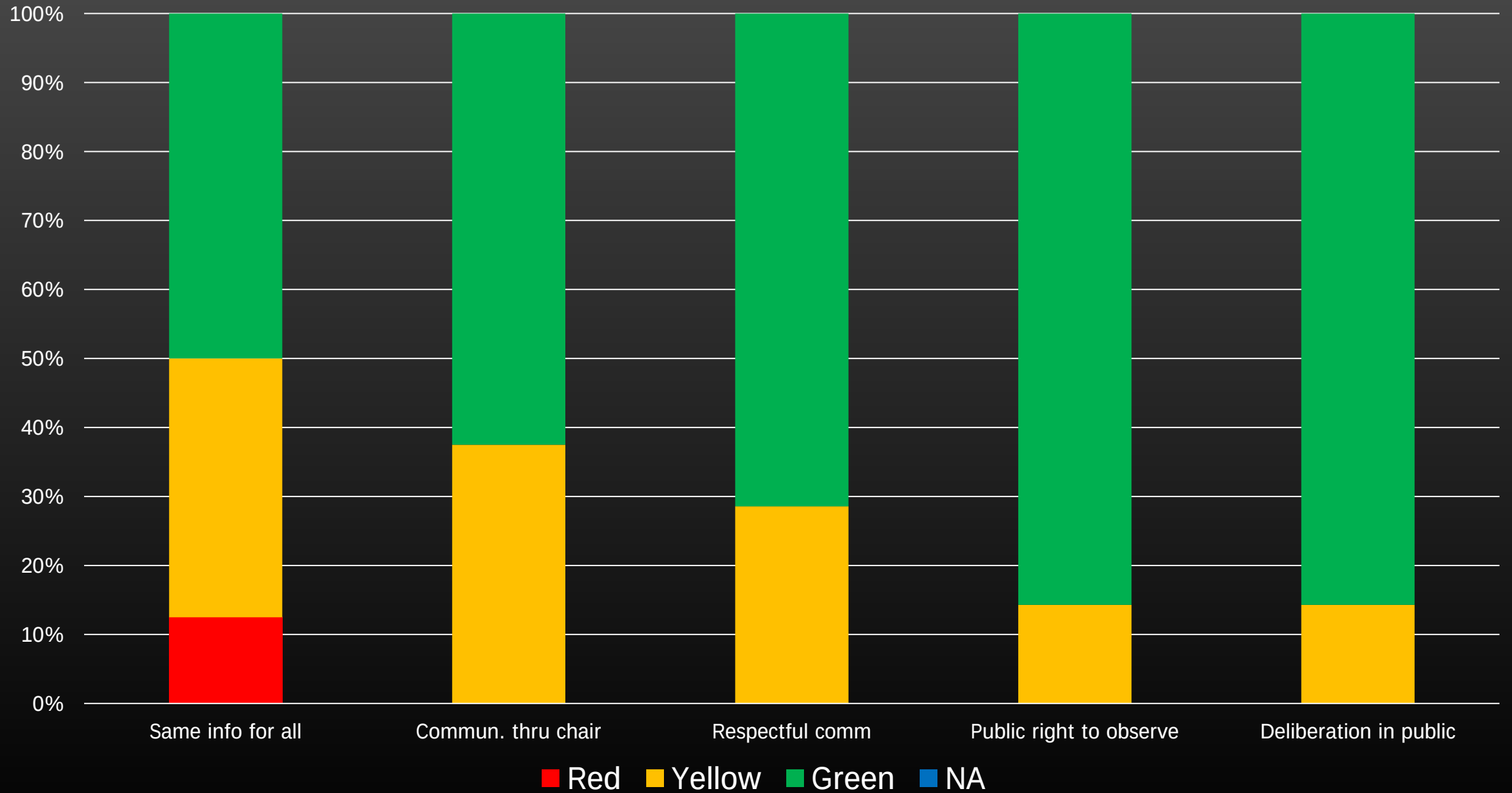
Standard 5 Indicators



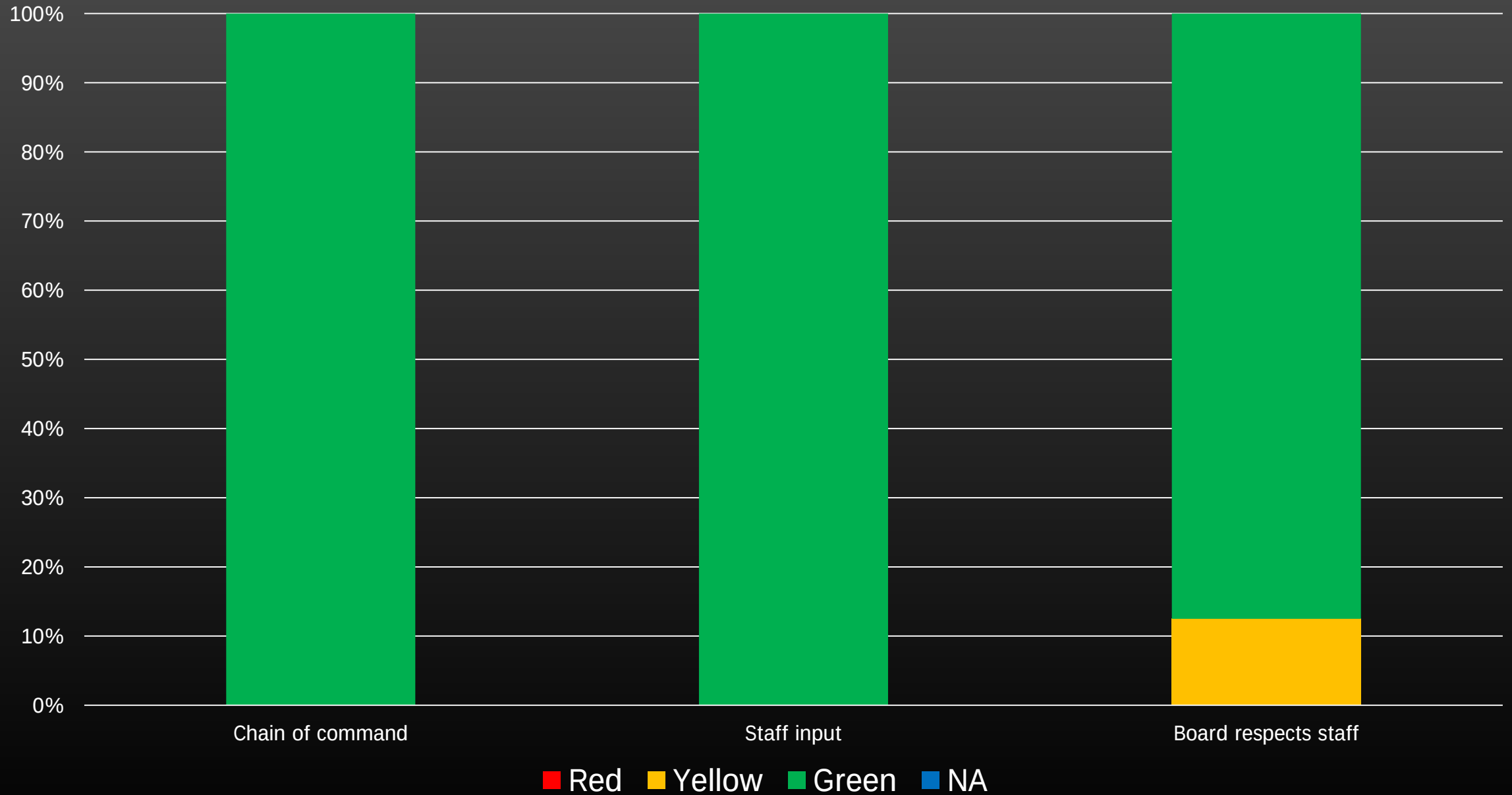
Standard 6 Indicators



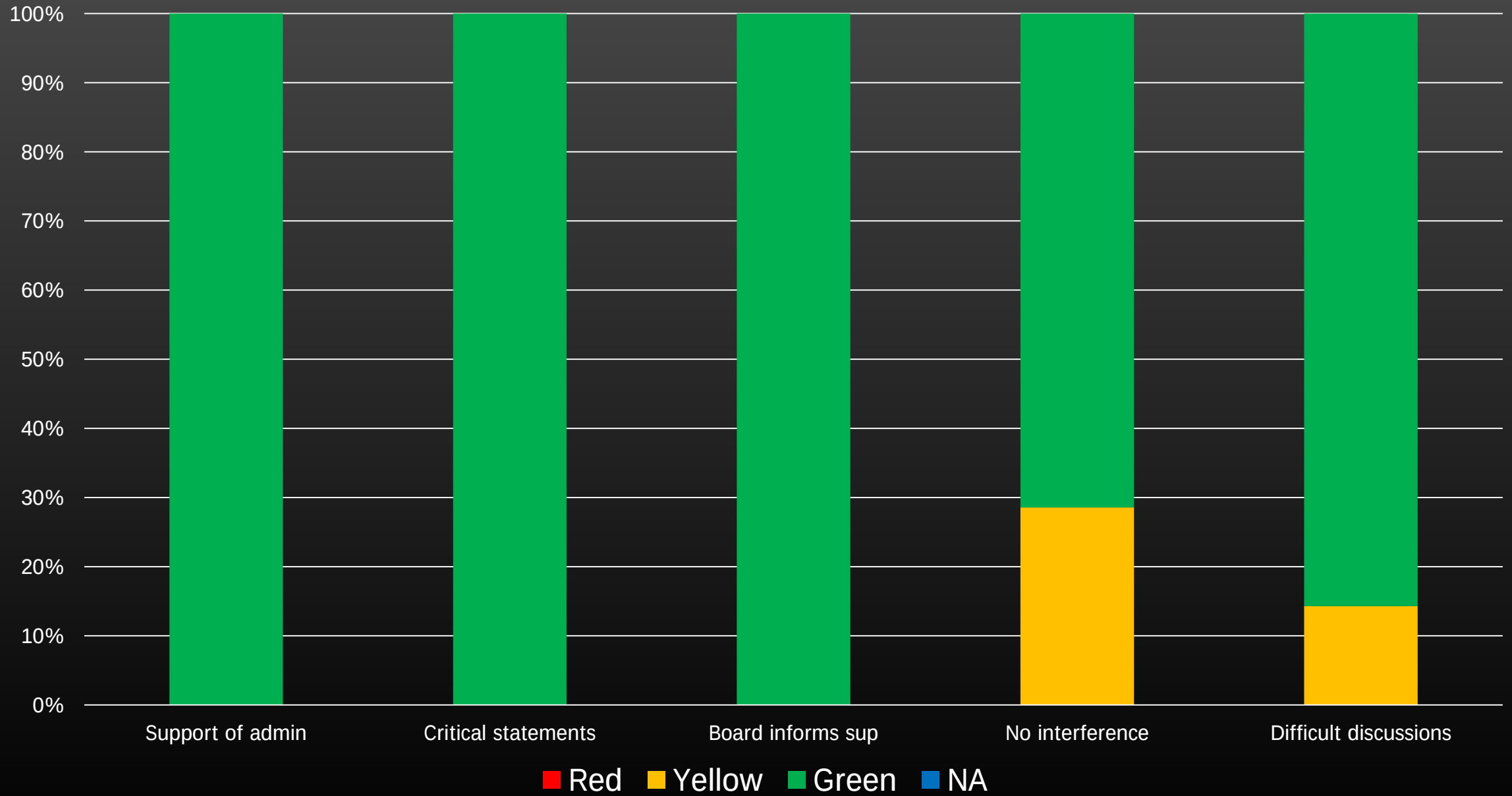
Standard 7 Indicators



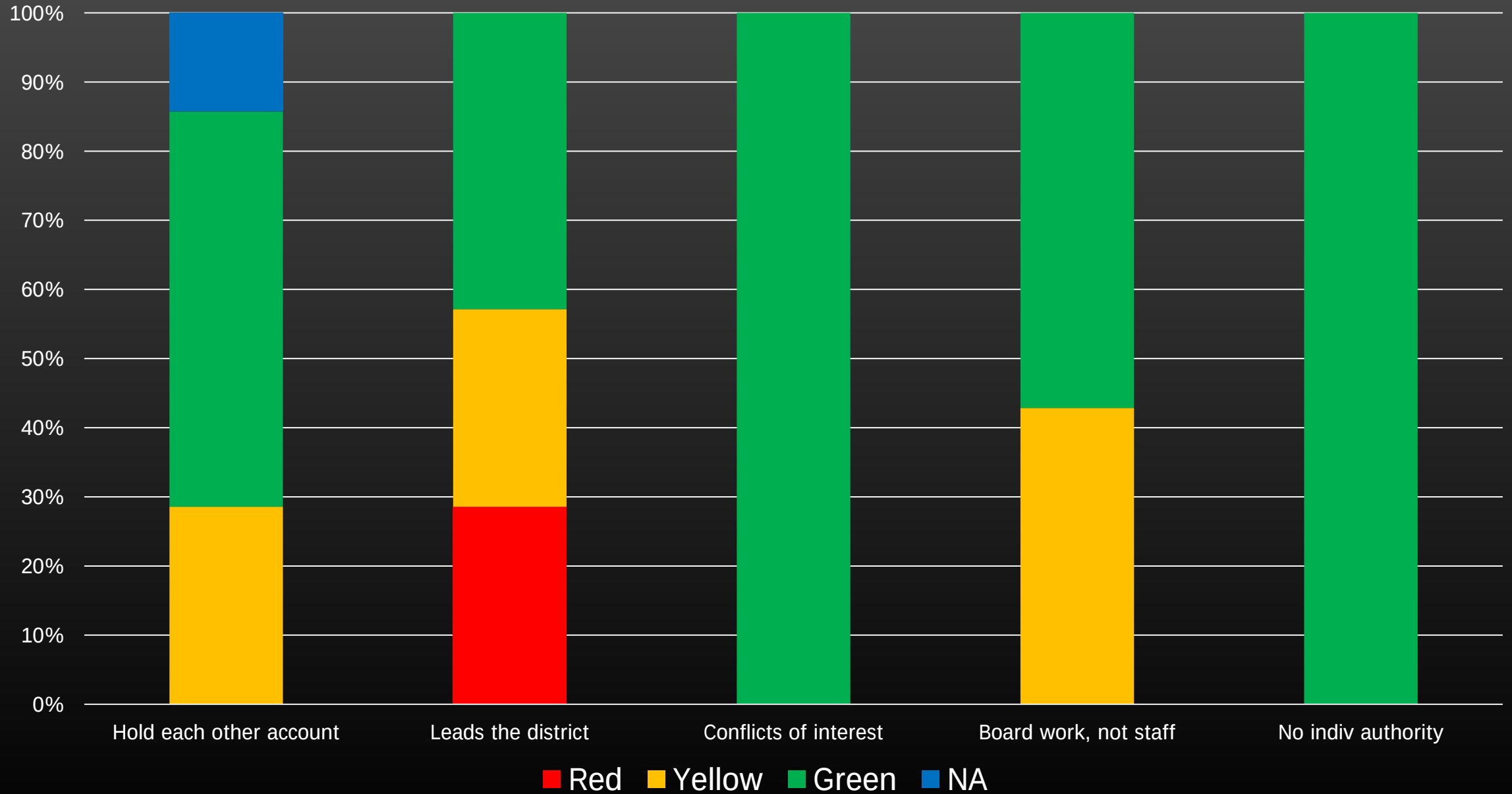
Standard 8 Indicators



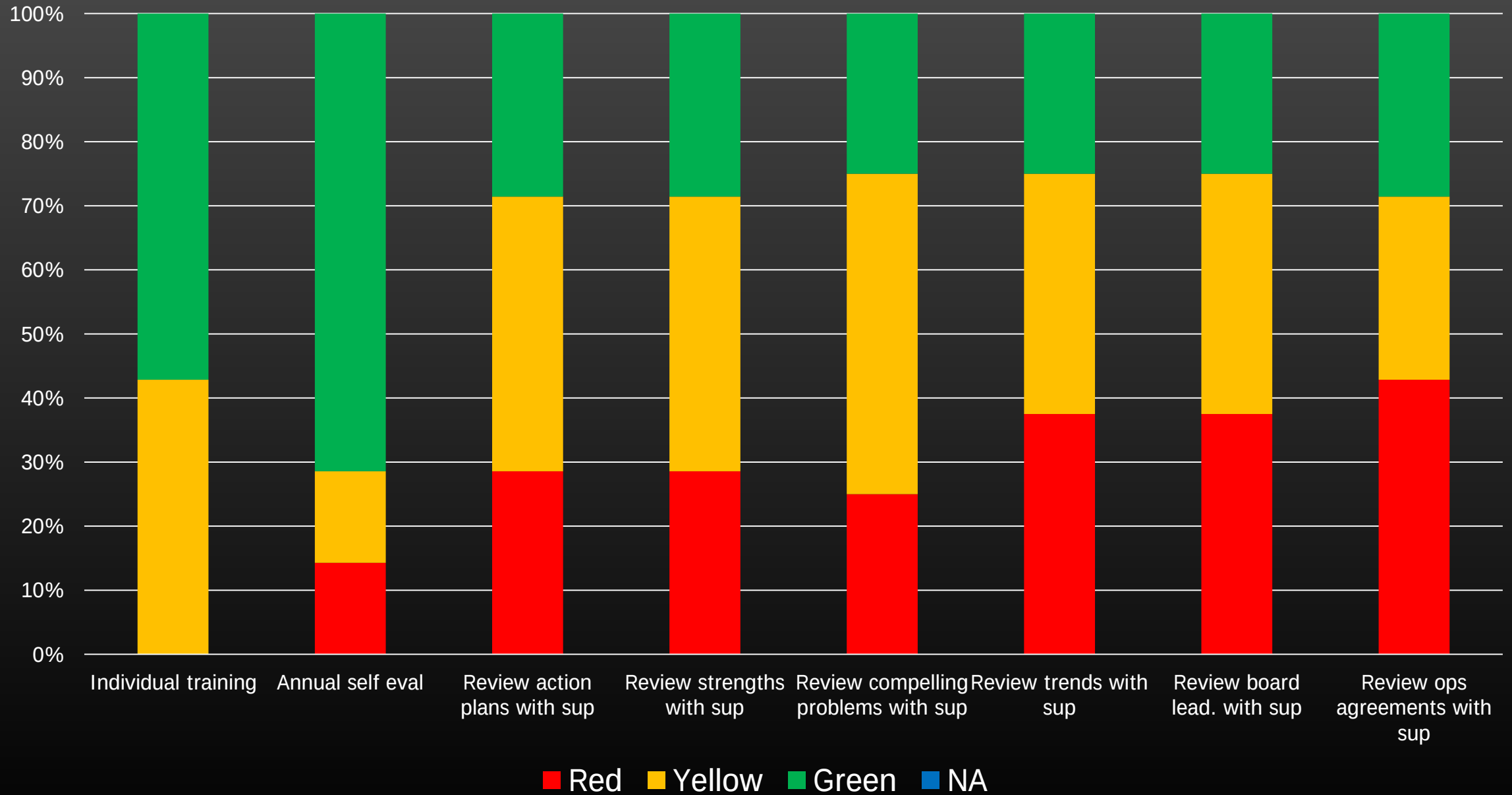
Standard 9 Indicators



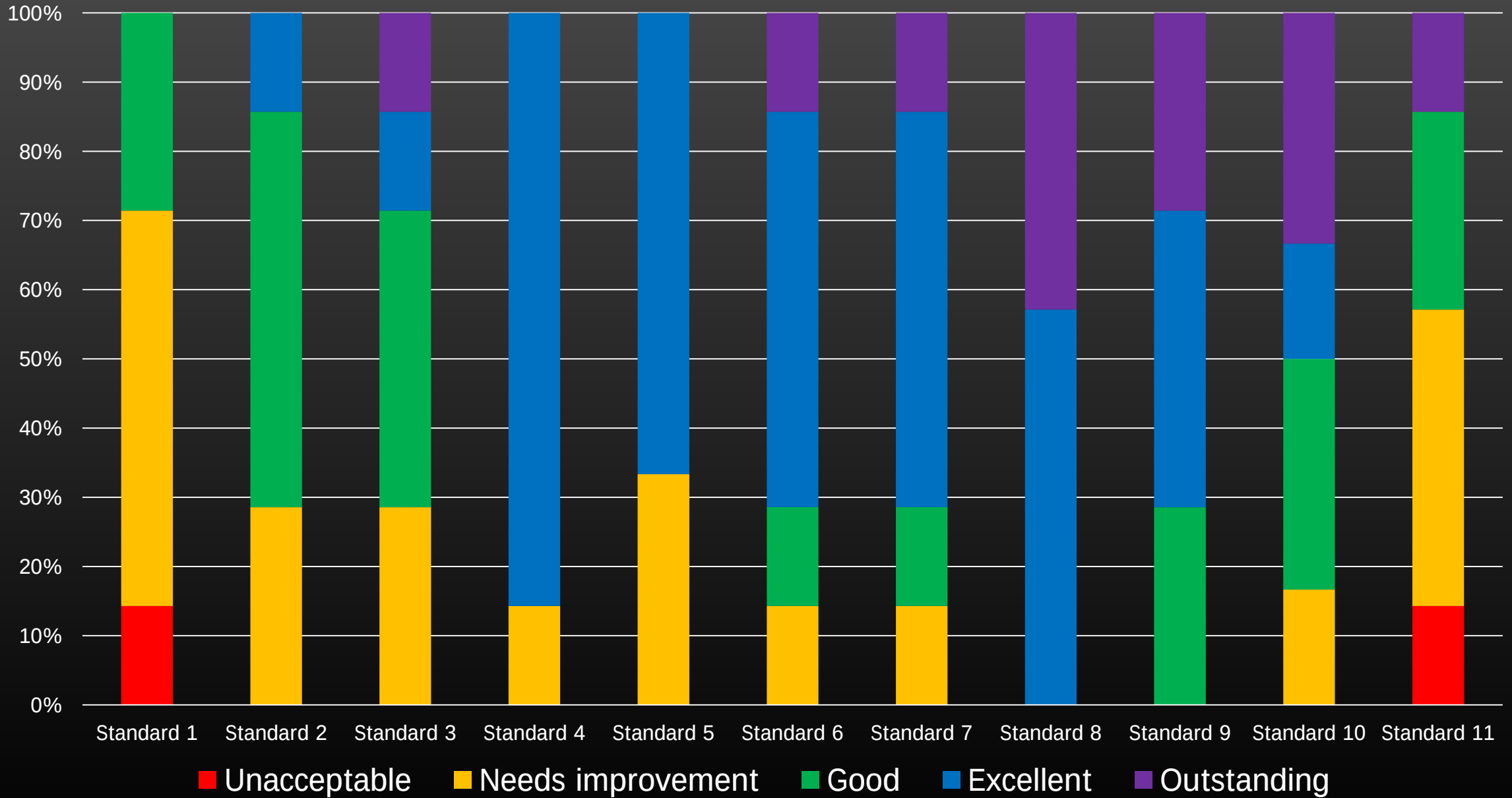
Standard 10 Indicators



Standard 11 Indicators

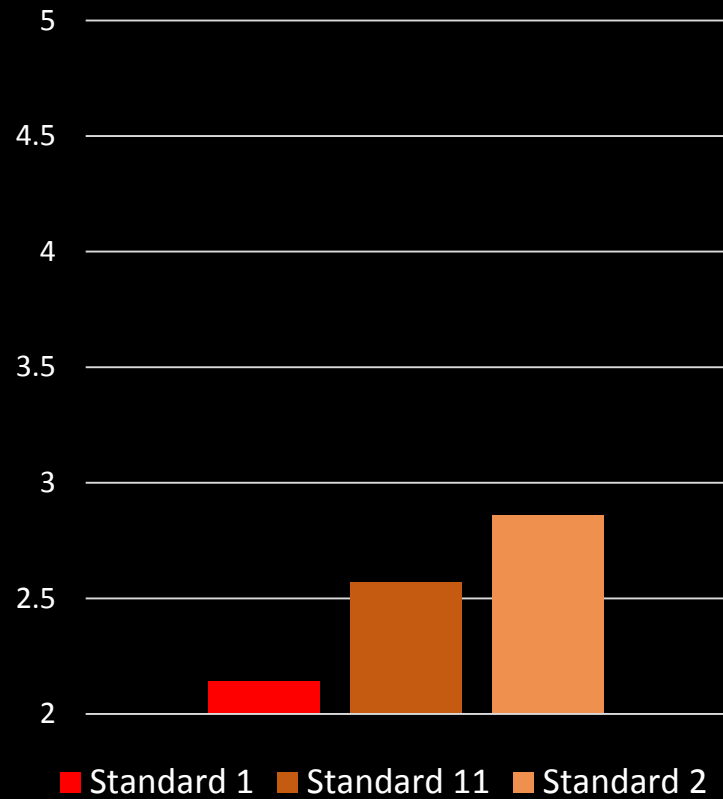


Overall standards ratings

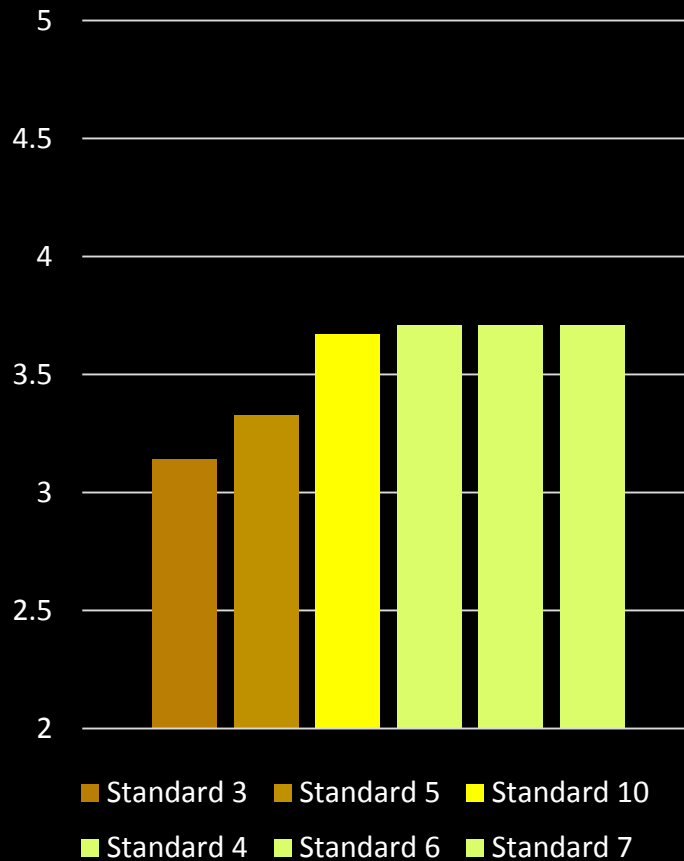


Weighted average results

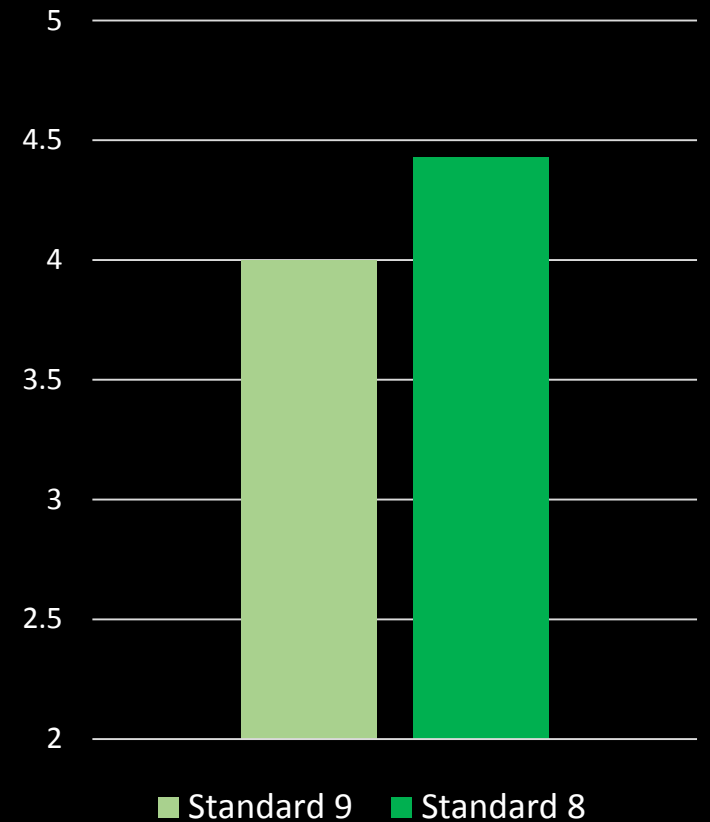
Low



Middle

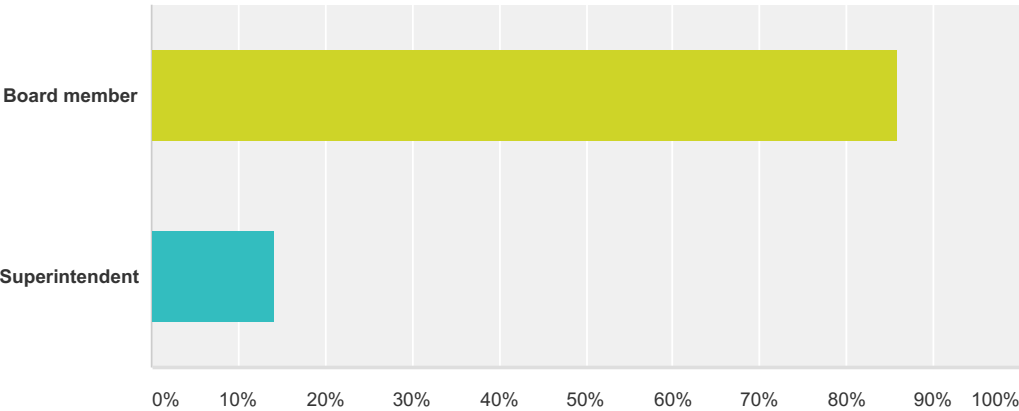


High



Q1 What is your role in the district?

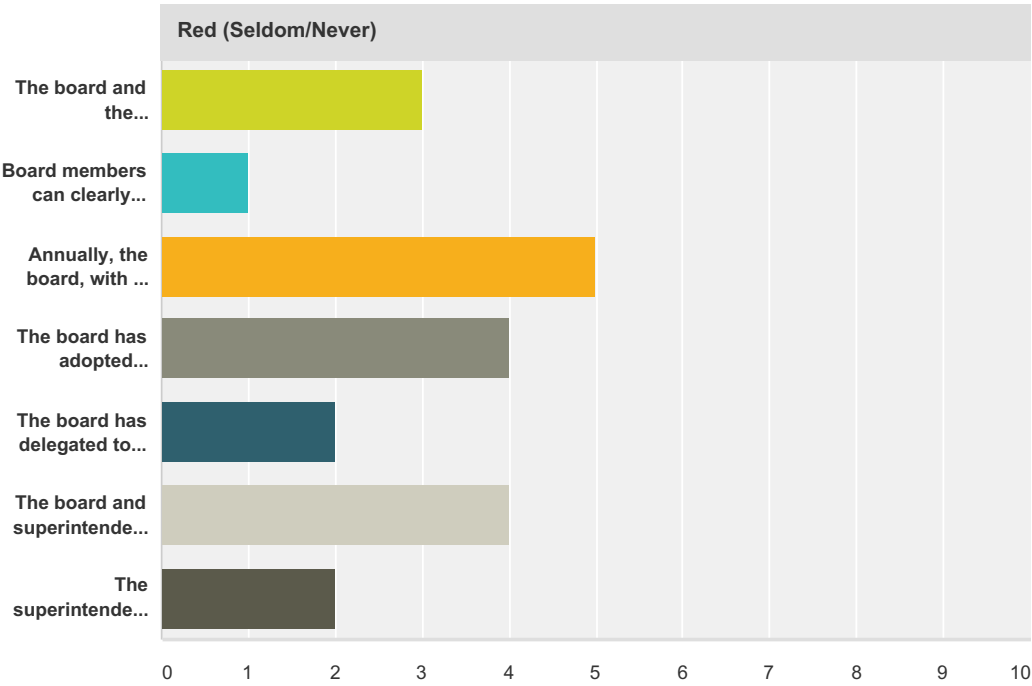
Answered: 7 Skipped: 0



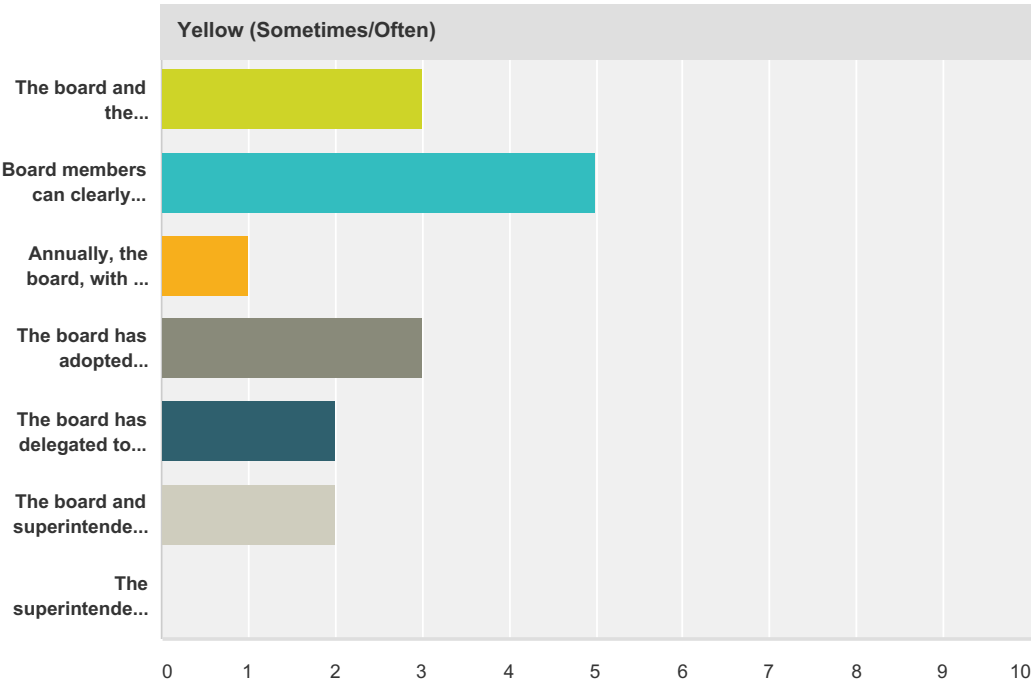
Answer Choices	Responses	
Board member	85.71%	6
Superintendent	14.29%	1
Total		7

Q2 Standard 1 Indicators

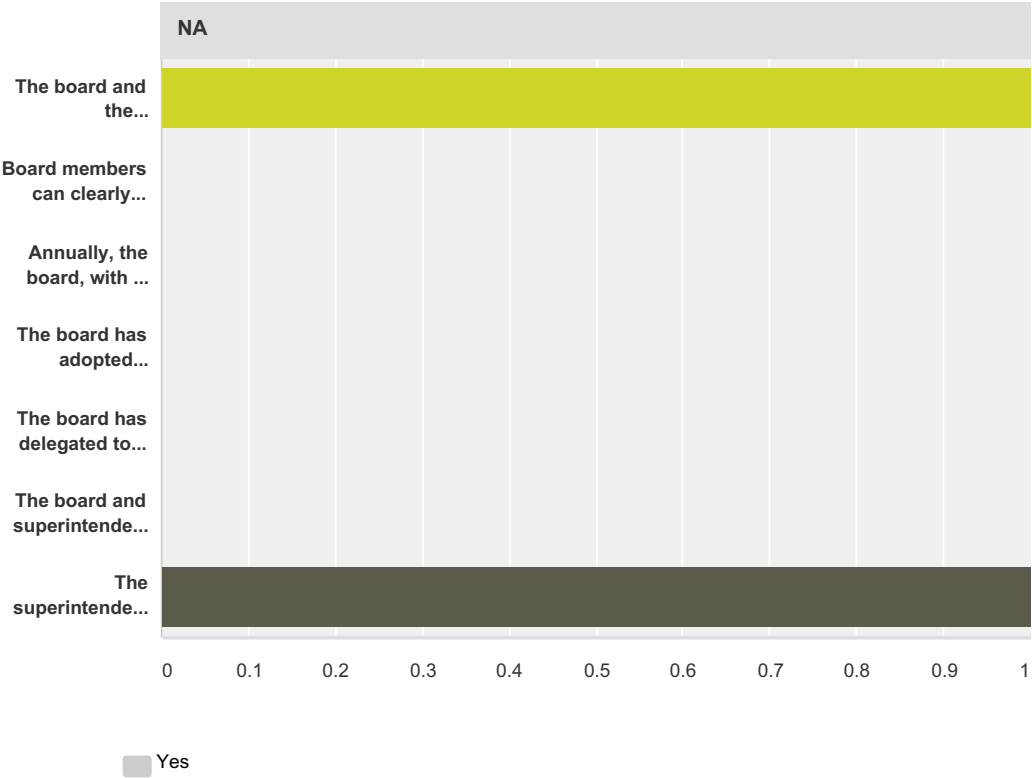
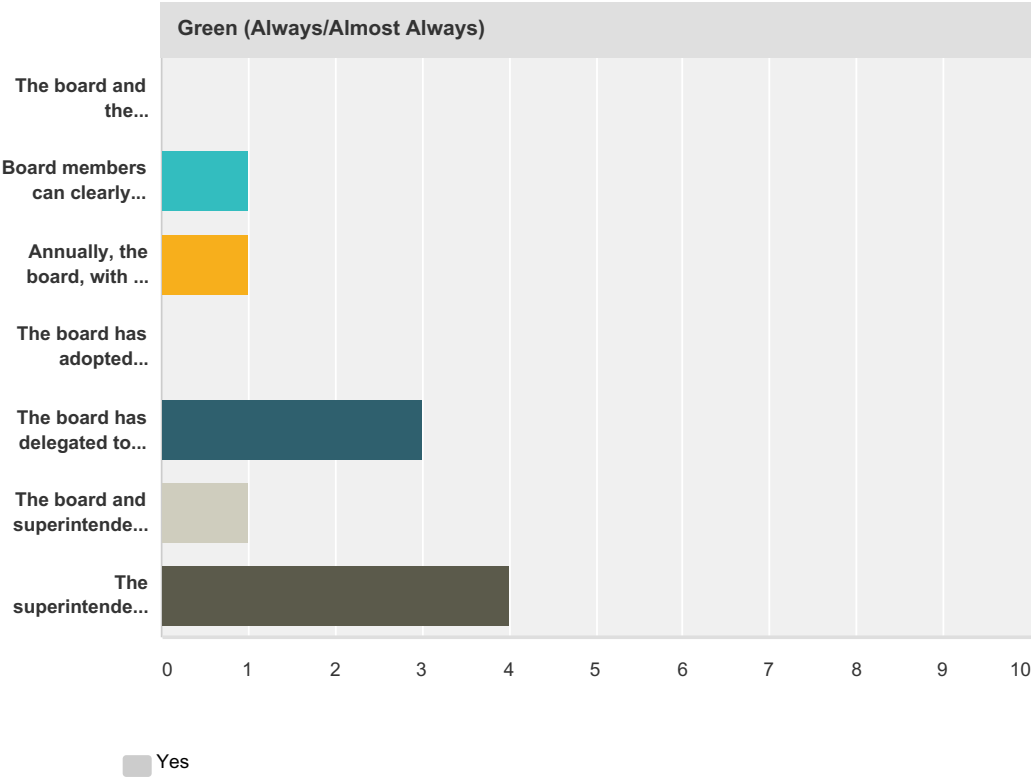
Answered: 7 Skipped: 0



Yes



Yes



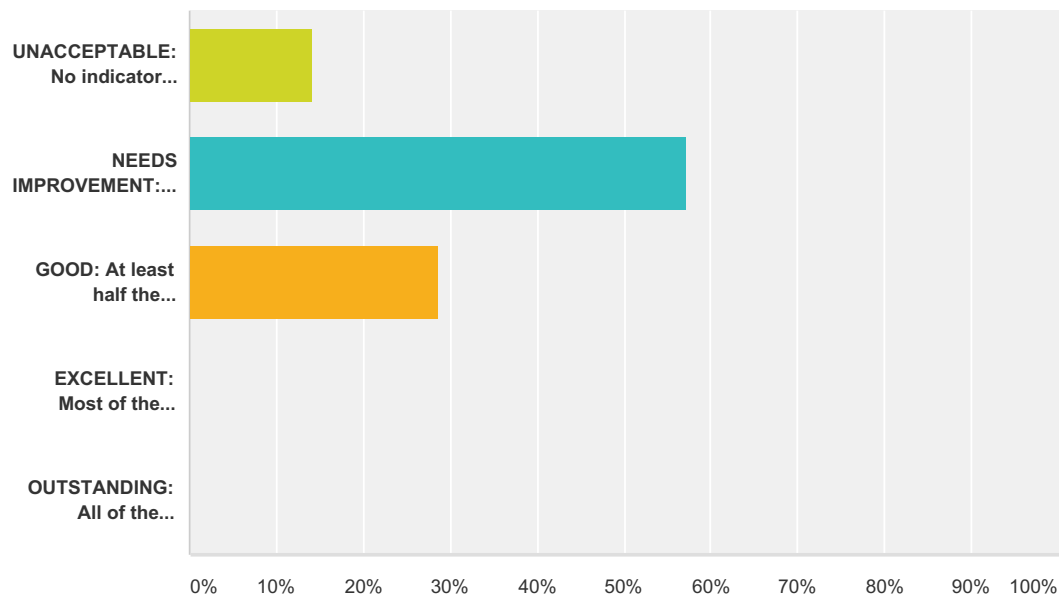
Red (Seldom/Never)		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	100.00% 3	3

Board members can clearly articulate the vision, mission, and goals of the district.	100.00% 1	1
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 5	5
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	100.00% 4	4
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 2	2
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	100.00% 4	4
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 2	2
Yellow (Sometimes/Often)		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	100.00% 3	3
Board members can clearly articulate the vision, mission, and goals of the district.	100.00% 5	5
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 1	1
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	100.00% 3	3
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 2	2
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	100.00% 2	2
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	0.00% 0	0
Green (Always/Almost Always)		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	0.00% 0	0
Board members can clearly articulate the vision, mission, and goals of the district.	100.00% 1	1
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 1	1
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	0.00% 0	0
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 3	3
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	100.00% 1	1
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 4	4
NA		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	100.00% 1	1

Board members can clearly articulate the vision, mission, and goals of the district.	0.00% 0	0
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	0.00% 0	0
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	0.00% 0	0
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	0.00% 0	0
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	0.00% 0	0
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 1	1

Q3 Overall rating for Standard 1: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



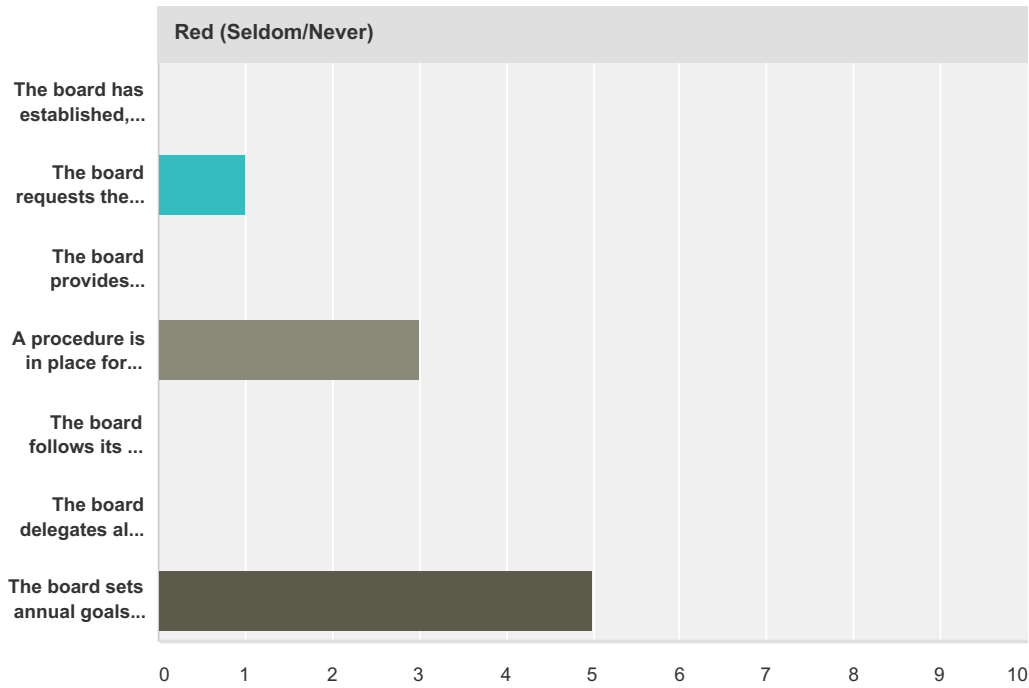
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	14.29% 1
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	57.14% 4
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	28.57% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	0.00% 0
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	7

#	Comments	Date
1	In my experience, the board has allowed the superintendent to define the vision and mission of the district and has instead acted in an advisory role.	5/10/2017 12:44 AM
2	The board has not done any work related to the mission, vision, or priorities of the district while I have been on it, including readopting the current priorities/goals. We have 3 solid priorities for the overall district that are overarching and encompass pretty much everything we do as a district. Now we need to work on a strategic plan, yearly goal setting, metrics to measure our goals, a timeline for meeting our goals, etc. The strategic planning doesn't have to be a year long process where we include everyone in the community, it can be more focused and internal, but we need something. At this point, we aren't working towards anything measurable, except graduation rate. We need to focus in on measurable goals so we know if we are succeeding. Some of these goals may be multiple year endeavors, and that is good. We need to identify priority areas in the short term and work until we complete these goals, then move towards priorities down the list. But, we need to create this flexible list so we have somewhere to start.	5/9/2017 12:32 AM
3	Goals have been well established (graduation, student progress, and closing the achievement gap), but not often discussed in terms of formal mission and vision statements. SIP meetings and budget parameter setting are an examples of setting calendar actions for confirming and monitoring district/superintendent goals. Superintendent goals setting and evaluation have been given additional attention with the hiring of a new superintendent, and are incorporated in the employment contract.	5/8/2017 4:29 AM

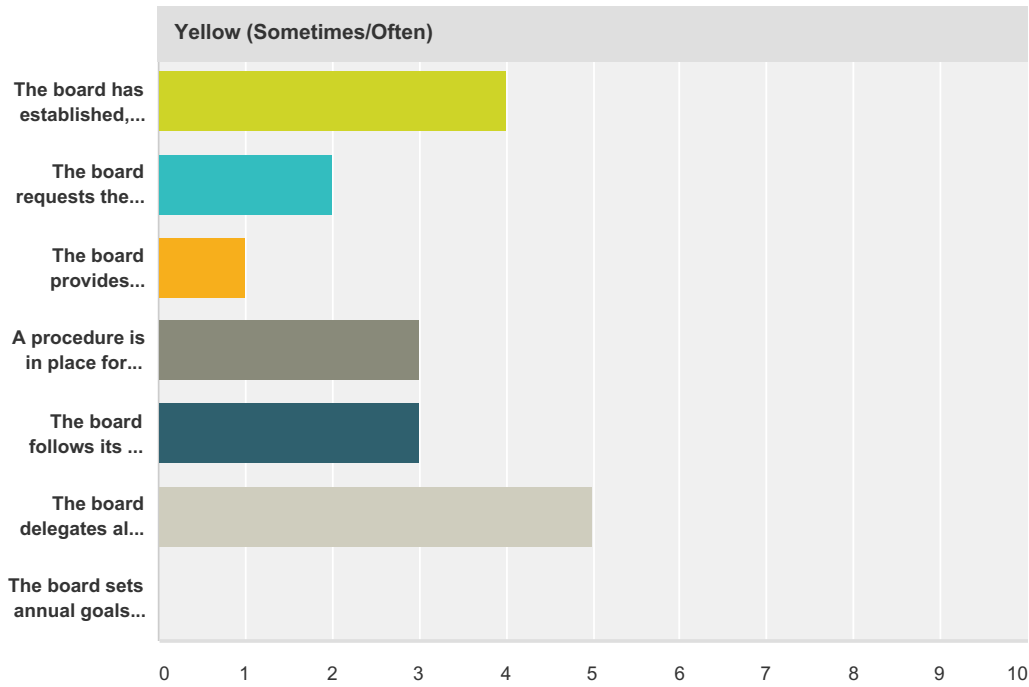
4	District Mission, Beliefs and Goals (Policy AD) was adopted in 2009. Outcome and Performance Standards (AE) in 1999. Board actions are primarily responsive, not self-initiated. Board does not establish priorities or a work plan for coming year. Did not provide meaningful goals and performance indicators to the new superintendent. I don't consider "All students show growth, every student a graduate and close the opportunity gap" useful goals for an annual performance review.	5/8/2017 3:58 AM
5	To my knowledge, the Board has never adopted specific, measurable goals for the District. Annually, the Board hears about goals from each school in their school improvement plans (SIPs). However, the Board does not systematically evaluate how well the schools meet (or do not meet) these goals. There is no apparent relationship between SIP goals and the Superintendent's evaluation.	5/7/2017 4:34 AM

Q4 Standard 2 Indicators

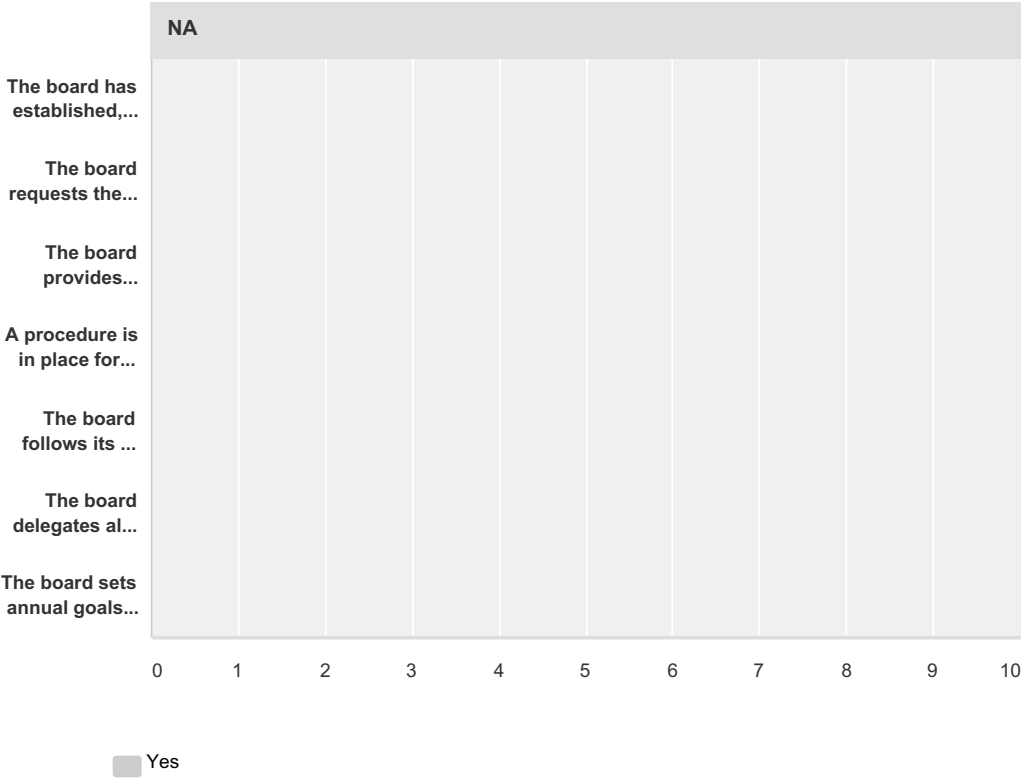
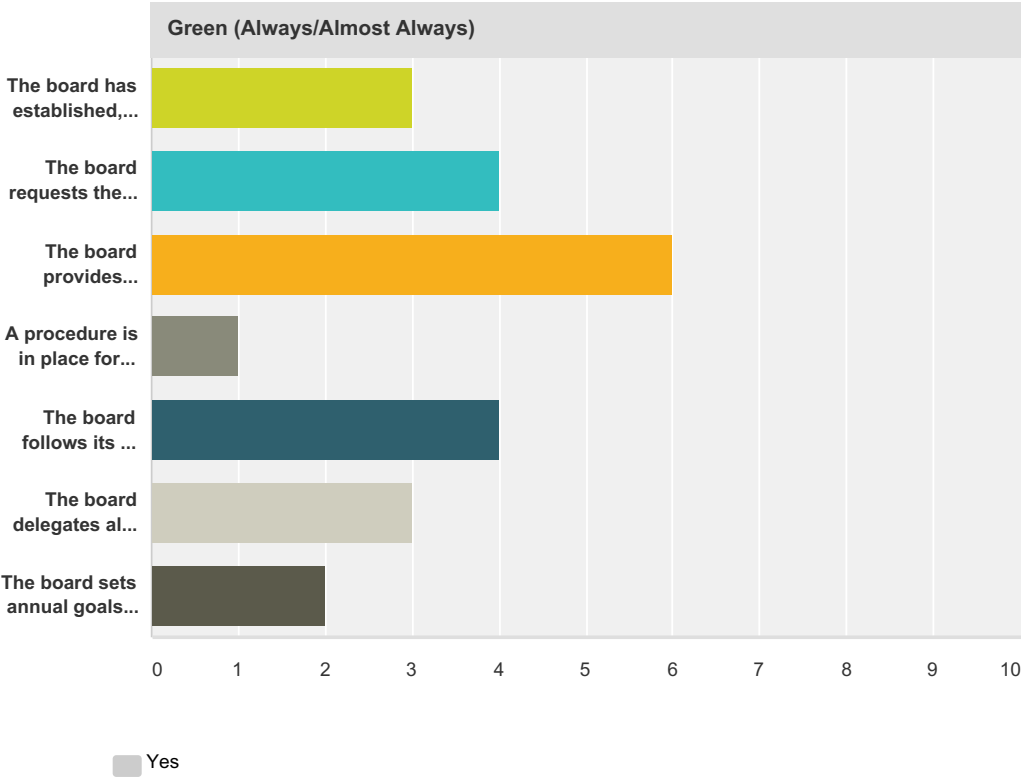
Answered: 7 Skipped: 0



Yes



Yes



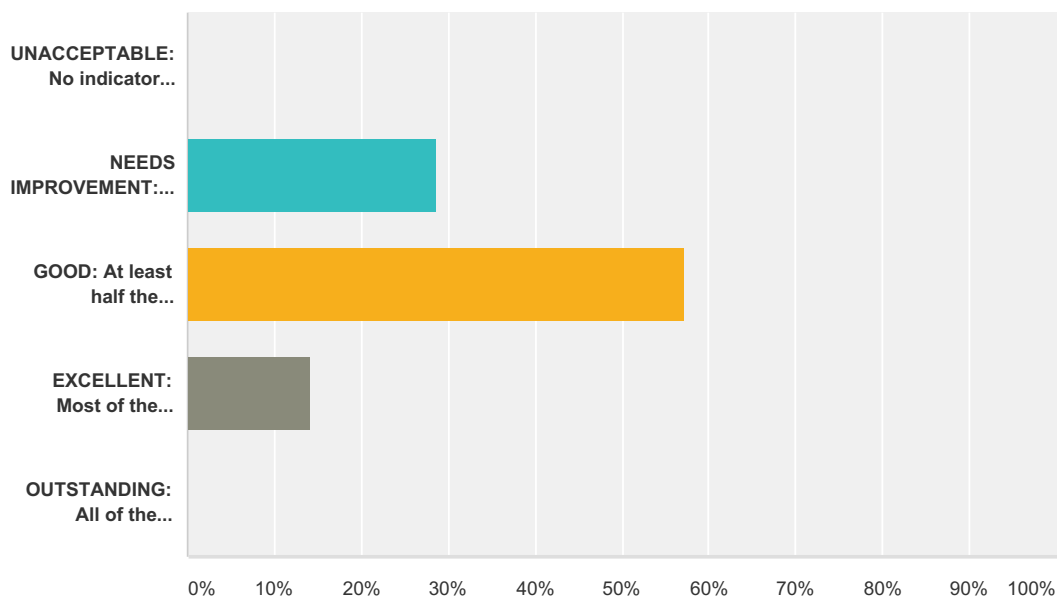
Red (Seldom/Never)		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	0.00% 0	0

The board requests the superintendent's recommendation on all proposed policies.	100.00% 1	1
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	0.00% 0	0
A procedure is in place for established policies to be reviewed on a regular basis.	100.00% 3	3
The board follows its own policies regarding board operations.	0.00% 0	0
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	0.00% 0	0
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	100.00% 5	5
Yellow (Sometimes/Often)		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	100.00% 4	4
The board requests the superintendent's recommendation on all proposed policies.	100.00% 2	2
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	100.00% 1	1
A procedure is in place for established policies to be reviewed on a regular basis.	100.00% 3	3
The board follows its own policies regarding board operations.	100.00% 3	3
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	100.00% 5	5
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	0.00% 0	0
Green (Always/Almost Always)		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	100.00% 3	3
The board requests the superintendent's recommendation on all proposed policies.	100.00% 4	4
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	100.00% 6	6
A procedure is in place for established policies to be reviewed on a regular basis.	100.00% 1	1
The board follows its own policies regarding board operations.	100.00% 4	4
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	100.00% 3	3
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	100.00% 2	2
NA		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	0.00% 0	0

The board requests the superintendent's recommendation on all proposed policies.	0.00% 0	0
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	0.00% 0	0
A procedure is in place for established policies to be reviewed on a regular basis.	0.00% 0	0
The board follows its own policies regarding board operations.	0.00% 0	0
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	0.00% 0	0
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	0.00% 0	0

Q5 Overall rating for standard 2: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



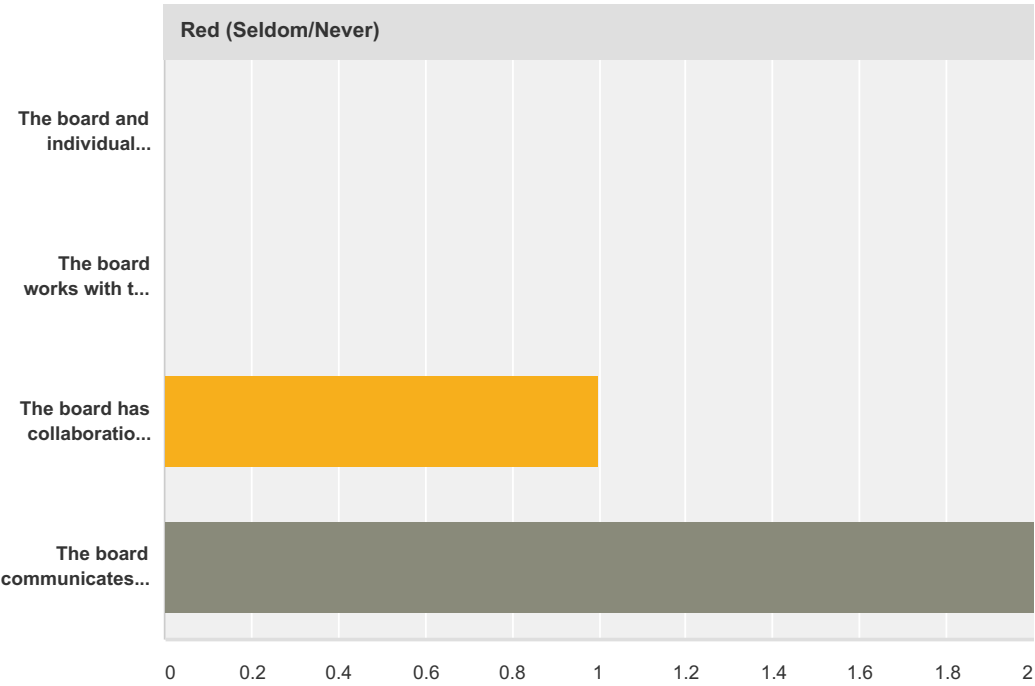
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	28.57% 2
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	57.14% 4
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	14.29% 1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	7

#	Comments	Date
1	We have policies that have not been reviewed in some time. We have a robust policy development process. That said, it may seem arcane to the public. If we have a procedure for systematic review of ALL policies, I am unaware of it.	5/10/2017 12:50 AM
2	Policies are reviewed regularly after recommended changes are made. From minutia to significant factors are adjusted.	5/9/2017 3:16 PM

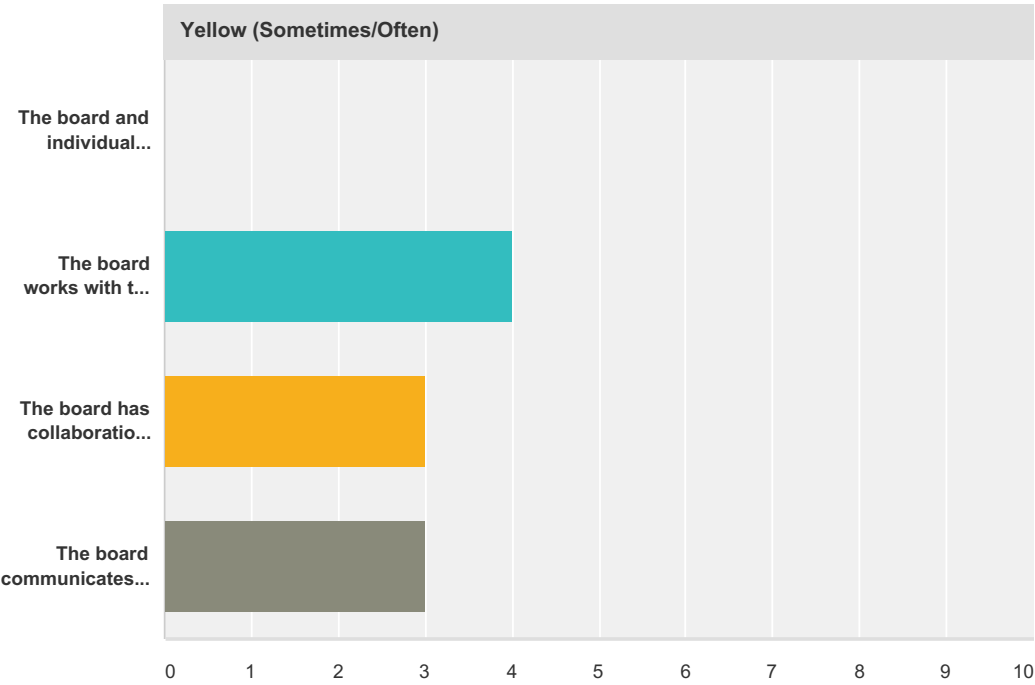
3	* I think we do a good job with some policy related practices and have others that need improvement. We revise policies based on recommendation from OSBA on a quarterly basis, which seems to push the limits of staff time already. It would be nice if we could be more proactive in revising policy, but I'm not sure how to do that with given time and staffing resources. * The implementation of cover sheets with each policy is very helpful, both in explaining the policies and so the board can see the superintendent recommendation. There are some policies where I would like the Superintendent to be more vocal with his thoughts. *I would like to see a 5 year cycle put into place for revising some board policies, likely A/B policies. I think it is important for a working board to regularly look at its own policies to make sure they are in alignment with the way it is functioning. Most of the time, these policies would not require revision, but I think we need to create a procedure for making this happen. * We need to revise/adopt our working agreements and norms each year, likely at the first or second meeting. This keeps these important norms fresh in every board member's mind. These need to be on our online policy page as well. * Sometimes the board gets involved in operational matters, instead of letting the Superintendent handle them. This is easy to do and will require better monitoring from the Board Chair and Vice Chair, and Superintendent. * As mentioned in Standard 1, we need to set annual goals and use these goals to drive what we do in any given year.	5/9/2017 12:50 AM
4	The Board has used staff input to assure our policies are kept current with Oregon and federal law. Board policies go through two public readings, and public input is sought on many proposed district actions. Board policies could use updating, but focus on student success has been the Board's highest priority. The Superintendent runs the District, and their input on policy has always been valued.	5/8/2017 4:42 AM
5	The board does not initiate policy reviews. The internal policy review process is not documented. The Corvallis School Board lacks many of the governance policies of other Oregon districts. I don't consider board norms or working agreements a substitute for policies. They should be supplemental to policy. From the OSBA website: "The agreements provide more detail on topics of board operations than may be covered in policy, as well as topics that may have caused issues for the board and superintendent over the previous year." I am unable to find the board norms and working agreements on the CSD website. Aside from the fundraising policy, the board has not followed its own policy BFC (Adoption and Revision of Policies) and provided a meaningful opportunity for interested parties to study and react to proposed policies or amendments. The policy review procedure is driven by the administration and appears to be a secondary concern. The full board has not seen a policy presented for formal consideration since February 6. I am unaware of any annual board goal(s).	5/8/2017 4:01 AM
6	Again, the Board lacks annual goals. Policies tend to be reviewed as OSBA refers amendments to the District. Policies may be reviewed or created outside of the OSBA process when a matter deemed important to the District (e.g., creation of the equity goal).	5/7/2017 4:37 AM

Q6 Standard 3 Indicators

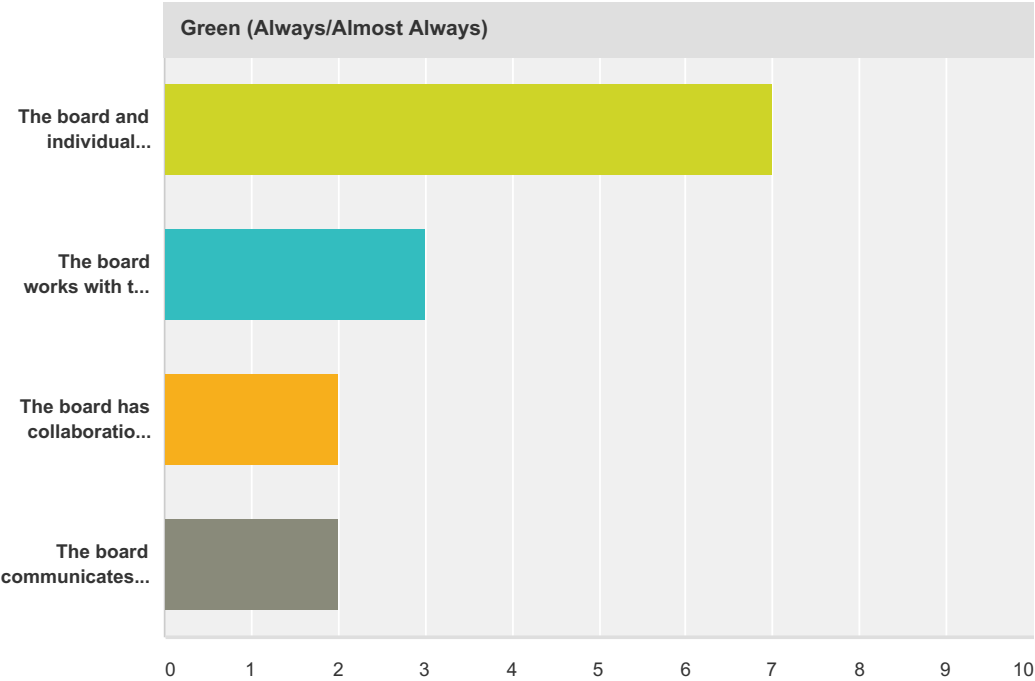
Answered: 7 Skipped: 0



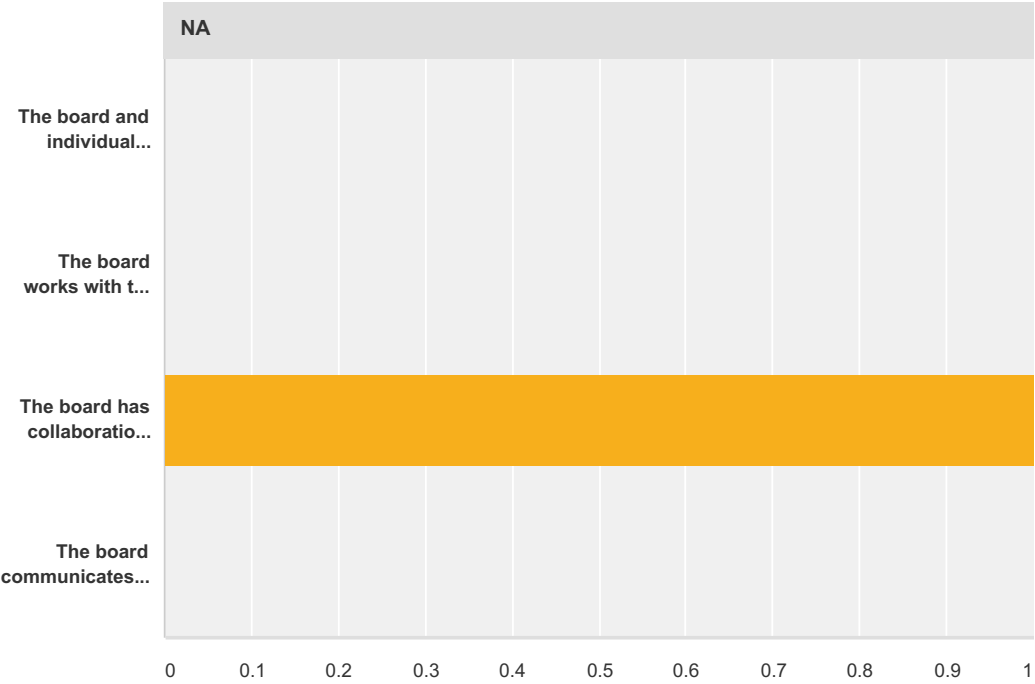
Yes



Yes



Yes



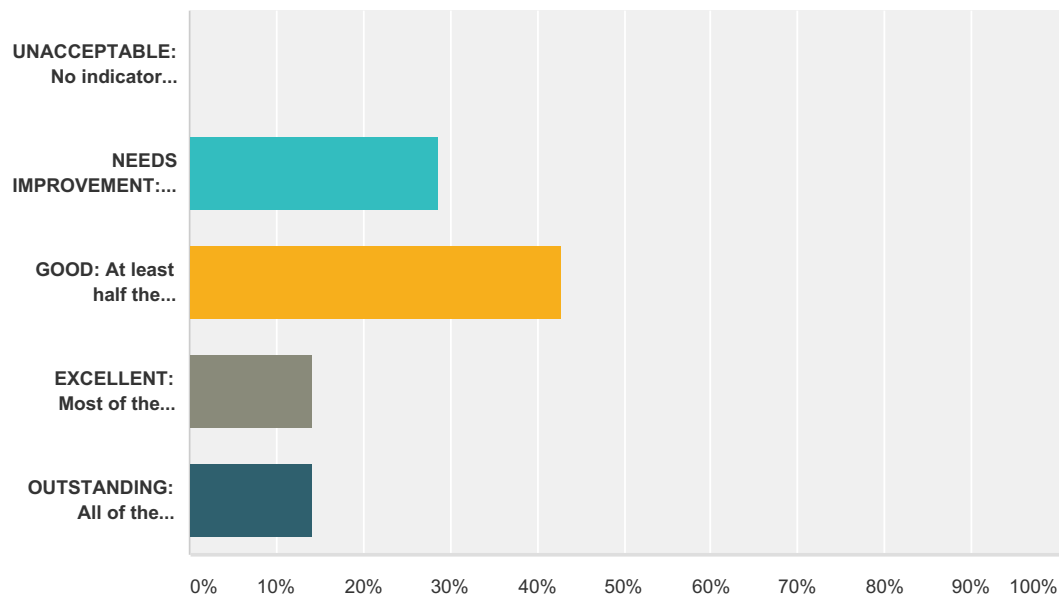
Yes

Red (Seldom/Never)		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0

The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	0.00% 0	0
The board has collaboration agreements with local and state agencies.	100.00% 1	1
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	100.00% 2	2
Yellow (Sometimes/Often)		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	100.00% 4	4
The board has collaboration agreements with local and state agencies.	100.00% 3	3
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	100.00% 3	3
Green (Always/Almost Always)		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	100.00% 7	7
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	100.00% 3	3
The board has collaboration agreements with local and state agencies.	100.00% 2	2
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	100.00% 2	2
NA		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	0.00% 0	0
The board has collaboration agreements with local and state agencies.	100.00% 1	1
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	0.00% 0	0

Q7 Overall rating for Standard 3: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



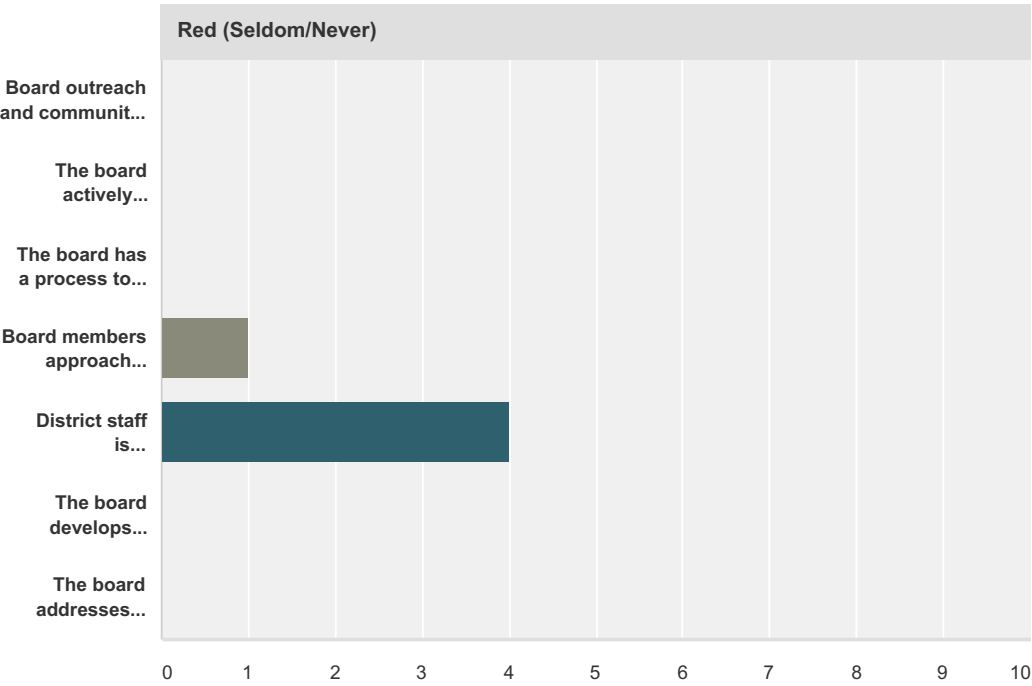
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	28.57% 2
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	42.86% 3
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	14.29% 1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	The board has no formal collaboration agreements with any other entities.	5/10/2017 12:51 AM
2	The superintendent and board members actively participated in community meetings and forums.	5/9/2017 3:23 PM
3	I think we are doing a good job here, but there is always room for improvement. The implementation of board liaisons to individual schools has created a huge improvement in board-community relations. I can not stress enough how helpful this has been for the board members who have been able to attend several functions and meetings. I still think we need to do better, as a board, and as a district, to communicate with the public. Part of the problem for this is again staffing. Our communications director needs more time in the day or an assistant. We need to communicate out positive things that are going on in the district as well as info on hot topics like history/purpose of our DLI program. The public doesn't always look for information, so we need to make it really easy to receive. This is ongoing work. Possibly having an occasional forum or listening session with parents would be a good idea. This could include DO staff and a few board members. There are many ways to increase visibility, we should talk about these. We also need to hear more from students. It would be great to have more regular listening sessions with students. Could be topic specific as we work through different goals.	5/9/2017 1:19 AM

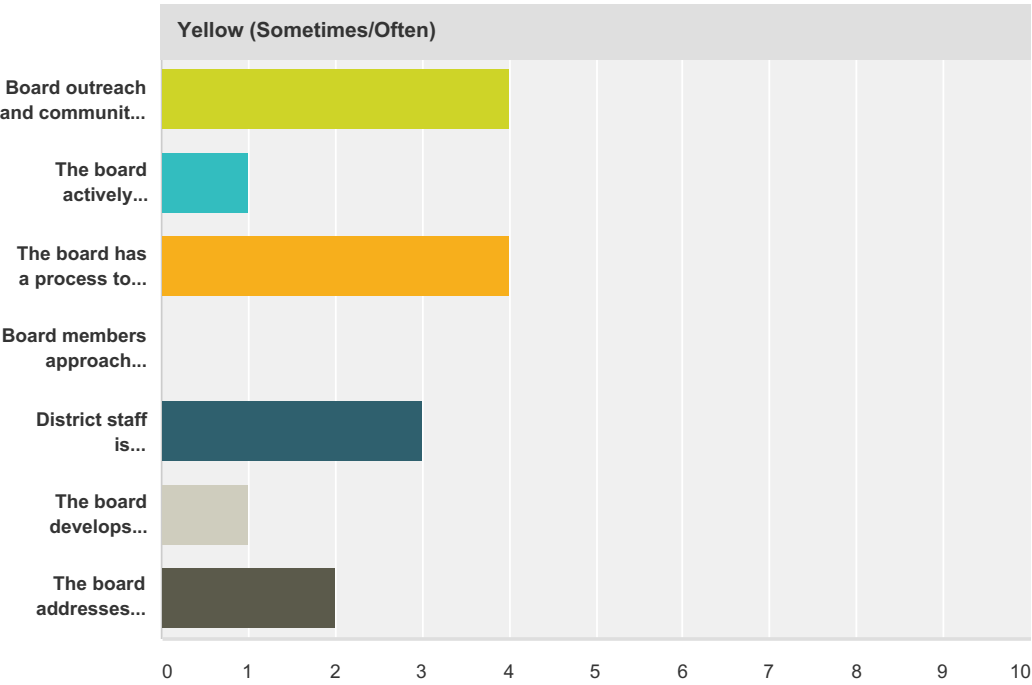
4	Improving communication with the public, staff and students has become a higher priority for the District and Board. Reinstating a communication position on District staff, supporting the local option levy request, and involvement of students, staff, and the general public in facilities planning are examples of positive. The District has numerous agreements with other agencies on a variety of topics ranging from use of school property to health navigators.	5/8/2017 4:54 AM
5	The board generally maintains a low public profile, but is respectful and cooperative with the community and staff. The board would benefit by updating its procedures for community engagement and receiving public input. Policy BDDH was adopted in 2003. Other than LBL ESD, I'm unaware of any collaboration agreements with local or state agencies. Community communications procedures would benefit from a public review. School liaisons is a good start.	5/8/2017 4:01 AM
6	The Board has struggled to identify methods to more effectively communicate with the community.	5/7/2017 4:38 AM

Q8 Standard 4 Indicators

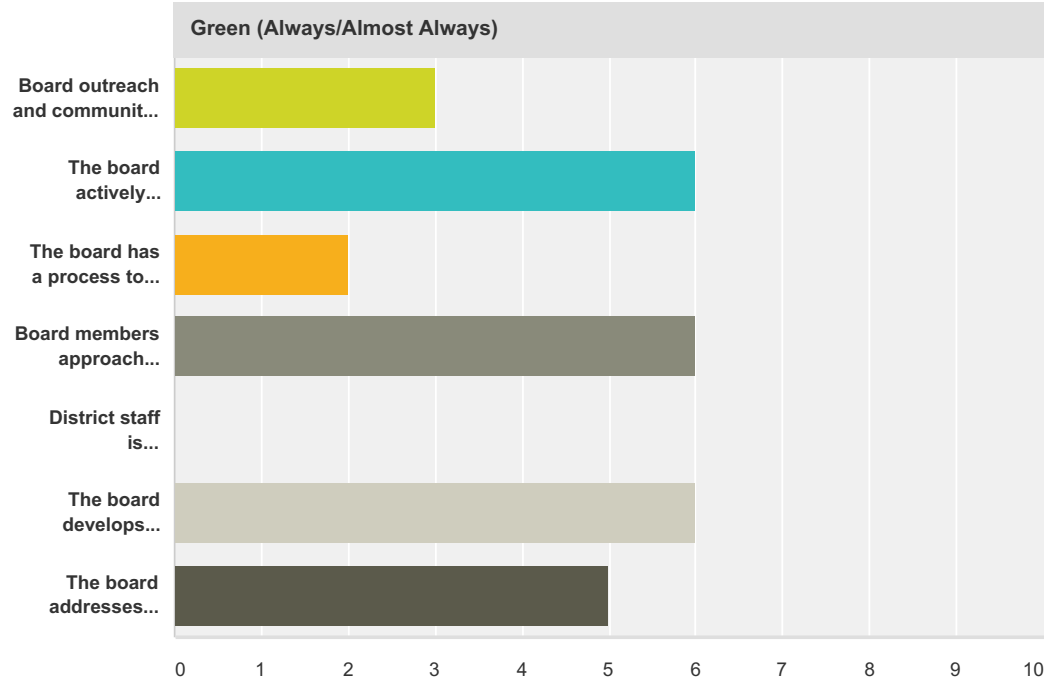
Answered: 7 Skipped: 0



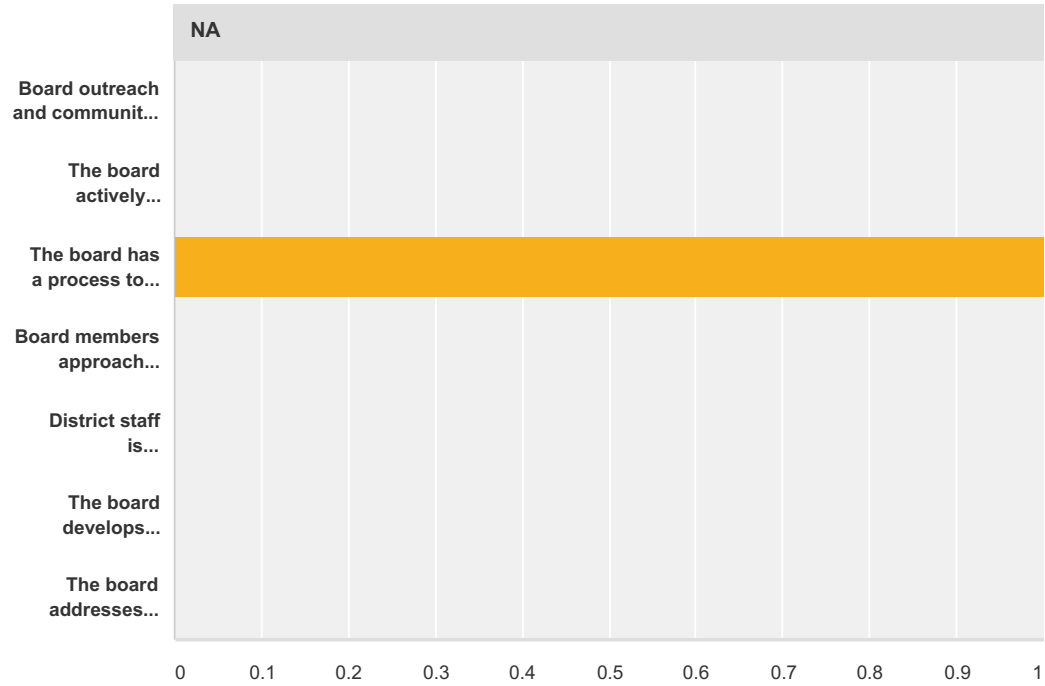
Yes



Yes



Yes



Yes

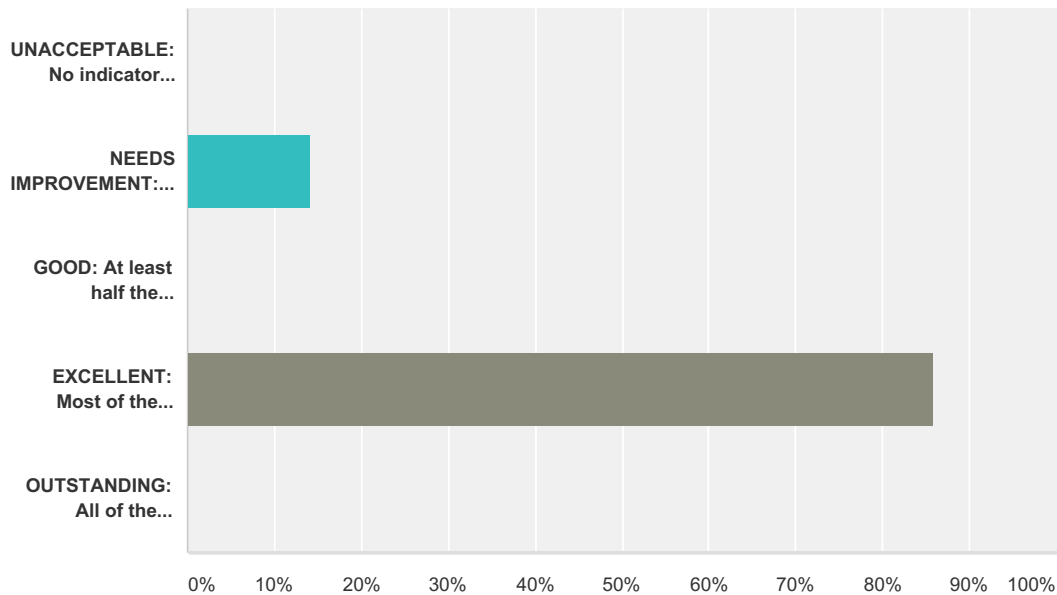
Red (Seldom/Never)		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	0.00% 0	0

The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	0.00% 0	0
The board has a process to review policies for cultural, racial, and ethnic bias.	0.00% 0	0
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	100.00% 1	1
District staff is representative of the community.	100.00% 4	4
The board develops policies using an equity lens.	0.00% 0	0
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	100.00% 4	4
The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	100.00% 1	1
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00% 4	4
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	0.00% 0	0
District staff is representative of the community.	100.00% 3	3
The board develops policies using an equity lens.	100.00% 1	1
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	100.00% 3	3
The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	100.00% 6	6
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00% 2	2
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	100.00% 6	6
District staff is representative of the community.	0.00% 0	0
The board develops policies using an equity lens.	100.00% 6	6
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	100.00% 5	5
NA		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	0.00% 0	0

The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	0.00% 0	0
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00% 1	1
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	0.00% 0	0
District staff is representative of the community.	0.00% 0	0
The board develops policies using an equity lens.	0.00% 0	0
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	0.00% 0	0

Q9 Overall rating for Standard 4: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



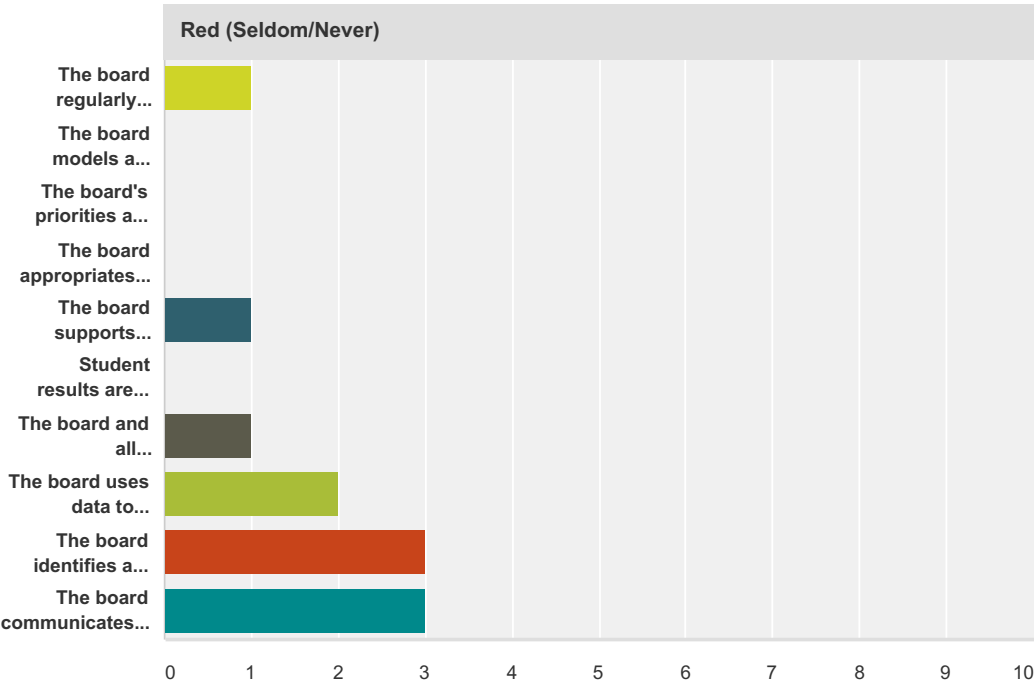
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	14.29% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	0.00% 0
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	85.71% 6
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	7

#	Comments	Date
1	Based on these standards, our board is doing well. However, I believe the current board has higher expectations for themselves and the district. Equity is a core value for this group and one we take seriously. I scored this as "excellent", but we have much work to do and will likely never be comfortable marking "outstanding."	5/10/2017 12:57 AM
2	There is disparity between the diversity of the community and the staff. While this is recognized, it is difficult to reflect this diversity in hiring.	5/9/2017 3:28 PM
3	The board has embraced a commitment to equity across all aspects of our work. We regularly apply an equity lense when discussing topics and making decisions. An area where we need improvement is in board outreach and community engagement activities. We need to continue to make sure that the voices we hear are representative of our entire school community. We have begun to apply this principal to some of our committees (LRFPC), but need to continue to work on it. We also need to continue to push movement forward in the Culturally Relevant Learning and Teaching Pillar of our Equity Transformational Plan. Regular updates and discussion in this area needs to happen - it could be one of our goals.	5/9/2017 1:44 AM

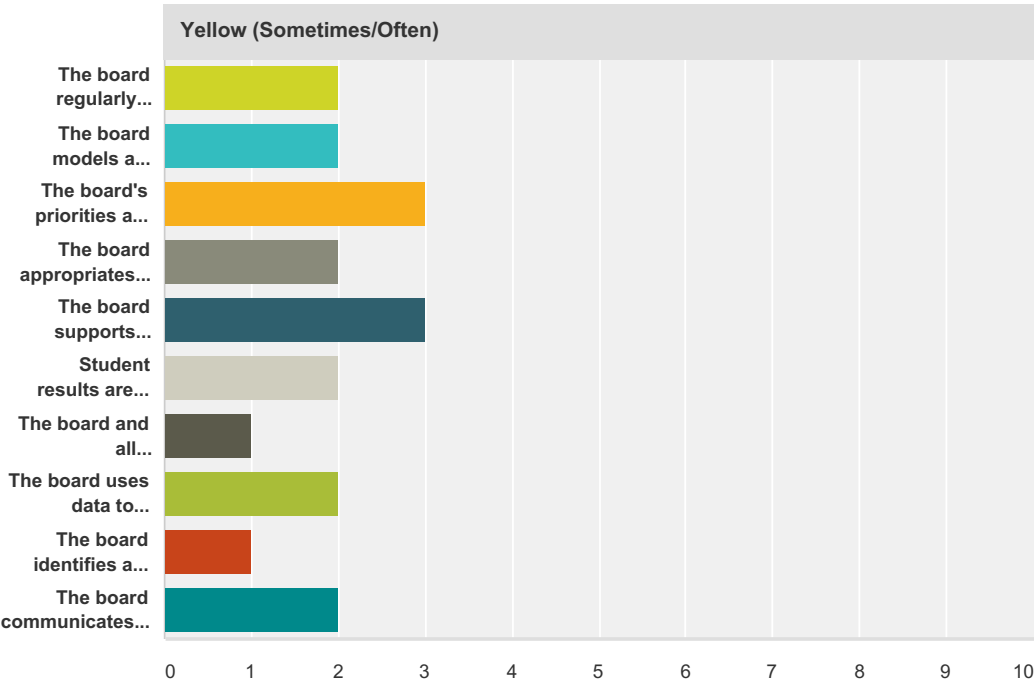
4	Over the last two years this has been one of the most consistent, positive efforts of the District and Board. From budgeting of resources that is culturally and equity sensitive, to community outreach, to the resolution on safe and welcoming schools in the face of a challenges from anti-immigrant politicians, this Board and the District have embraced equity in all aspects of its decision-making. The Board and District staff have not generally been representative of all elements of the community, but both have attempted to make improvements in that area. Board policies may not fully reflect all of the intent of the Board in terms of diversity, equity, and inclusion, but practice has been consistently outstanding.	5/8/2017 5:07 AM
5	Significant progress is taking place in this area. Not aware of a board process for reviewing policies for cultural, racial and ethnic bias. District hiring has a ways to go before it represents the cultural diversity of the community, but they are making a credible effort at bringing about change.	5/8/2017 4:01 AM
6	The Board is well intentioned. However, the Board lacks racial and cultural diversity, which inhibits the Board's ability to truly represent multiple perspectives. Most outreach to minority communities has been initiated by the District. The District needs to make the hiring of more diverse staff.a greater priority. Publication of an "equity budget" would demonstrate to the Board and the community whether allocation of resources is truly based on equity.	5/7/2017 4:44 AM

Q10 Standard 5 Indicators

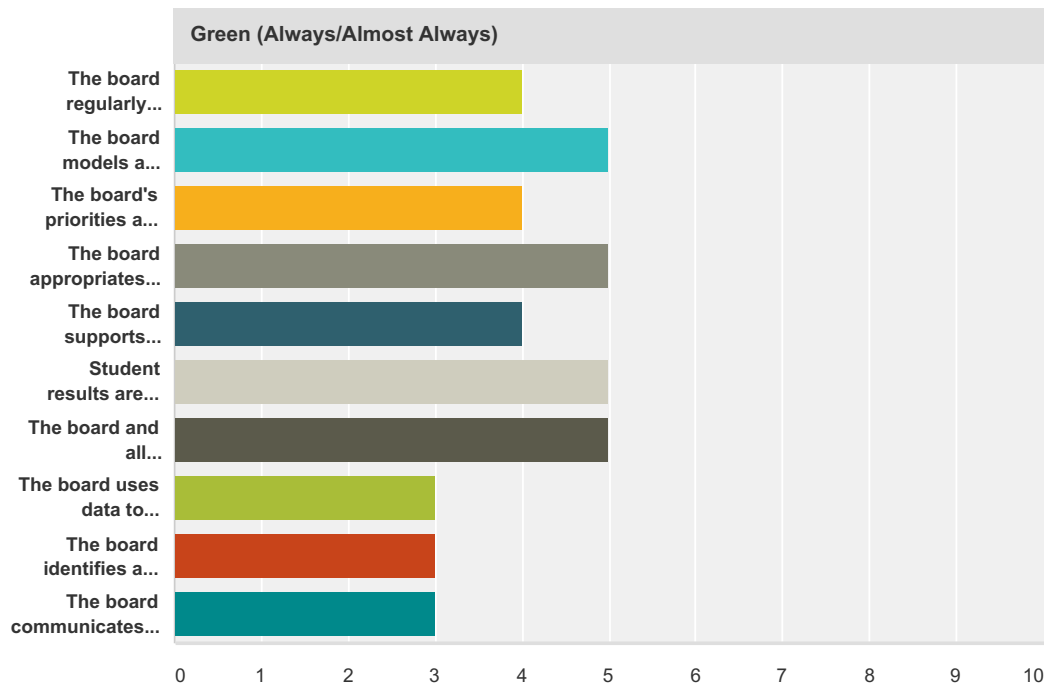
Answered: 7 Skipped: 0



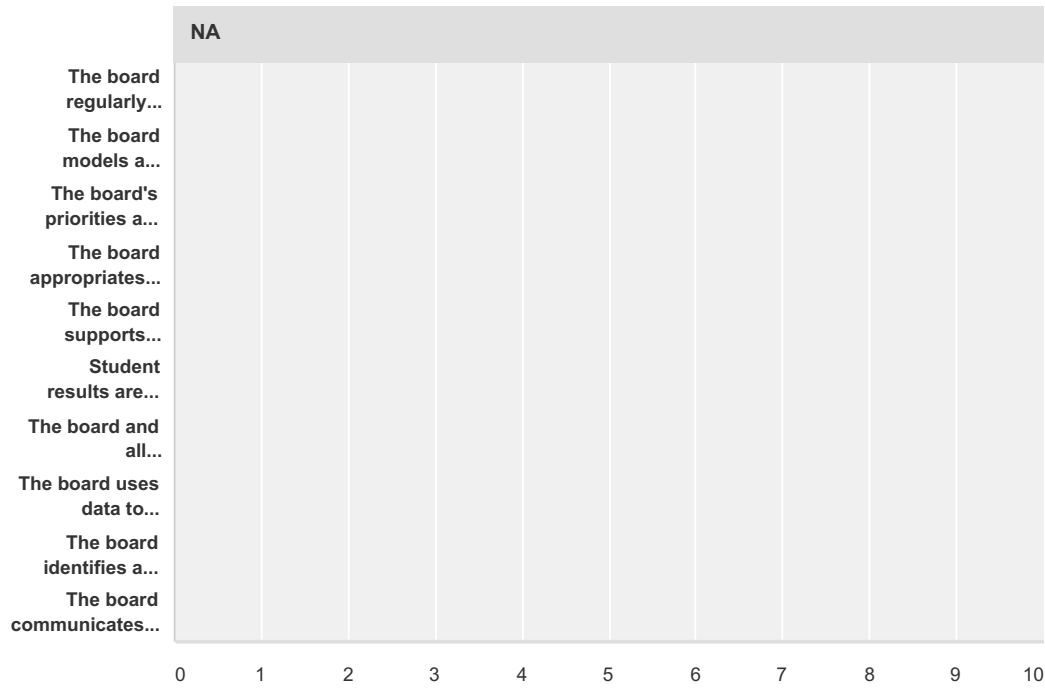
Yes



Yes



Yes



Yes

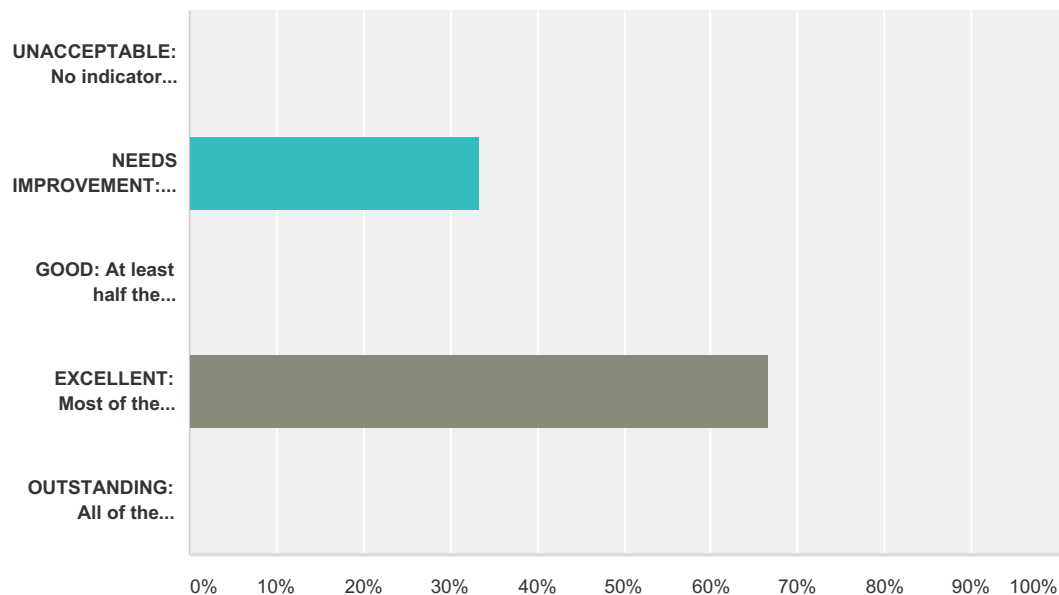
Red (Seldom/Never)		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	100.00% 1	1

The board models a culture of high expectations throughout the district.	0.00% 0	0
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	0.00% 0	0
The board appropriates resources based on student achievement priorities.	0.00% 0	0
The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00% 1	1
Student results are measured against expectations set by district standards.	0.00% 0	0
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	100.00% 1	1
The board uses data to identify discrepancies between current and desired outcomes.	100.00% 2	2
The board identifies and addresses priority needs based on data analysis.	100.00% 3	3
The board communicates to the public how policy decisions are linked to student achievement data.	100.00% 3	3
Yellow (Sometimes/Often)		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	100.00% 2	2
The board models a culture of high expectations throughout the district.	100.00% 2	2
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	100.00% 3	3
The board appropriates resources based on student achievement priorities.	100.00% 2	2
The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00% 3	3
Student results are measured against expectations set by district standards.	100.00% 2	2
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	100.00% 1	1
The board uses data to identify discrepancies between current and desired outcomes.	100.00% 2	2
The board identifies and addresses priority needs based on data analysis.	100.00% 1	1
The board communicates to the public how policy decisions are linked to student achievement data.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	100.00% 4	4
The board models a culture of high expectations throughout the district.	100.00% 5	5
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	100.00% 4	4
The board appropriates resources based on student achievement priorities.	100.00% 5	5

The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00% 4	4
Student results are measured against expectations set by district standards.	100.00% 5	5
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	100.00% 5	5
The board uses data to identify discrepancies between current and desired outcomes.	100.00% 3	3
The board identifies and addresses priority needs based on data analysis.	100.00% 3	3
The board communicates to the public how policy decisions are linked to student achievement data.	100.00% 3	3
NA		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	0.00% 0	0
The board models a culture of high expectations throughout the district.	0.00% 0	0
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	0.00% 0	0
The board appropriates resources based on student achievement priorities.	0.00% 0	0
The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	0.00% 0	0
Student results are measured against expectations set by district standards.	0.00% 0	0
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	0.00% 0	0
The board uses data to identify discrepancies between current and desired outcomes.	0.00% 0	0
The board identifies and addresses priority needs based on data analysis.	0.00% 0	0
The board communicates to the public how policy decisions are linked to student achievement data.	0.00% 0	0

Q11 Overall rating for Standard 5: How well does the board meet the indicators above?

Answered: 6 Skipped: 1



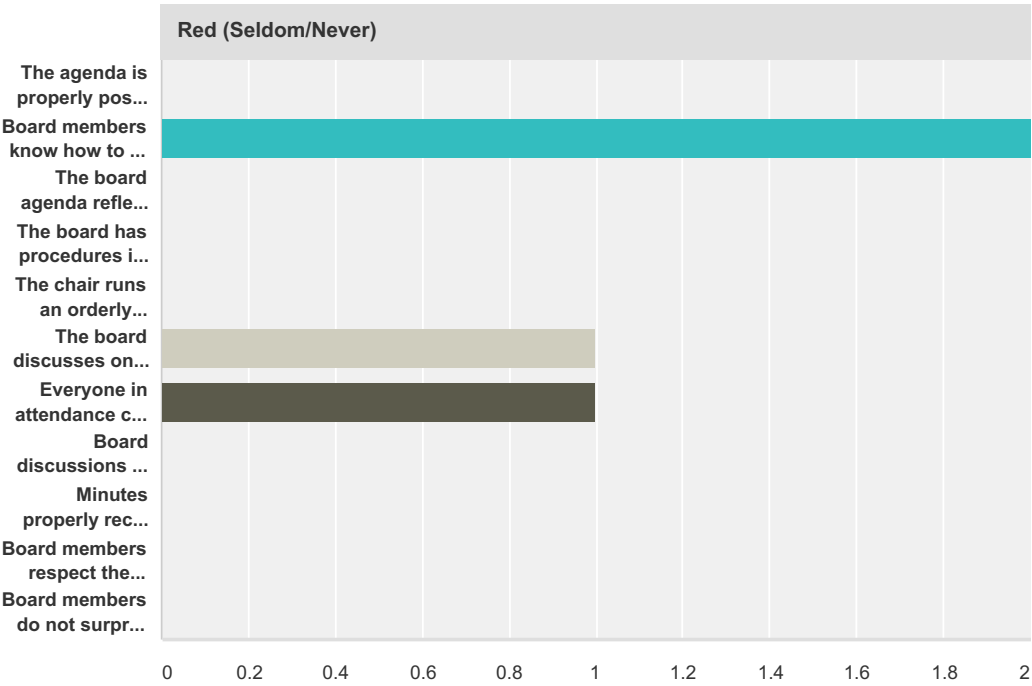
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	33.33% 2
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	0.00% 0
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	66.67% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	6

#	Comments	Date
1	I wonder if we could do more to recognize student and staff excellence? We use data to measure progress, but the board has not been deliberate in it's selection of indicators. Measurement of progress has been specified by district staff, not the board. This board is highly responsive to data and analytics. The board has not always been assertive in asking for data that it needs to make informed decisions. We do not have a robust strategic framework to populate with data and analytics.	5/10/2017 2:05 AM
2	This is ongoing work that needs to be an annual focus.	5/9/2017 3:36 PM
3	*Moving forward, the board should conduct a self evaluation each year. *We need to make sure that the board stays out of operational matters, as much as possible. We are all guilty of this, it's hard not to do at times, but we need to set goals and stay focused on those. *Again, we need to have more metrics to measure both student achievement and board and district goals. * We do a great job of setting high expectations and our district staff are working to meet those expectations. We are seeing great results in some areas, others need work still. *We don't communicate policy decisions to the public very often. We need to work on this in general, as well as showing how policy affects student achievement through data. We need to develop better metrics!	5/9/2017 2:15 AM

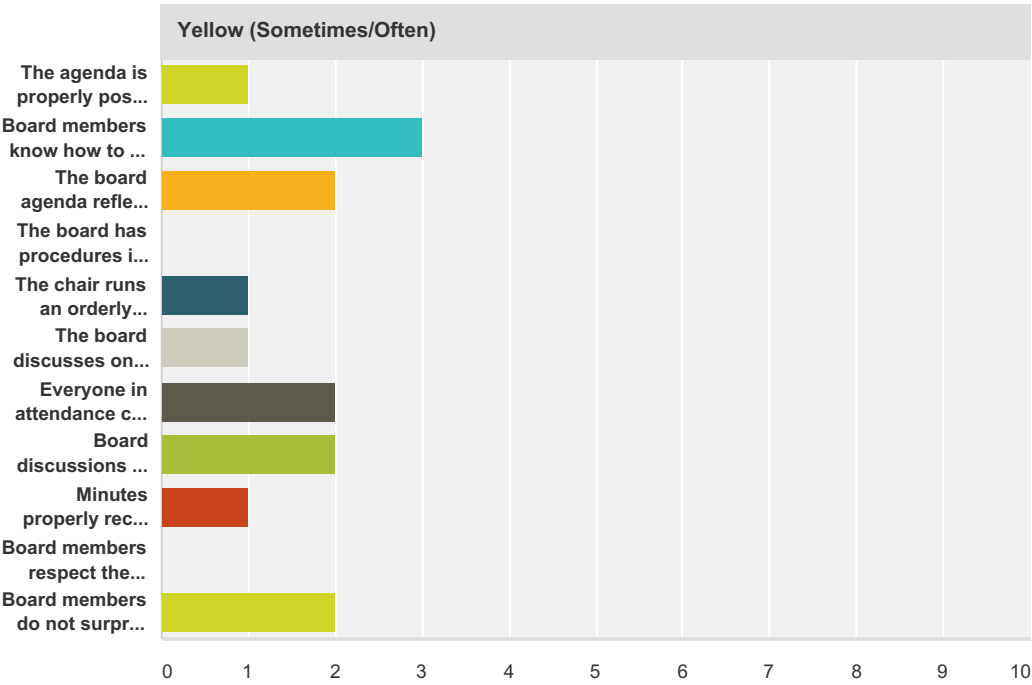
4	The Board has consistently asked for data to support resource investments, to evaluate progress against goals, and to gauge the challenges the District is facing. Data production and analysis have not always met Board desires over the years, but the Board is definitely not data averse. The public message on the local option levy was a good example of carefully presented data to support levy continuance.	5/8/2017 5:17 AM
5	Aside from graduation rates and standardized test scores, the board does not receive much longitudinal data. The board's policy on Outcomes and Performance standards are 18 years old, and the District Mission, Beliefs and Goals are 8 years old. Both are qualitative documents. My ratings of "yellow" in this section are on the "sometimes" end of the scale - not "often"	5/8/2017 4:07 AM
6	In recent years, Board evaluations have been pro forma and have not led to improvements. The Board focuses little on curriculum, except when curriculum adoption recommendations are brought for approval. Data, measurement, and accountability are lacking.	5/7/2017 4:49 AM

Q12 Standard 6 Indicators

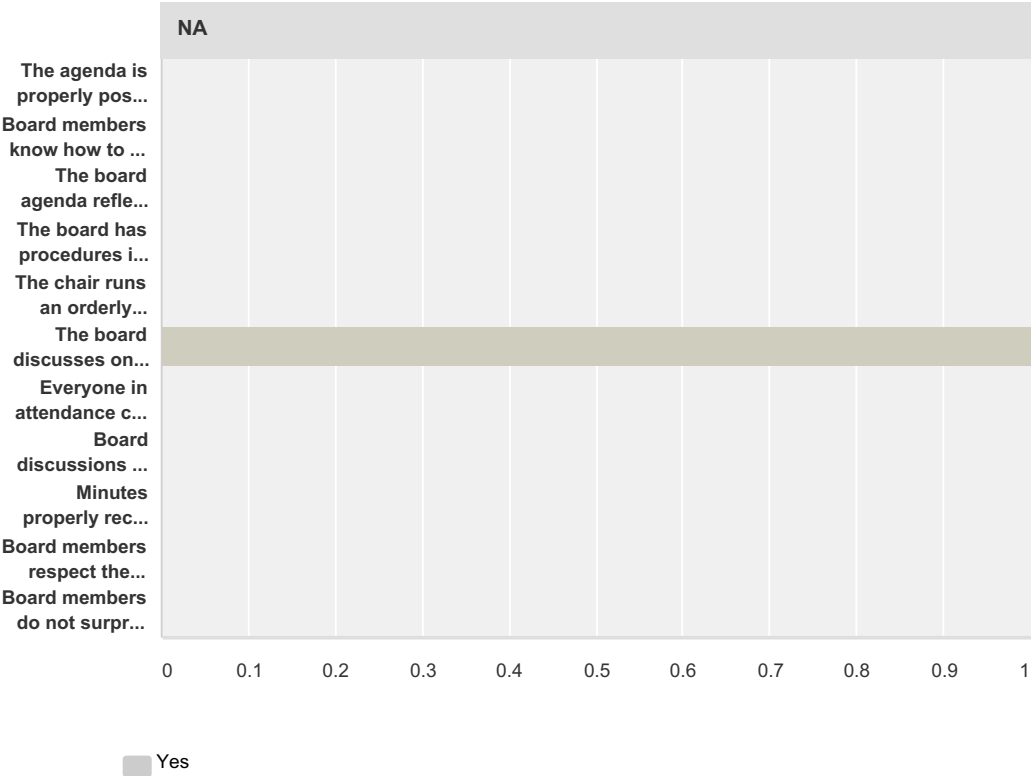
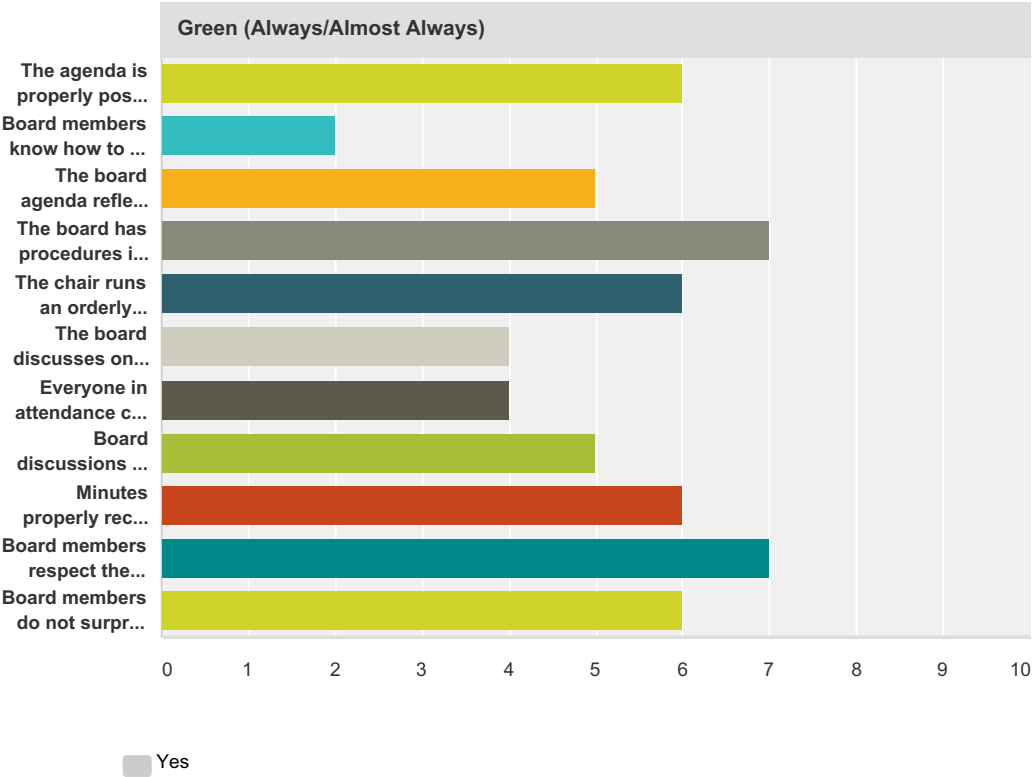
Answered: 7 Skipped: 0



Yes



Yes



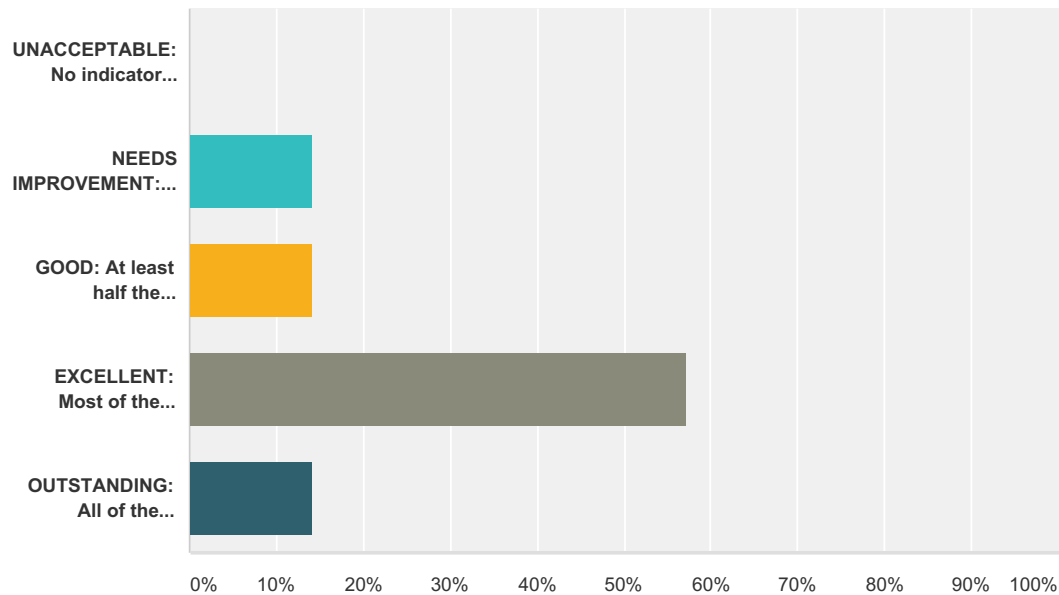
Red (Seldom/Never)		
	Yes	Total
The agenda is properly posted and developed according to board policy.	0.00% 0	0

Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	100.00% 2	2
The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	0.00% 0	0
The board has procedures in place to allow for public input in a respectful manner.	0.00% 0	0
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	0.00% 0	0
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 1	1
Everyone in attendance can clearly hear board discussion.	100.00% 1	1
Board discussions are effective and result in clear decisions.	0.00% 0	0
Minutes properly record actions of the board and are maintained as required by public records law.	0.00% 0	0
Board members respect the confidentiality of executive sessions.	0.00% 0	0
Board members do not surprise the administration or fellow board members at meetings.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The agenda is properly posted and developed according to board policy.	100.00% 1	1
Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	100.00% 3	3
The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	100.00% 2	2
The board has procedures in place to allow for public input in a respectful manner.	0.00% 0	0
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	100.00% 1	1
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 1	1
Everyone in attendance can clearly hear board discussion.	100.00% 2	2
Board discussions are effective and result in clear decisions.	100.00% 2	2
Minutes properly record actions of the board and are maintained as required by public records law.	100.00% 1	1
Board members respect the confidentiality of executive sessions.	0.00% 0	0
Board members do not surprise the administration or fellow board members at meetings.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
The agenda is properly posted and developed according to board policy.	100.00% 6	6
Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	100.00% 2	2

The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	100.00% 5	5
The board has procedures in place to allow for public input in a respectful manner.	100.00% 7	7
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	100.00% 6	6
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 4	4
Everyone in attendance can clearly hear board discussion.	100.00% 4	4
Board discussions are effective and result in clear decisions.	100.00% 5	5
Minutes properly record actions of the board and are maintained as required by public records law.	100.00% 6	6
Board members respect the confidentiality of executive sessions.	100.00% 7	7
Board members do not surprise the administration or fellow board members at meetings.	100.00% 6	6
NA		
	Yes	Total
The agenda is properly posted and developed according to board policy.	0.00% 0	0
Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	0.00% 0	0
The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	0.00% 0	0
The board has procedures in place to allow for public input in a respectful manner.	0.00% 0	0
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	0.00% 0	0
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 1	1
Everyone in attendance can clearly hear board discussion.	0.00% 0	0
Board discussions are effective and result in clear decisions.	0.00% 0	0
Minutes properly record actions of the board and are maintained as required by public records law.	0.00% 0	0
Board members respect the confidentiality of executive sessions.	0.00% 0	0
Board members do not surprise the administration or fellow board members at meetings.	0.00% 0	0

Q13 Overall rating for Standard 6: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



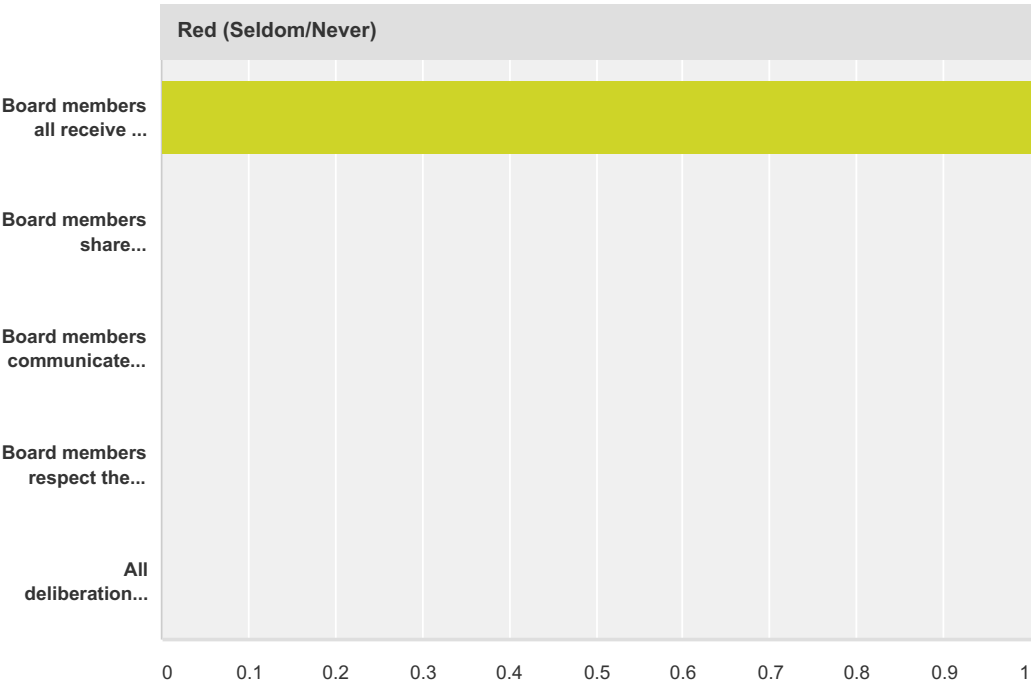
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	14.29% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	14.29% 1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	57.14% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	The general membership of the board does not develop the agenda for upcoming meetings in any explicit way. There are informal avenues for members to get items on the agenda (e.g. raise the issue in a meeting, email, etc.). It has only been in the last two years that the board chair has asked for agenda items in meetings. The superintendent and the board chair have immense control of the agenda.	5/10/2017 2:11 AM
2	Topics are decided without majority opinion solicited which is fine. Board agendas are published well ahead of meetings.	5/9/2017 3:56 PM
3	* We have improved the ways board members can add items to the agenda. The Chair should also email out board members a couple of days before agenda planning to remind people to send in ideas, if they have any. We have not addressed ways to change agenda items before or during a meeting. We could adopt the strategy to approve the agenda at the beginning of the meeting. This would only take a minute and would create a procedure so people know this is an option. This would involve communicating with the chair prior to the meeting for no surprises. *Once we have board goals set at the beginning of each year, we can manage board agenda items and meetings to reflect our goals for the year. This is very exciting and will provide more structure and purpose to board activities.	5/9/2017 2:28 AM
4	The Board has quite effectively kept its focus on student achievement and support. Board meetings have generally been well run and effective in getting the Board's mission achieved.	5/8/2017 5:22 AM

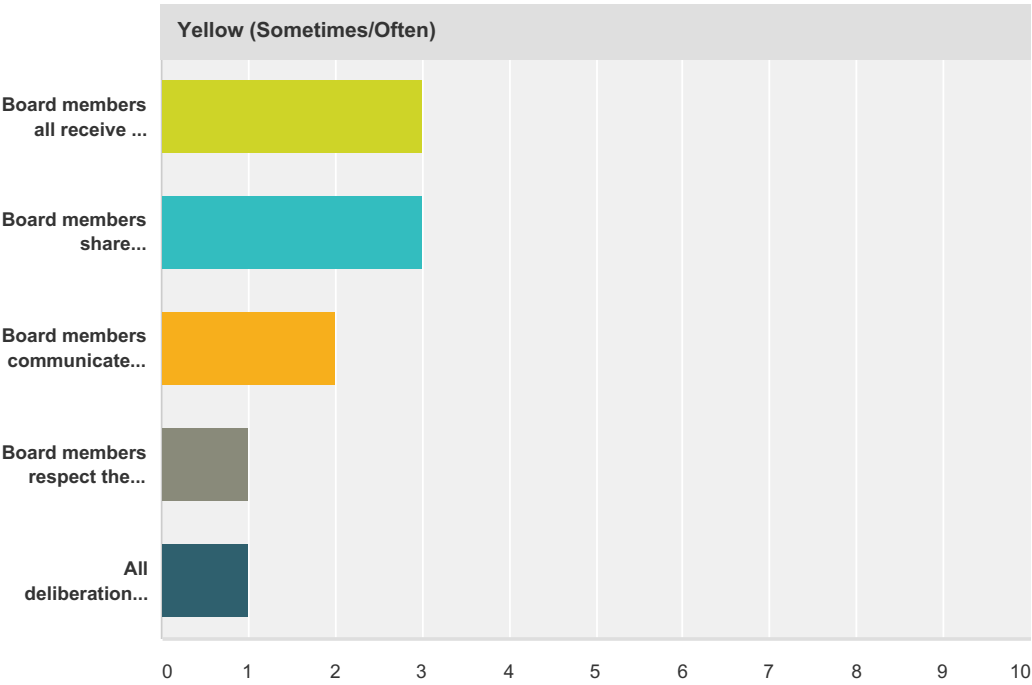
5	There is no board policy for agenda development. Agenda supporting documents are often provided only one or two working days before a meeting. There is little opportunity to add or change an agenda item before or during a meeting. Procedures for public input are 14 years old - time for a review. Board clerk does an excellent job with the minutes - distilling board discussion to relevant concepts and recording board decisions. Board members are very good at keeping executive session discussions confidential. Board meetings are weighted towards information exchanges and discussions; consolidated agendas; not so much policy discussion. Administration has taken very positive steps to improve sound projection at meetings and provide translation service.	5/8/2017 4:08 AM
6	Board meetings could be improved by the chair not allowing individual Board members to hijack the meeting to address their individual concerns. Since most presenters speak with their backs to the audience, it is doubtful that the audience can hear. Minutes often do not summarize the content of Board discussions. Formal instructions read to the public prior to testimony have been improved, but they still strike a decidedly unfriendly tone.	5/7/2017 4:54 AM

Q14 Standard 7 Indicators

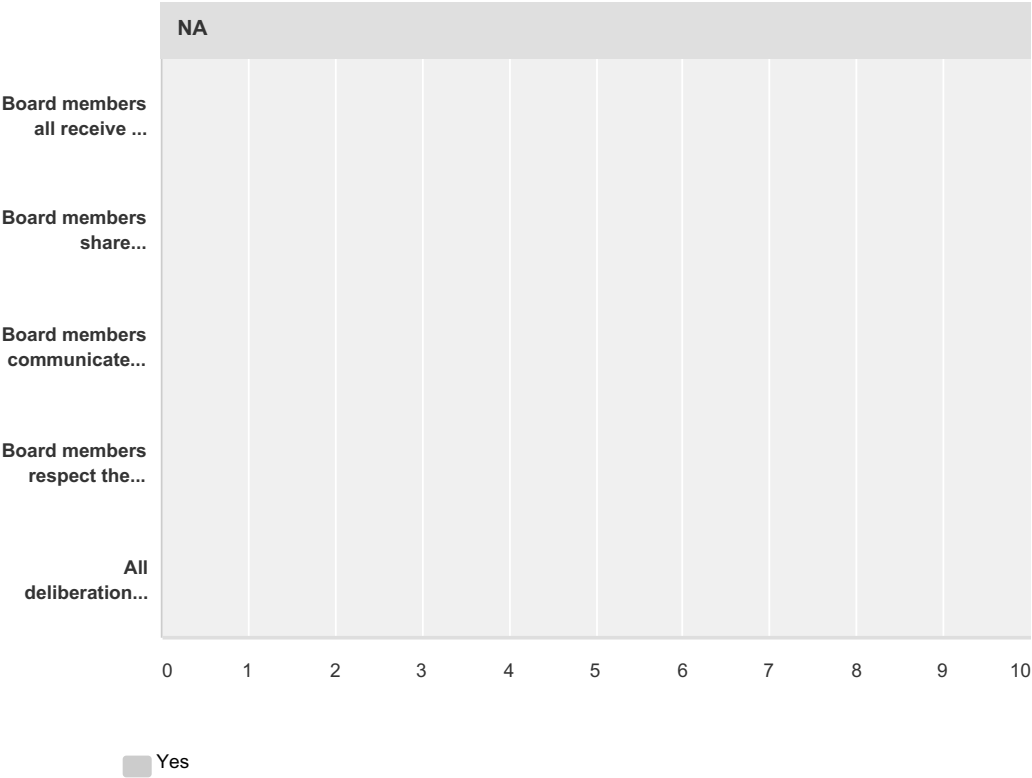
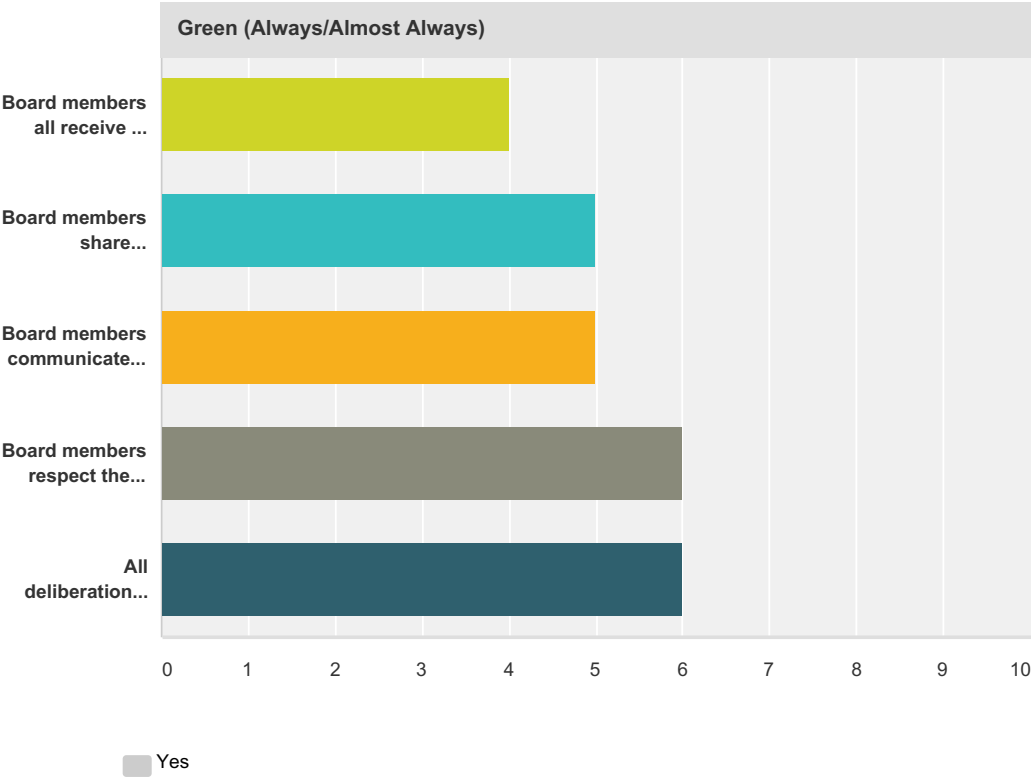
Answered: 7 Skipped: 0



Yes



Yes

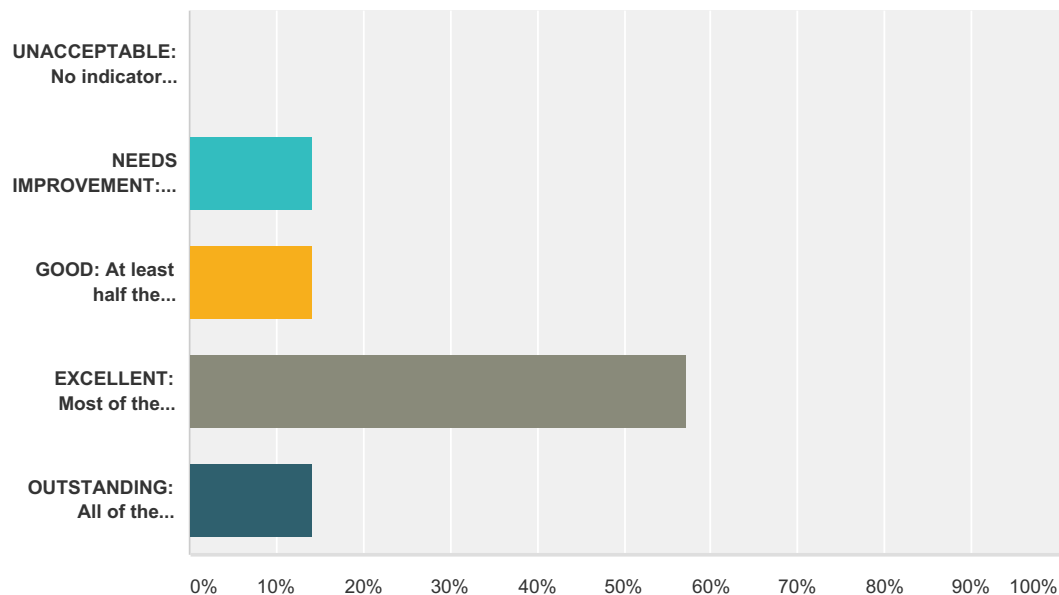


Red (Seldom/Never)		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	100.00% 1	1

Board members share information appropriately through the chair between meetings and do not surprise each other in public.	0.00% 0	0
Board members communicate with each other in a respectful manner.	0.00% 0	0
Board members respect the right of the public to observe discussion of board and district business by board members.	0.00% 0	0
All deliberation and discussion between board members is held at properly posted public meetings.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	100.00% 3	3
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	100.00% 3	3
Board members communicate with each other in a respectful manner.	100.00% 2	2
Board members respect the right of the public to observe discussion of board and district business by board members.	100.00% 1	1
All deliberation and discussion between board members is held at properly posted public meetings.	100.00% 1	1
Green (Always/Almost Always)		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	100.00% 4	4
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	100.00% 5	5
Board members communicate with each other in a respectful manner.	100.00% 5	5
Board members respect the right of the public to observe discussion of board and district business by board members.	100.00% 6	6
All deliberation and discussion between board members is held at properly posted public meetings.	100.00% 6	6
NA		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	0.00% 0	0
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	0.00% 0	0
Board members communicate with each other in a respectful manner.	0.00% 0	0
Board members respect the right of the public to observe discussion of board and district business by board members.	0.00% 0	0
All deliberation and discussion between board members is held at properly posted public meetings.	0.00% 0	0

Q15 Overall rating for Standard 7: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



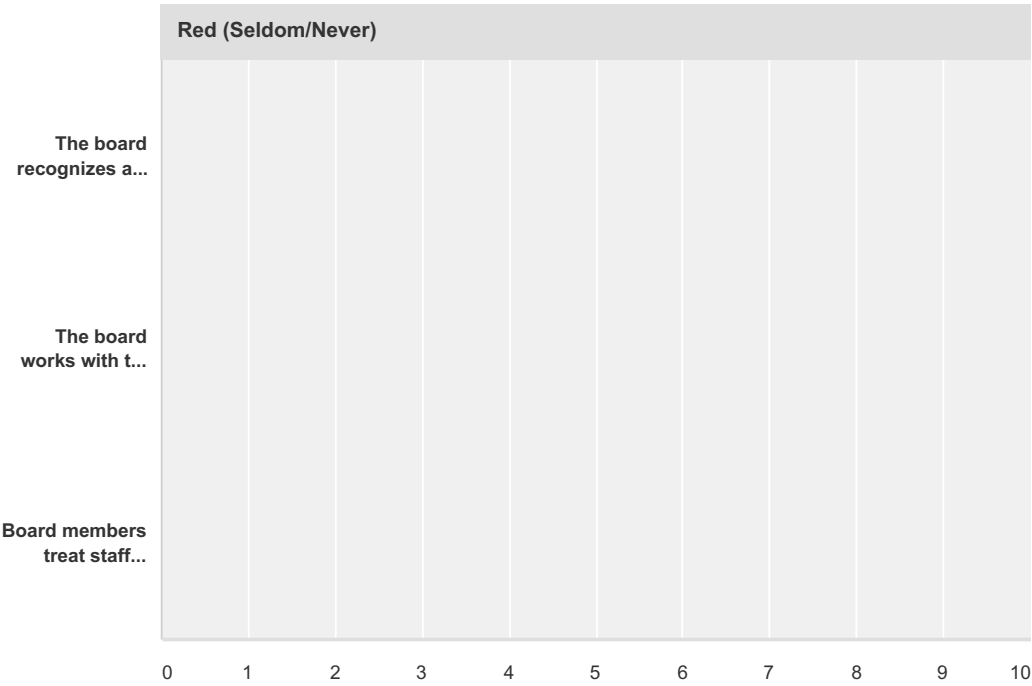
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	14.29% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	14.29% 1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	57.14% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	There is very little communication between board members outside of meetings. We are all keenly aware of the risk of "daisy-chain" emails and interact primarily with the chair.	5/10/2017 2:17 AM
2	Occasionally disagreements between board members have been surprises, but overall discussions cause consensus to be reached.	5/9/2017 4:02 PM
3	Overall, we do a great job of being respectful of each other's viewpoints, although there are times when people have side conversations during meetings and I think we need to eliminate this as much as possible. Of course there are times when you want to share a couple of thoughts with your neighbor, but in general, we need to keep everything out loud. *In general, board members receive the same information from the district office. The Superintendent communicates with the Board Chair the most and both parties need to make sure that any pertinent information is shared out with the rest of the board.	5/9/2017 2:33 AM
4	The Board fairly scrupulously complies with public meeting law requirements. The new sound system will improve the public's ability to follow Board meetings. Differences of opinion have existed on how Board meetings should be conducted and policies developed, but resolution has been by majority decision.	5/8/2017 5:36 AM

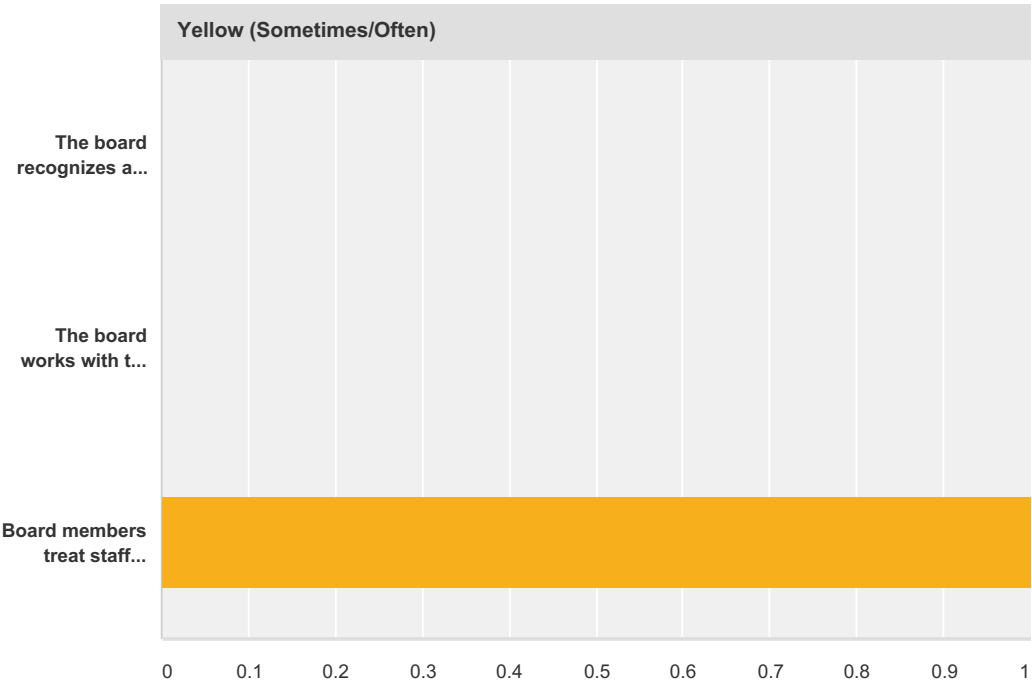
5	While technically in compliance with Oregon law, and in spite of the superintendent's best efforts, I don't believe "small group meetings" of board members with the superintendent meet the objective of "Board members all receive the same information from the district office on matters of board business." Additionally, having 3 board members involved in the District Finance Workgroup deliberations also works against the same objective - particularly with respect to the development of the annual budget parameters.	5/8/2017 4:10 AM
6	Some Board members know much more than others about Board business that transpires outside of Board meetings. Those not in the know simply cannot know what they don't know. Displays of passive-aggressive behavior are not respectful.	5/7/2017 4:58 AM

Q16 Standard 8 Indicators

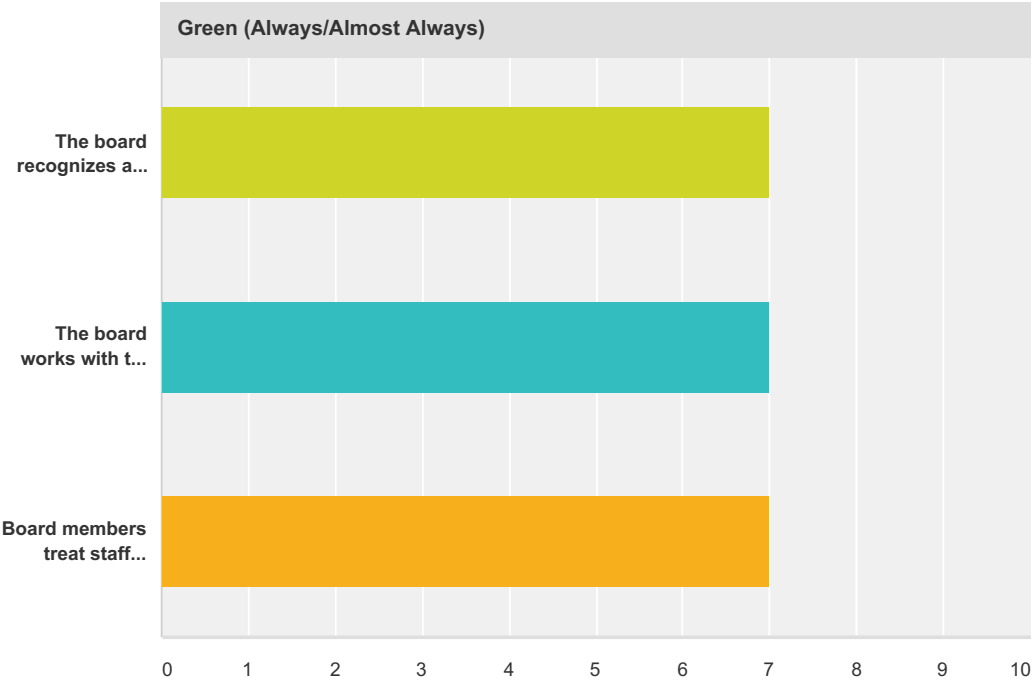
Answered: 7 Skipped: 0



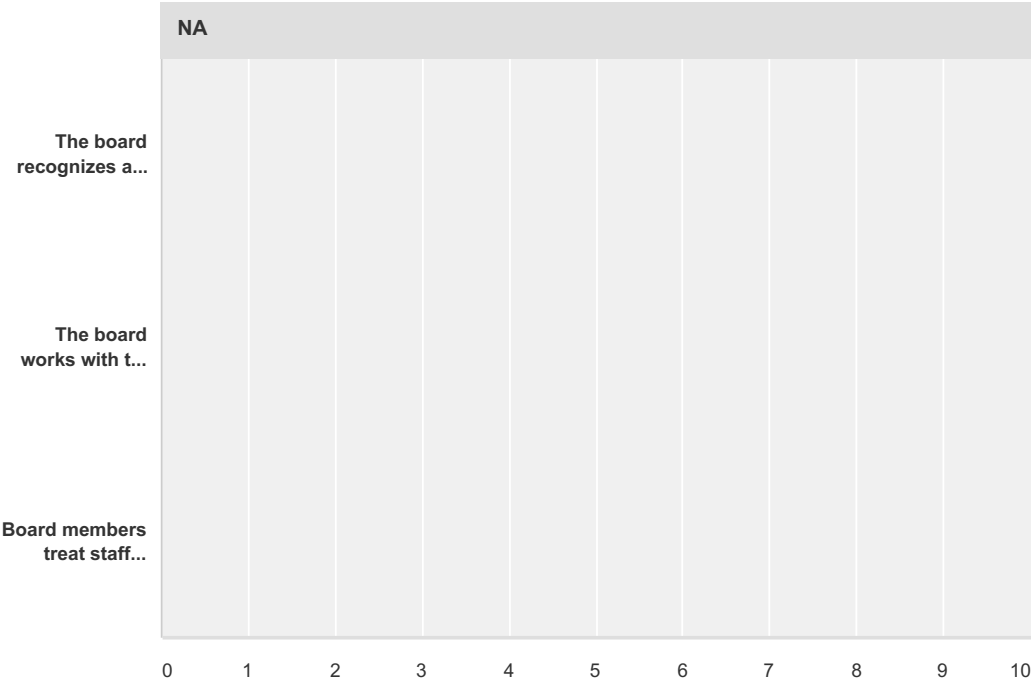
Yes



Yes



Yes



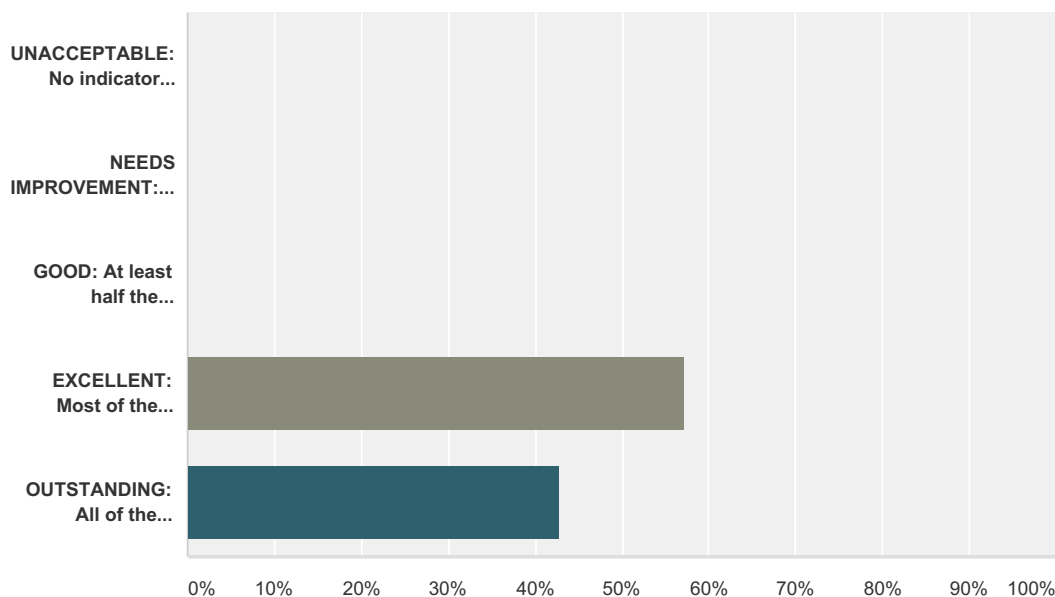
Yes

Red (Seldom/Never)		
	Yes	Total
The board recognizes and protects the chain of command.	0.00% 0	0

The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0
Board members treat staff members in a respectful manner at all times.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The board recognizes and protects the chain of command.	0.00% 0	0
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0
Board members treat staff members in a respectful manner at all times.	100.00% 1	1
Green (Always/Almost Always)		
	Yes	Total
The board recognizes and protects the chain of command.	100.00% 7	7
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	100.00% 7	7
Board members treat staff members in a respectful manner at all times.	100.00% 7	7
NA		
	Yes	Total
The board recognizes and protects the chain of command.	0.00% 0	0
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0
Board members treat staff members in a respectful manner at all times.	0.00% 0	0

Q17 Overall rating for Standard 8: How well does the board meet the indicators above?

Answered: 7 Skipped: 0

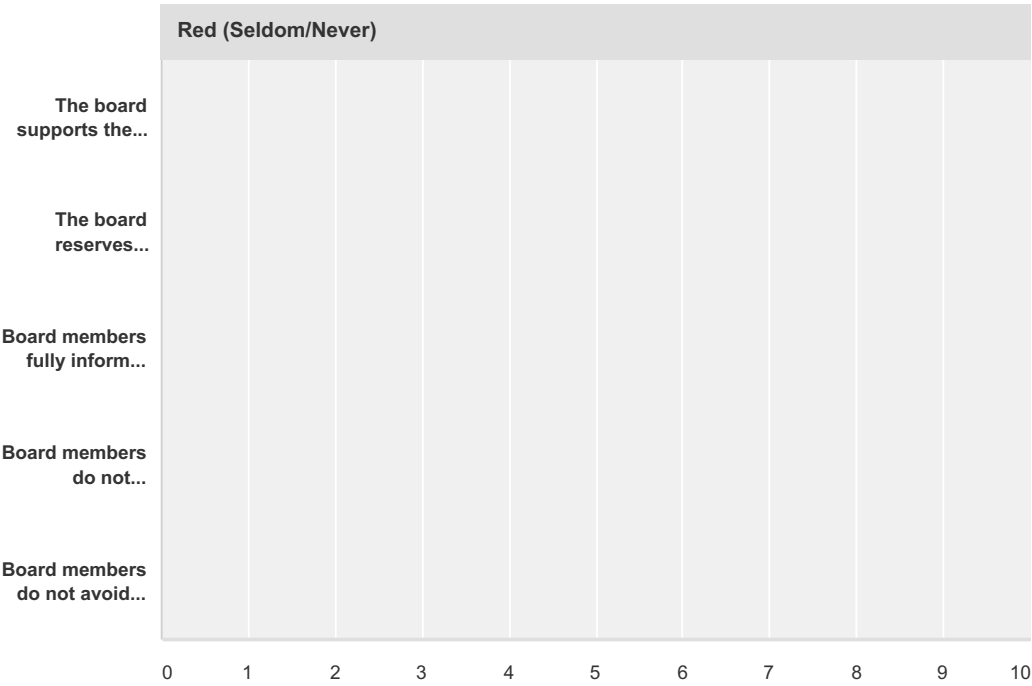


Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	0.00% 0
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	0.00% 0
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	57.14% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	42.86% 3
Total	7

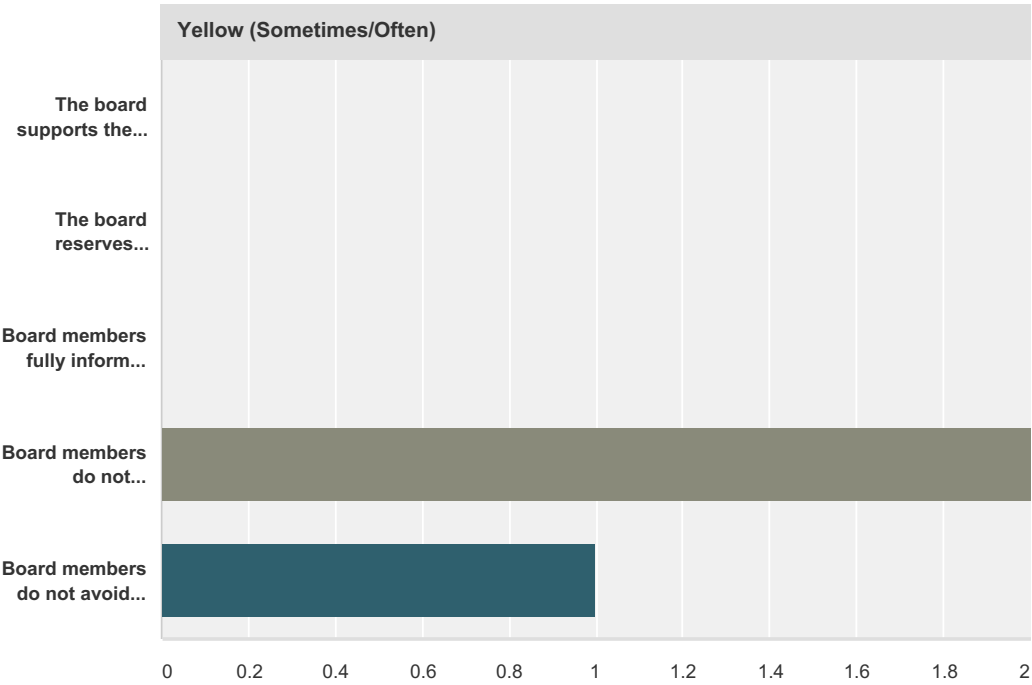
#	Comments	Date
1	The board respects staff and defers to the superintendent to interact with the staff respectfully.	5/9/2017 4:04 PM
2	My observation has been that staff members are treated with respect, and the chain of command is well respected. The superintendent is involved in agenda setting and determines what staff will be involved in decision-making processes.	5/8/2017 5:43 AM
3	My impression is that the board does a good job of working thru the superintendent, so I'm primarily interested in his and the staff's perspective on this	5/8/2017 4:10 AM
4	This question is problematic. My responses reflect my personal knowledge, which does not encompass activities of other Board members.	5/7/2017 4:59 AM

Q18 Standard 9 Indicators

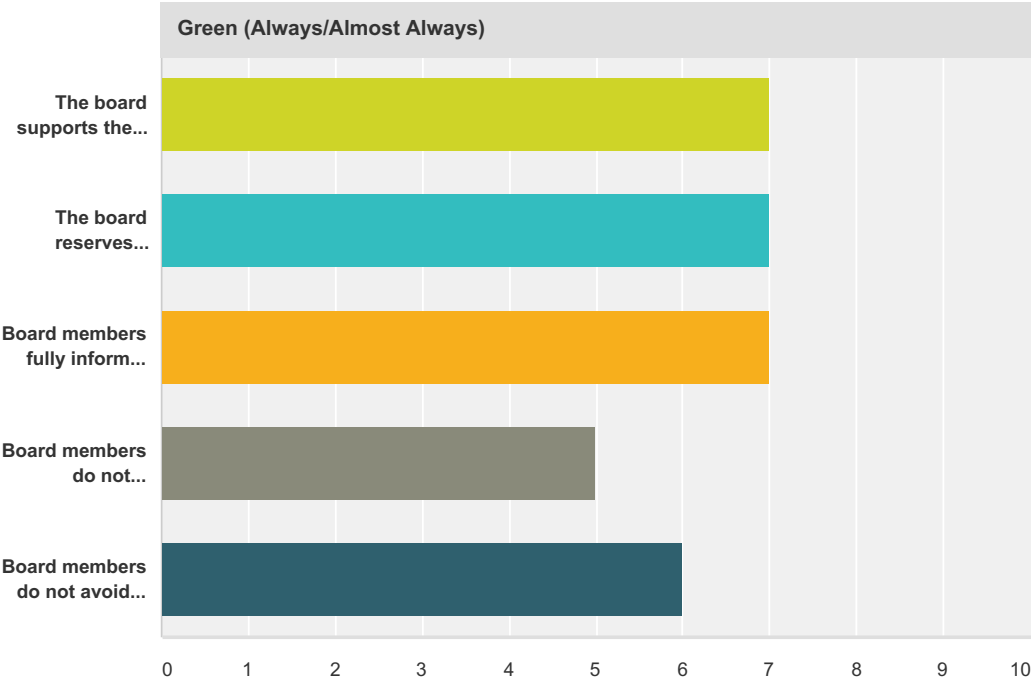
Answered: 7 Skipped: 0



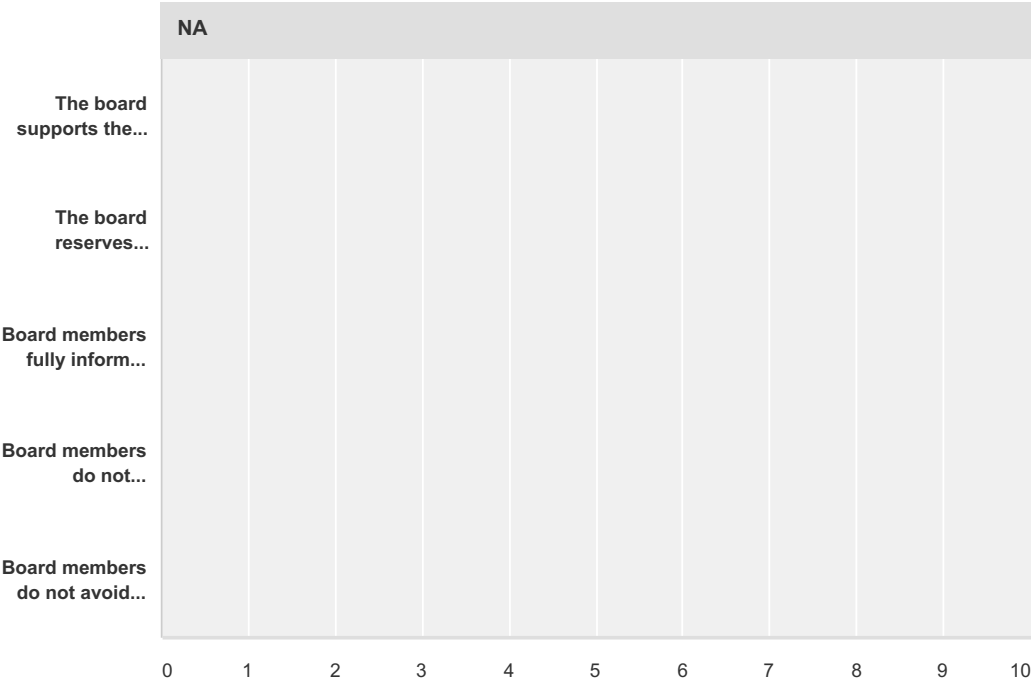
Yes



Yes



Yes



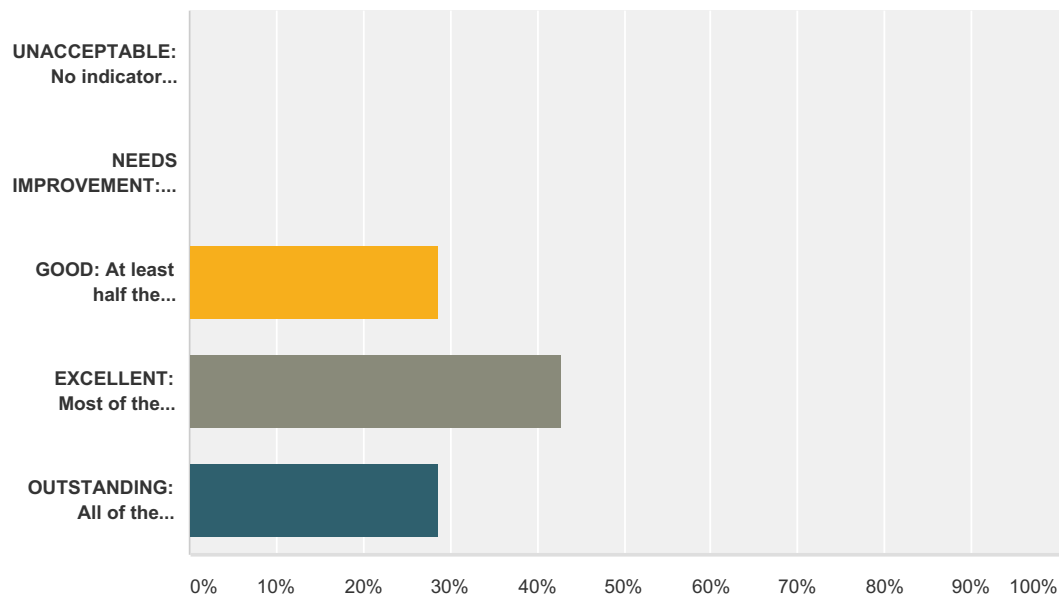
Yes

Red (Seldom/Never)		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0

The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0
Board members fully inform the superintendent of situations arising in the district that impact the district.	0.00% 0	0
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	0.00% 0	0
Board members do not avoid difficult decisions when requested or required to take a position.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0
Board members fully inform the superintendent of situations arising in the district that impact the district.	0.00% 0	0
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	100.00% 2	2
Board members do not avoid difficult decisions when requested or required to take a position.	100.00% 1	1
Green (Always/Almost Always)		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	100.00% 7	7
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	100.00% 7	7
Board members fully inform the superintendent of situations arising in the district that impact the district.	100.00% 7	7
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	100.00% 5	5
Board members do not avoid difficult decisions when requested or required to take a position.	100.00% 6	6
NA		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0
Board members fully inform the superintendent of situations arising in the district that impact the district.	0.00% 0	0
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	0.00% 0	0
Board members do not avoid difficult decisions when requested or required to take a position.	0.00% 0	0

Q19 Overall rating for Standard 9: How well does the board meet the indicators above?

Answered: 7 Skipped: 0

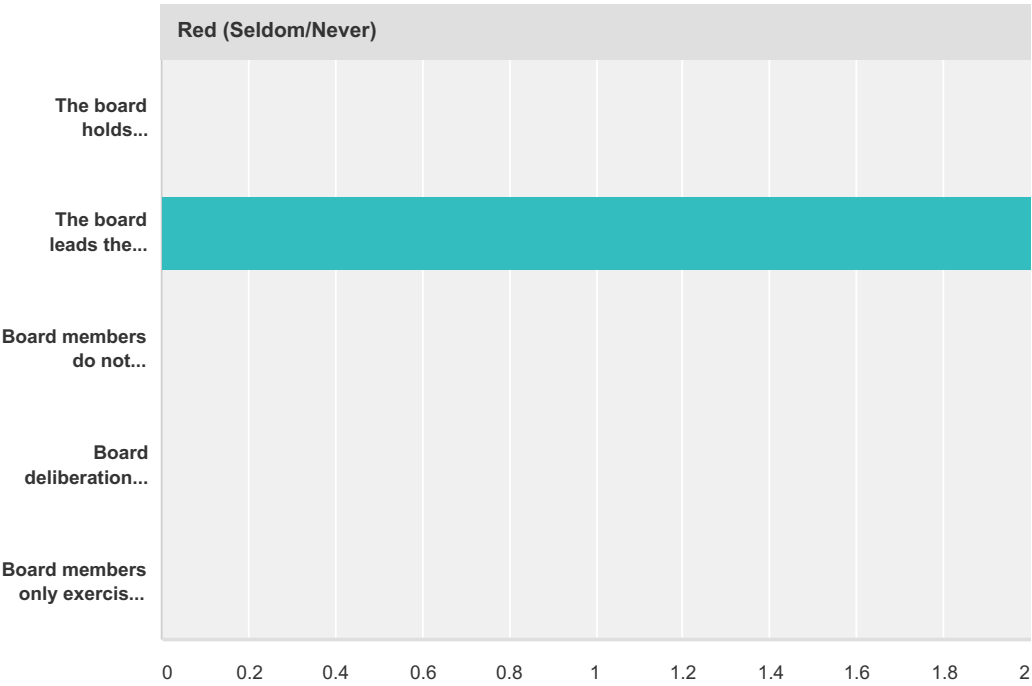


Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	0.00% 0
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	28.57% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	42.86% 3
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	28.57% 2
Total	7

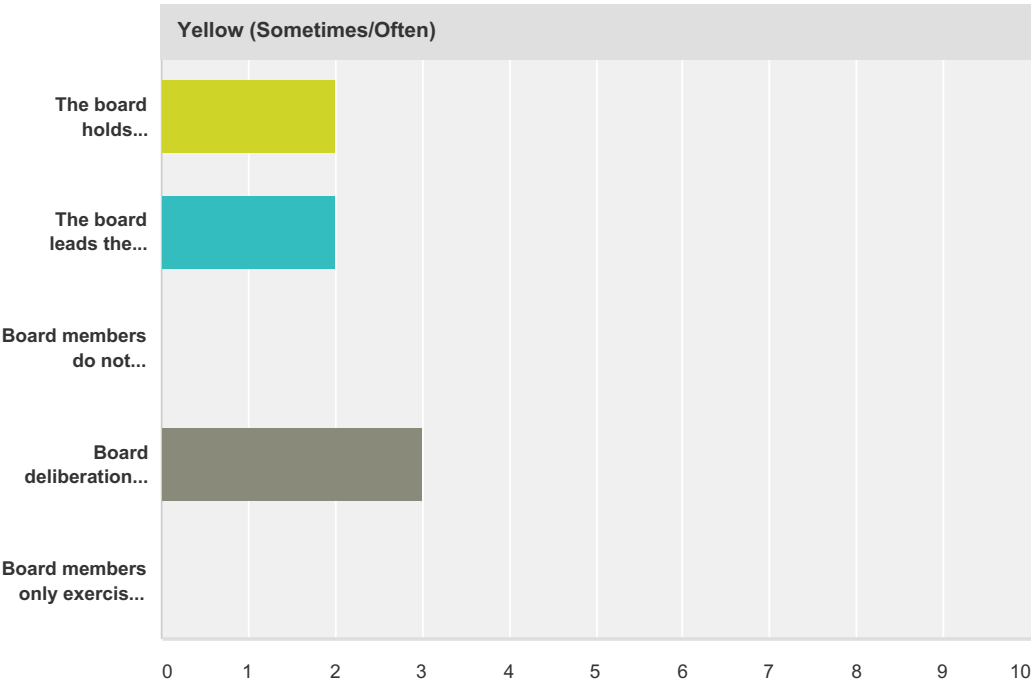
#	Comments	Date
1	Board members defer to the superintendent to represent the district and openly support this role with the public.	5/9/2017 4:08 PM
2	We do a great job on all of these things except getting involved in operational matters, which is why I gave us a "Good" instead of "Excellent". It is very easy to get involved in operations and we have to continue to remind ourselves of our role. Again, as we set goals, which will focus our attention better, we can improve in this area.	5/9/2017 2:40 AM
3	The Board and Superintendent have an excellent working arrangement.	5/8/2017 5:45 AM
4	The board is very supportive of the superintendent and his decisions, and provides community field intelligence that helps him in his work.	5/8/2017 4:10 AM
5	My concern is about the final standard: avoiding difficult decisions. In two instances in recent months, I have seen Board members wanting to avoid difficult decisions. One involved the budget parameter relating to fundraising; the other involved using reserves in the current budget year.	5/7/2017 5:02 AM

Q20 Standard 10 Indicators

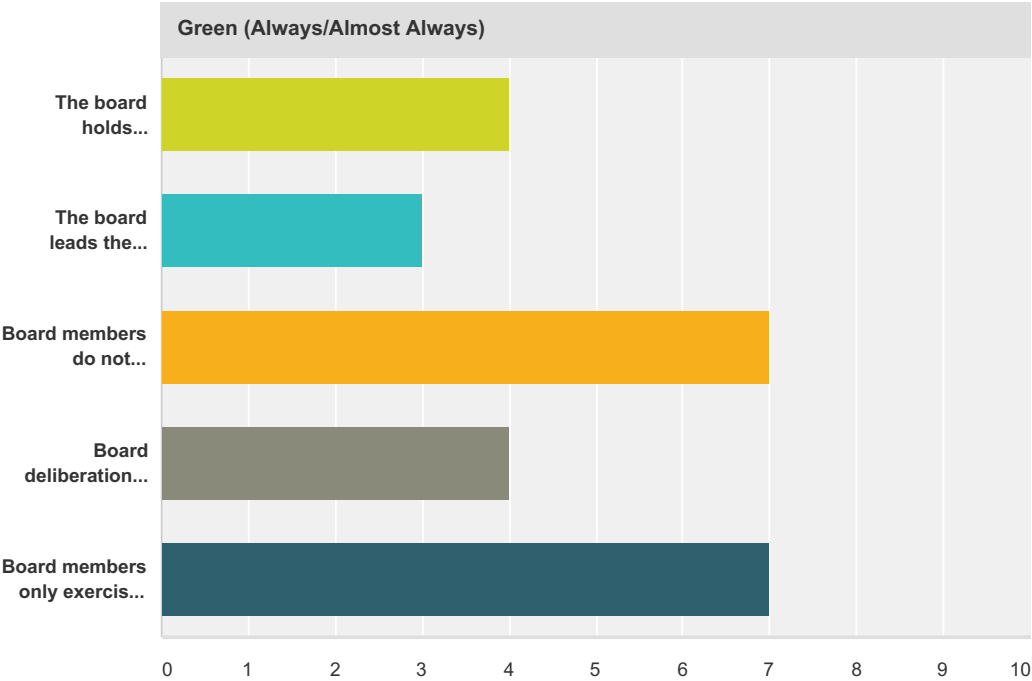
Answered: 7 Skipped: 0



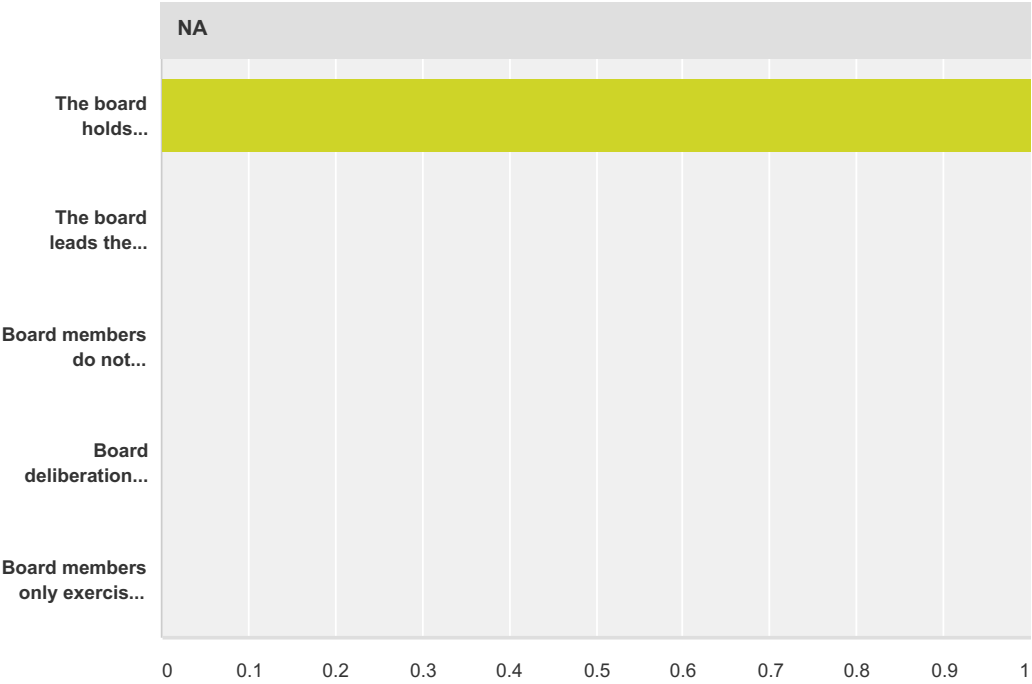
Yes



Yes



Yes



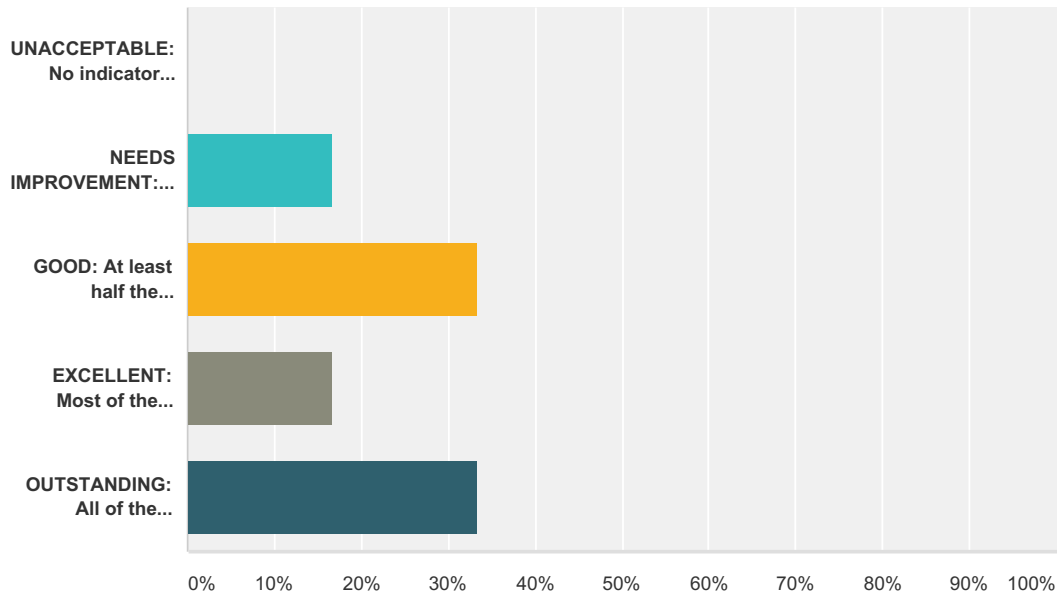
Yes

Red (Seldom/Never)		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	0.00% 0	0

The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	100.00% 2	2
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	0.00% 0	0
Board deliberations and actions are limited to board work, not staff work.	0.00% 0	0
Board members only exercise their authority as a board of the whole at properly posted meetings.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	100.00% 2	2
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	100.00% 2	2
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	0.00% 0	0
Board deliberations and actions are limited to board work, not staff work.	100.00% 3	3
Board members only exercise their authority as a board of the whole at properly posted meetings.	0.00% 0	0
Green (Always/Almost Always)		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	100.00% 4	4
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	100.00% 3	3
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	100.00% 7	7
Board deliberations and actions are limited to board work, not staff work.	100.00% 4	4
Board members only exercise their authority as a board of the whole at properly posted meetings.	100.00% 7	7
NA		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	100.00% 1	1
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	0.00% 0	0
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	0.00% 0	0
Board deliberations and actions are limited to board work, not staff work.	0.00% 0	0
Board members only exercise their authority as a board of the whole at properly posted meetings.	0.00% 0	0

Q21 Overall rating for Standard 10: How well does the board meet the indicators above?

Answered: 6 Skipped: 1



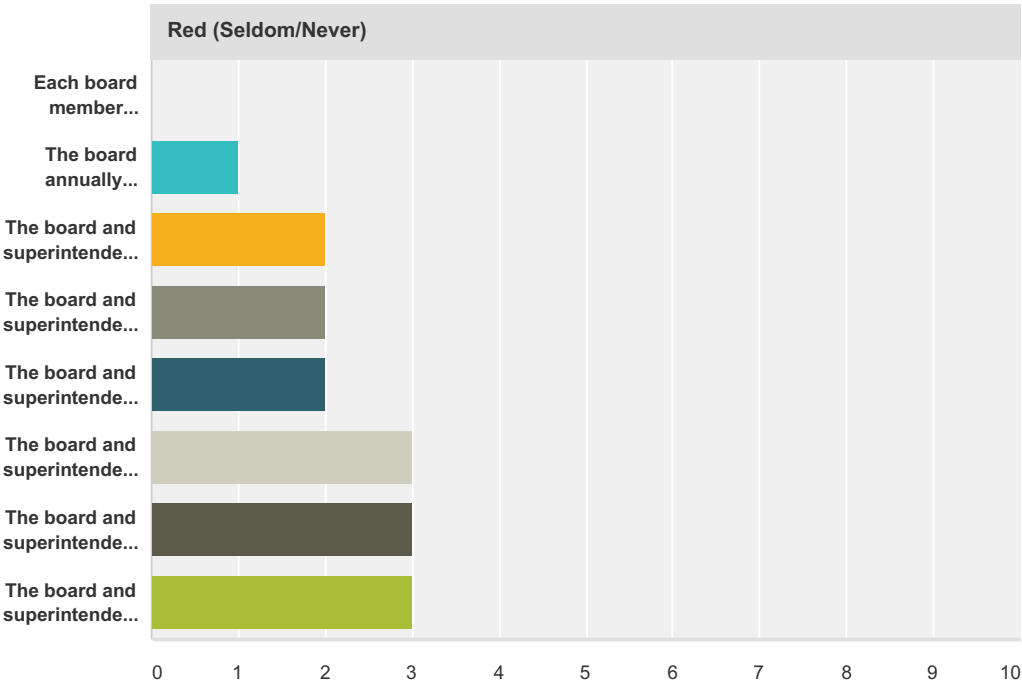
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	16.67% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	33.33% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	16.67% 1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	33.33% 2
Total	6

#	Comments	Date
1	The board should be more clear in it's strategic expectations for the district. This board is passionate about education and often gets into the weeds with regards to "staff work." Board members (myself included) often ask for details on how teaching and learning are operationalized at the building or even classroom level. To their credit, staff suffer the intrusion well.	5/10/2017 2:24 AM
2	All decisions are characterized as board decisions..	5/9/2017 4:10 PM
3	*Again, we need to do a better job of presenting the vision and goals for the district and Superintendent. The Board's work in this area will help in many other areas as well. *We only take action on matters of board work, but sometimes deliberate in areas of staff work.	5/9/2017 2:42 AM
4	The Board has generally maintained an excellent focus on doing appropriate work to support District goals, its decisions are usually clearly stated, and decisions made properly at public meetings.	5/8/2017 5:50 AM
5	In general I don't find the board's goals, policies and expectations clear - either as a board member or as a member of the general community. Board meeting time needs to be more board work focused - policies and longer term topics which can raise student achievement. A strategic plan would be needed to make this possible.	5/8/2017 4:11 AM

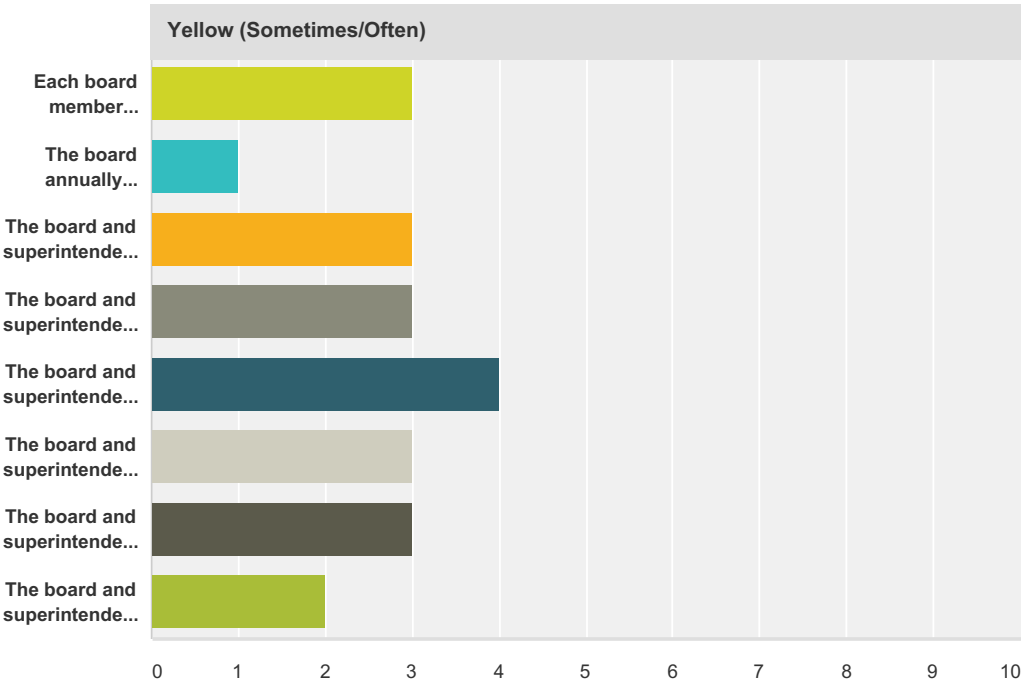
6	Without clear goals and expectations, the Board cannot lead according to them.	5/7/2017 5:03 AM
---	--	------------------

Q22 Standard 11 Indicators

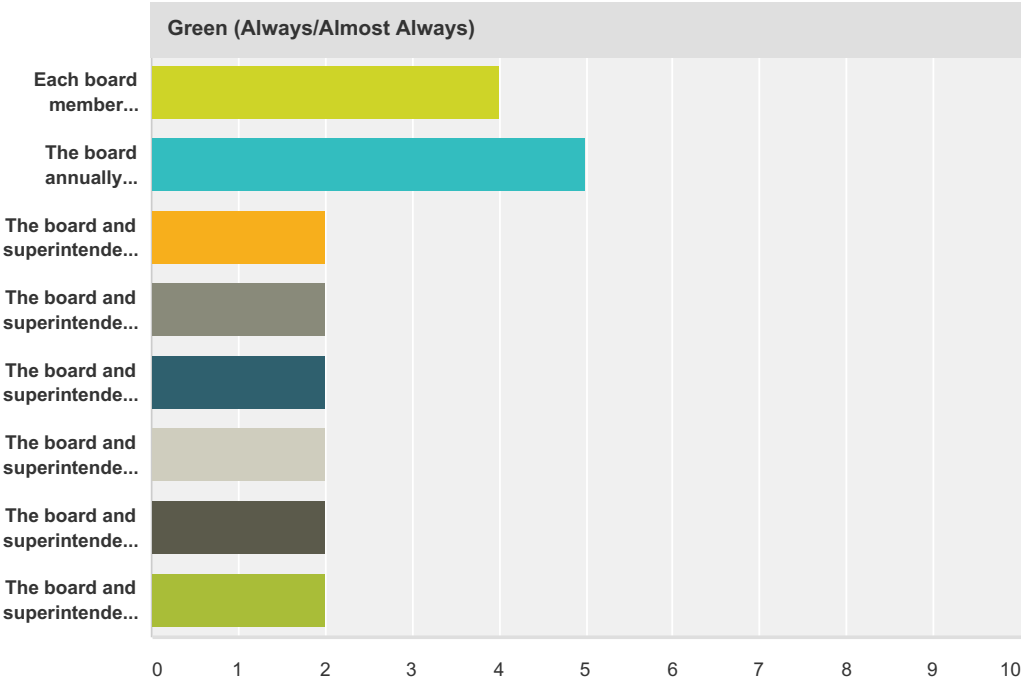
Answered: 7 Skipped: 0



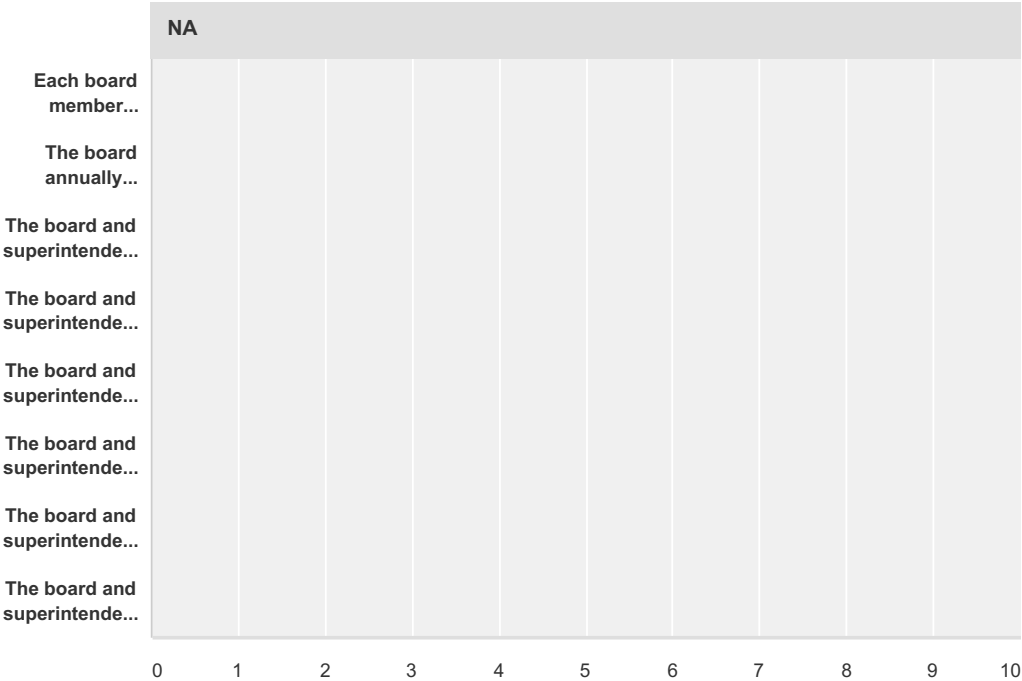
Yes



Yes



Yes



Yes

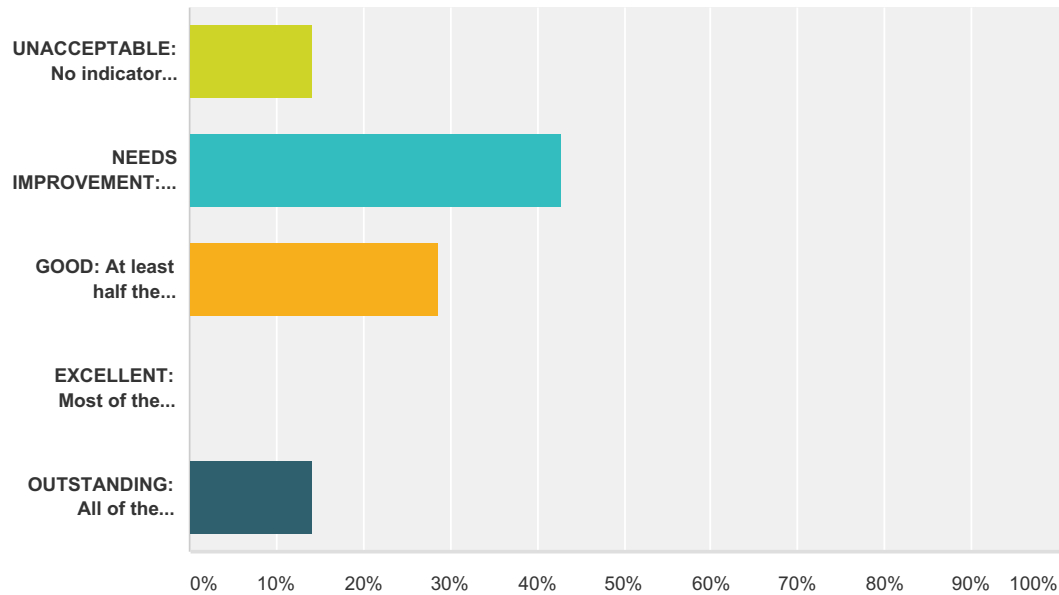
Red (Seldom/Never)		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	0.00% 0	0

The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	100.00% 1	1
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	100.00% 2	2
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 2	2
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 2	2
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 3	3
Yellow (Sometimes/Often)		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	100.00% 3	3
The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	100.00% 1	1
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	100.00% 3	3
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 3	3
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 4	4
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	100.00% 4	4
The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	100.00% 5	5
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	100.00% 2	2
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 2	2
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 2	2
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	100.00% 2	2
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 2	2
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 2	2

NA		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	0.00% 0	0
The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	0.00% 0	0
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	0.00% 0	0
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	0.00% 0	0
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	0.00% 0	0
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	0.00% 0	0
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	0.00% 0	0
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	0.00% 0	0

Q23 Overall rating for Standard 11: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	14.29% 1
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	42.86% 3
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	28.57% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	0.00% 0
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	The board has an annual retreat at the beginning of the year, but the content is largely specified by the superintendent and is often limited to a single dimension of strategic goal setting (e.g. equity). This is the key weakness of our board.	5/10/2017 2:28 AM
2	The board solicits ideas and comments from all board members. Differences do arise, but are respected.	5/9/2017 4:13 PM
3	* We go to the November conference, which is good board PD. This next year, we will bring in an OSBA trainer for board PD, which I believe is something we should consider every few years as board membership changes and new challenges arise. *We need to restructure the retreat to make it a goal setting, planning process for the coming year. Realistically, in the future, we may need to set a couple of days aside for a retreat, because it's hard to fit everything into a few hours. If we are reviewing data, looking at successes/challenges, setting goals, revising action plans, examine educational philosophy, etc, we need a very structured environment and enough time. It may require bringing in a facilitator to make sure we address everything we need to.	5/9/2017 2:48 AM

4	The Board has used a combination of retreat, SIP meetings, regular meetings, and work sessions to more than adequately work with the superintendent on these areas. Board members attend OSBA training, conferences, and receive OSBA communications.	5/8/2017 5:55 AM
5	This year's self-evaluation is a good first step. The responses re. meeting in a retreat environment reflect our lack of systematic long term thinking, strategic planning and implementation/assessment.	5/8/2017 4:11 AM
6	Training and PD for Board members have been minimized in recent years. With only one retreat per year, the Board does not and cannot address all the items listed. The one retreat focuses on a single issue.	5/7/2017 5:05 AM

Q24 In reflecting on your time on the board, in what circumstances has the board worked well together? When has a challenging situation been handled effectively by the board? What skills, abilities, and qualities have board members demonstrated that led to positive outcomes?

Answered: 6 Skipped: 1

#	Responses	Date
1	Our board handles challenging situations well. As a group we are thoughtful, collegial, and willing to compromise despite our strong values.	5/10/2017 2:34 AM
2	The lead in the water was treated with transparency. The district staff was given support. The results show that the district was perceived as responsive and not elusive by the public. The potential distrust of the superintendent and board was averted. The recent local option levy received overwhelming support from the public. Some of this support could be due to the district listening to the public and adjusting priorities for levy funds based on what was heard, e.g. arts.	5/9/2017 4:28 PM
3	One of the things I value most about our board is that everyone has different strengths. Some people are great at analyzing data, others can look at things from multiple perspectives, others are out in the community, making connections, listening to voices, etc. When we put those together, we are able to have valuable discussions and make positive changes for kids. Creating the Resolution on the Rights for Undocumented Students was an example of the board working together to create a positive environment for kids.	5/9/2017 2:58 AM
4	The Board has worked well when members kept their priorities and focus on student outcomes. While processes have not always been perfect, they have been sufficient to allow the Board to set goals for the District, strongly support Superintendent leadership, and communicate differences of opinion on policy appropriately in such a way that effective compromises were achievable. The ability of Board members to adapt to new initiatives, while also maintaining insistence on effective oversight of the outcomes of initiatives, has resulted in regular modifications and improvements in initiatives.	5/8/2017 6:25 AM
5	The board works well together when the issues are non-controversial, options are limited, or there is a deadline to reach a conclusion. The selection of the interim superintendent and interim board members were two cases. Board members did their due diligence in collecting and sharing information, asking questions, listening to one another and reaching a consensus. I do not recall a situation I would characterize as challenging.	5/8/2017 4:12 AM
6	The Board worked well when it was at its most diverse; respect for multiple perspectives was paramount. Challenging situations were handled effectively when the Board shared a common goal and perspectives. Skills, abilities, and qualities: "we're all in this together" and "we can do better."	5/7/2017 5:14 AM

Q25 In reflecting on your time on the board, in what circumstances has the board worked inefficiently or unsatisfactorily together? When has a challenging situation been handled poorly by the board? What skills, abilities, and qualities could board members have demonstrated that would have led to a more positive outcome?

Answered: 6 Skipped: 1

#	Responses	Date
1	Our board is terrible a working collaboratively to develop document language! In all seriousness, our board has never failed to take up an issue and render a decision within a few meetings. Overall, the board is very functional.	5/10/2017 2:34 AM
2	The initial rollout of the one-to-one program was carried out without enough attention to the infrastructure and staff development. The initial failures set the program back and eroded public confidence in the program, the board, and the district.	5/9/2017 4:28 PM
3	It is important for all of us to remember to listen to everyone's views in a patient, thoughtful manner. In general, the current board does a pretty good job of this. There are times when we all disagree with something someone says, that is the nature of this business, so we need to continue to strive to listen with an open mind and try to understand the reasons behind board member's beliefs, even if we don't agree with them. This is not always easy, but having multiple perspectives presented makes us stronger, as it forces us to consider things from multiple perspectives, which models what we see in the greater school community.	5/9/2017 2:58 AM
4	The Board has occasionally faced situations where dogmatic statements of opinion have made compromise more difficult. One of the most important skills board members can demonstrate is the ability to find solutions to problems or differences of opinion. Board members must be willing to look beyond their own opinions to create solutions that don't violate strongly held values. In an ideal world for the Corvallis School Board, constructive engagement of the entire Board in creative compromise to find solutions that benefit students would be the method for resolving differences of opinion. I do, however, respect and honor board members whose values require their strong expression of opinion, because they add to the diversity of thought and analysis that makes for stronger, more resilient decision-making.	5/8/2017 6:25 AM
5	The absence of a clear vision, goals, implementation plan and measurements lead to inefficient support for student achievement. The board would benefit from taking a more strategic and longer term view; adopting a mindset of continual improvement in its policies and operations; and actively engaging the community in its work. I do not recall a situation I would characterize as challenging.	5/8/2017 4:12 AM
6	Even one Board member who does not work and play well with others can cause the entire Board to work inefficiently and unsatisfactorily. The Board has handled the challenging situation by trying to ignore it and work around it. A strong chair can help immensely. Could other Board members have made a clear statement that continued disruption was unacceptable? How to organize and execute such a strategy within the constraints of public meetings law is beyond my expertise.	5/7/2017 5:14 AM



Corvallis

SCHOOL DISTRICT

- IX. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) TRAINING MODULES
- 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