



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
Thursday, April 26, 2018 6:30 PM	Regular	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

Thursday, April 26, 2018
6:30 PM

AGENDA
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, April 26, 2018, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

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

- I. EXECUTIVE SESSION (5:00 p.m.) *Note: this is not part of the public meeting.*

The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Evaluation.
- II. CALL TO ORDER AND ROLL CALL (6:30 p.m.)
- III. PLEDGE OF ALLEGIANCE
- IV. RECOGNIZE GOLDEN APPLE AWARD RECIPIENTS (6:35 approx.)
- V. BOND UPDATE (6:55 approx.)

Steps to Bond Sale: Presentation to Corvallis SD



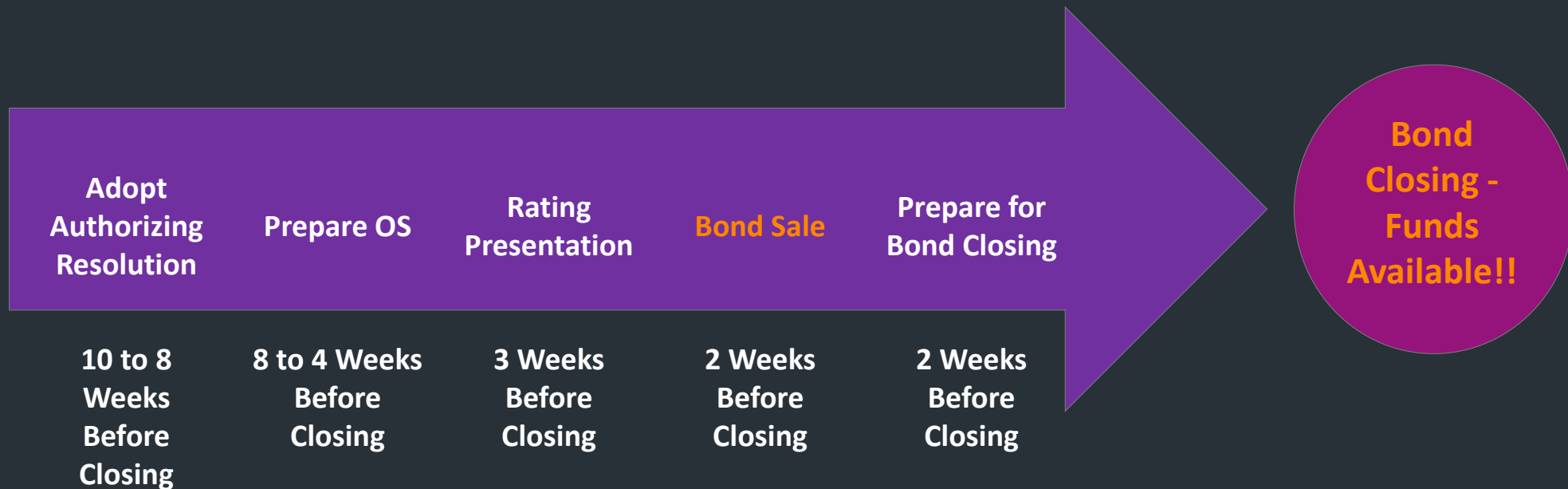
Carol Samuels
Managing Director
Piper Jaffray

Overview of steps to bond sale

- Election – **CELEBRATION!!**
- Board approves sale of bonds.
- Select method of sale.
- Prepare disclosure documents (“Official Statement”).
- Apply for Oregon School Bond Guaranty.
- Present to rating agencies.
- Sell bonds.
- Closing – receive funds.
- Begin projects!

Overall process takes 10-12 weeks

Timeline to Funds



Who are the players?

Team Members include:

- ✓ Underwriter
- ✓ Bond Counsel
- ✓ Paying Agent



Underwriter: Piper Jaffray

Plays ‘traffic cop’ for the sale, including:

- **Coordinates schedule of events**
- **Reviews bond authorization documentation**
- **Prepares Official Statement**
- **Assists district in obtaining bond rating and OSBG qualification**
- **Helps determine impacts of different bond structures**
- **Plans and executes sale**
- **Coordinates closing details**

Issuers can also choose to retain a municipal advisor to assist with some of these tasks and oversee pricing.

Bond Counsel: Hawkins, Delafield & Wood

Specialized attorney providing following services:

- **Prepares/reviews ballot title and explanatory statement.**
- **Advises on state and federal tax law rules on use of proceeds and bond sale timing.**
- **Prepares authorizing resolution and other legal and tax documents**
- **Issues validity, enforceability and tax opinion required by investors.**

Paying Agent: TBD

Financial agent that handles debt service payments:

- Collects debt service payments from District and acts as District's agent in disbursing payments to bondholders.
- Usually a bank.
- Has notification responsibilities to State if Oregon School Bond Guaranty is utilized.

Banks that provide this service include US Bank, Zions Bank and Wells Fargo. Corvallis has historically worked with Wells Fargo.

Steps to Sale #1: Board Approval

Board must approve 'Authorizing Resolution' that authorizes staff to sell bonds subject to certain parameters.

Expected timeline: Late May – Early June 2018

Step #2: Select Method of Sale

Two primary methods of selling bonds:

- **Negotiated sale – Underwriter is retained up front and assists with structuring bonds, reviewing documentation and ensuring levy rate targets are met.**
- **Competitive sale – Underwriter is selected through bidding process. A municipal advisor (MA) assists in structuring and documentation activities.**

We have worked with Oregon school districts with both formats. Most have selected negotiated sales.

Step #3: Prepare Disclosure Documents

- Issuers of bonds are required to prepare and distribute prospectus that provides information on the issue and the issuer.
- Known as “Official Statement”.
- Contains information on:
 - ✓ Issue terms
 - ✓ District finances
 - ✓ Local economy
 - ✓ District management and staff
- Subject to securities laws on accuracy and completeness.

Takes 4-6 weeks to complete.

Step #4: Apply for Oregon School Bond Guaranty

- Constitutional amendment approved by voters in 1998.
- State guarantees payment of debt service on SD and CC GO Bonds.
- In addition to District 'underlying' rating, District receives State's rating (Aa1/AA+), which is second highest available. Results in lower interest rates.
- State charges \$250 application fee plus 3 basis points (.03%) of total debt service. Generally, savings in debt service more than offset cost.

Step #5: Presentation to Rating Agencies

- Moody's and S&P are independent companies that provide objective evaluation of credit quality of bonds.
- Ratings are issued as letter grades, with AAA the highest, then AA, A, BBB, etc. Intermediate gradations between categories (such as A1, A2 and A3).
- Corvallis currently has rating of "Aa2" from Moody's. For an issue of this size, two ratings are desirable. District can also utilize State's rating under OSBG.
- Presentation typically consists of conference call between rating analysts, Superintendent, Director of Finance and Operations and Underwriter.

Timing: Generally 3 weeks prior to sale.

Federal Tax Rules

- Interest on bonds will be exempt from federal taxation if District complies with federal tax law.
- Key provisions:
 - ✓ Use of Proceeds - Public purpose projects are OK. Certain limitations on 'partnerships,' with, for example, non-profits.
 - ✓ Timing on Spending Proceeds – At closing, District must have “reasonable expectation” it will spend 85% of proceeds in 3 years. Includes any OSCIM grant.

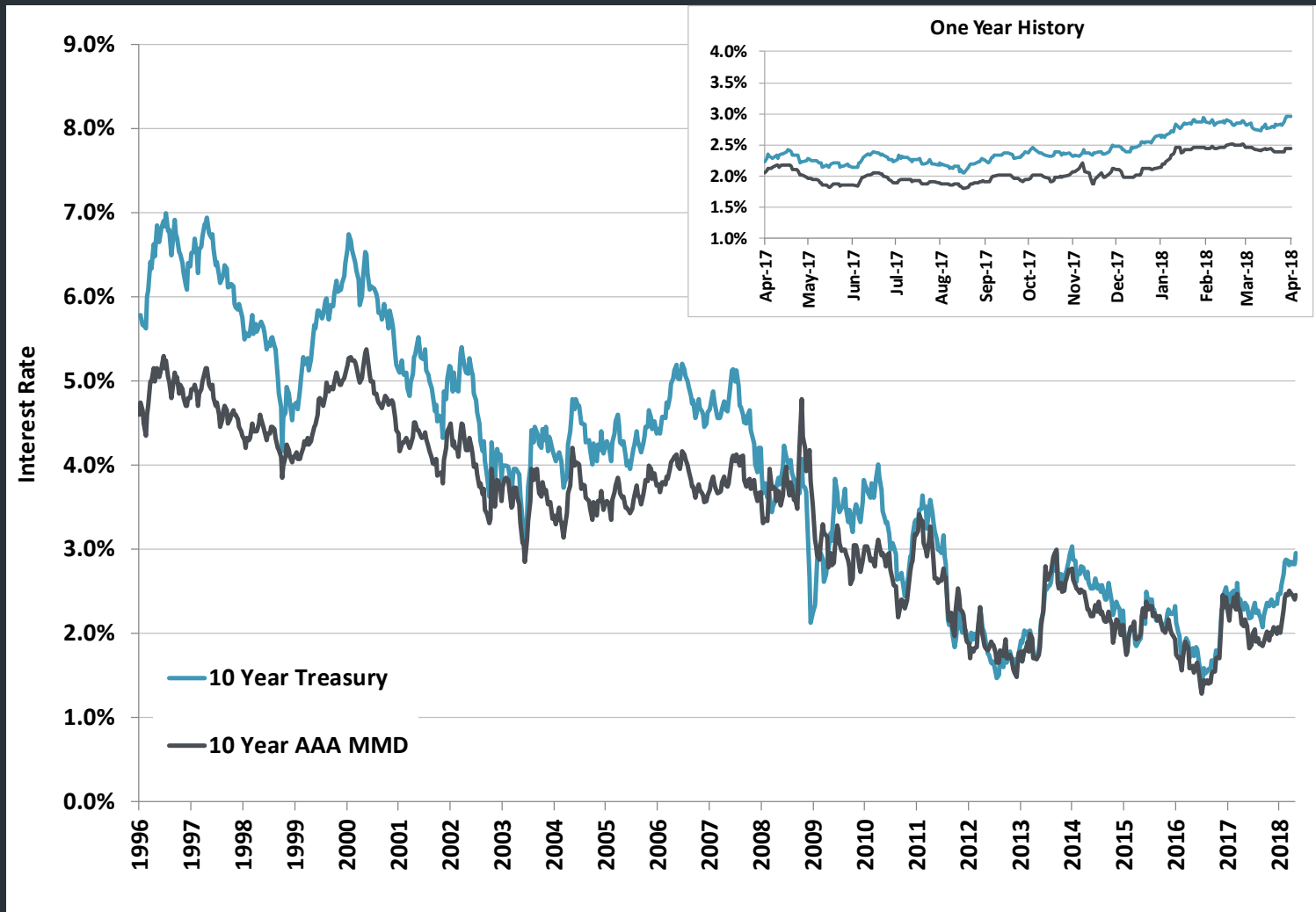
OSCIM Program

- District is on waiting list for matching grant, qualifies for \$6,234,147.
- Should other school district bonds not pass, District may be eligible for funds.
- These funds **MUST** be spent within 3 years of receipt, so should be spent first.
- Additional documentation required to receive grant.

Update on Numbers

Interest Rates

10 Year Tax-Exempt (AAA MMD) vs. 10 Year Treasury Rates



We have assumed an interest rate cushion of .50% on sale.

Valuation Trends

Corvallis School District No. 509J

Fiscal Year	M5 Real Market Value	Total Assessed Value	% AV Growth
2018	\$ 8,856,987,175	\$ 6,306,809,269	3.81%
2017	8,127,238,233	6,075,498,088	5.55%
2016	7,722,322,533	5,755,861,571	2.68%
2015	7,375,558,638	5,605,379,979	4.08%
2014	7,011,396,669	5,385,618,438	1.76%
2013	6,975,636,288	5,292,437,015	1.07%
2012	7,203,344,495	5,236,650,183	2.99%
2011	7,172,132,821	5,084,614,147	4.08%
2010	7,512,131,197	4,885,216,732	2.57%
2009	7,545,473,403	4,762,663,986	4.12%
2008	7,032,297,654	4,574,370,892	4.09%
2007	6,470,013,946	4,394,777,742	1.73%
2006	5,654,138,690	4,319,922,523	4.03%
2005	5,299,419,711	4,152,438,451	5.47%
2004	4,722,666,242	3,937,017,453	2.52%
2003	4,707,506,342	3,840,301,361	9.36%
2002	4,226,133,572	3,511,553,495	-3.03%
2001	4,449,003,157	3,621,255,229	---

Source: Benton and Linn Counties Departments of Assessment and Taxation.

We have conservatively assumed future growth of 2.75% on AV.

Outstanding GO 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	18,660,000
Total General Obligation Bonds					<u>\$ 18,660,000</u>

*Refunded.

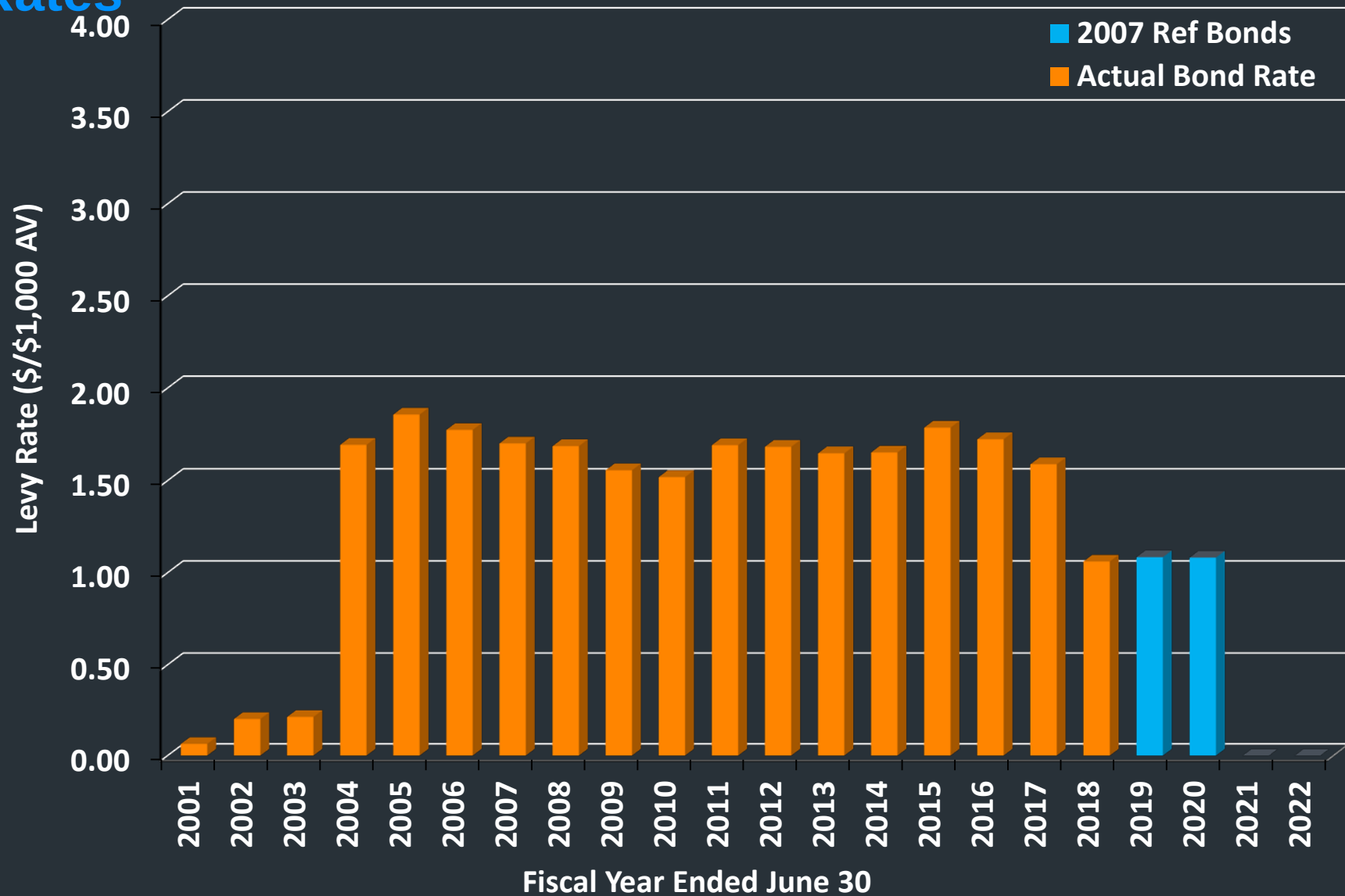
Detailed Levy Rate History

		Outstanding General Obligation Bonds				Total Assessed Value	% AV Growth	Actual Bond Rate	Taxes Collected ⁽²⁾	Projected Bond Rate
Fiscal Year ⁽¹⁾		1999 Bonds	2003 Bonds	2007 Ref Bonds	Total					
Actual	2001	\$ 725,815	\$ -	\$ -	\$ 725,815	\$ 3,621,255,229	--	\$ 0.0651		
	2002	731,190	-	-	731,190	3,511,553,495	-3.03%	0.2026		
	2003	770,785	-	-	770,785	3,840,301,361	9.36%	0.2138		
	2004	793,235	6,425,579	-	7,218,814	3,937,017,453	2.52%	1.6951		
	2005	788,635	6,535,894	-	7,324,529	4,152,438,451	5.47%	1.8594		
	2006	787,425	6,549,894	-	7,337,319	4,319,922,523	4.03%	1.7761		
	2007	702,903	5,301,441	1,342,600	7,346,943	4,394,777,742	1.73%	1.7030		
	2008	621,975	4,053,050	2,898,800	7,573,825	4,574,370,892	4.09%	1.6880		
	2009	611,325	4,073,900	3,105,200	7,790,425	4,762,663,986	4.12%	1.5569		
	2010	-	4,081,150	3,943,000	8,024,150	4,885,216,732	2.57%	1.5198		
	2011	-	4,101,263	4,156,600	8,257,863	5,084,614,147	4.08%	1.6932		
	2012	-	4,127,813	4,324,600	8,452,413	5,236,650,183	2.99%	1.6843		
	2013	-	4,144,813	4,508,400	8,653,213	5,292,437,015	1.07%	1.6488		
	2014	-	-	8,837,000	8,837,000	5,385,618,438	1.76%	1.6536		
	2015	-	-	9,069,750	9,069,750	5,605,379,979	4.08%	1.7886		
	2016	-	-	9,294,750	9,294,750	5,755,861,571	2.68%	1.7251		
	2017	-	-	9,501,000	9,501,000	6,075,498,088	5.55%	1.5893		
Current	2018	-	-	6,688,000	6,688,000	6,306,809,269	3.81%	1.0617		
Projected	2019	-	-	6,855,250	6,855,250	6,480,246,524	2.75%		97.5%	1.08
	2020	-	-	7,029,750	7,029,750	6,658,453,303	2.75%		97.5%	1.08
	2021	-	-	-	-	6,841,560,769	2.75%		97.5%	-
	2022	-	-	-	-	7,029,703,690	2.75%		97.5%	-

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

Outstanding GO Bonds – Actual and Projected Levy Rates



Updated Analysis - Summary

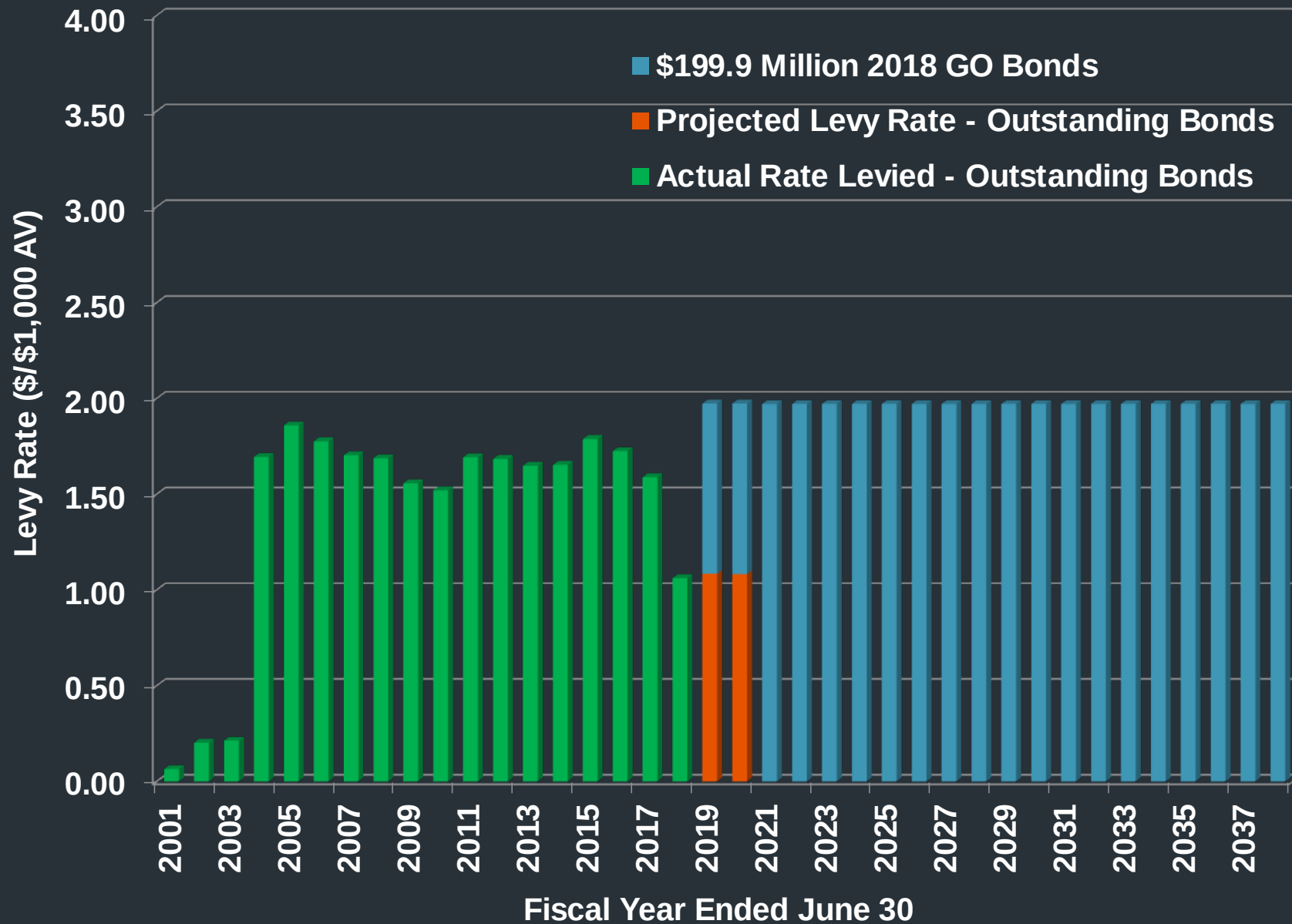
AV Increase:	
2019	2.75%
2020	2.75%
2021	2.75%
2022	2.75%
Thereafter	2.75%

Tax Collections:	
2019	94.00%
2020	95.00%
2021	96.00%
2022	97.00%
Thereafter	97.50%

		Wrapped Levy	
Structure			
Par Amount			
Current Interest Bonds		\$	105,505,000
Deferred Interest Bonds			94,409,678
Total Par Amount		\$	199,914,678
Dated Date		6/15/2018	
Final Maturity		6/15/2038	
Amortization Period		20 Years	
Levy Rates*			
	Prior Debt	New Bonds	Combined
2018.....	\$ 1.06	\$ -	\$ 1.06
2019-2020.....	1.08	0.89	1.97
2021-2038.....	-	1.97	1.97
Interest			
Current Interest Rates		+ 0.50%	
True Interest Cost (TIC)		4.04%	
Total Interest Cost		\$111,968,690	
Total Interest Cost % of Par		56%	

* Projected levy rates are based on assumptions regarding AV growth, tax collections & interest rates that may prove to be untrue. Deferred interest bonds are a tool used to manage the amount of annual debt service due and resulting levy rate. The bonds typically come at higher interest rates than current interest bonds.

Updated Analysis – Levy Graph



Post-Sale: Continuing Disclosure Requirements

SEC Rule 15C2-12 requires issuers of municipal securities of over \$1,000,000 to agree to provide bond holders annual information including:

- **Annual Financial Audits**
- **Annual Operating Information**
- **Notice of certain Material Events.**
- **Notice of any failure to provide required Annual Financial Information.**
- **Any such failures also need to be disclosed in Official Statement.**
- **Filing on EMMA.**

Proforma Timeline

- **May 15:** **ELECTION**
- **~June 13:** **Board adopts Authorizing Resolution**
- **June 14:** **District applies for OSBG**
- **May 21 - July 9:** **Preparation of POS**
- **Wk. of June 25:** **Ratings calls**
- **July 18:** **Bond sale**
- **August 1:** **Closing**

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Contact Information

Piper Jaffray

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Disclosure

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Corvallis
SCHOOL DISTRICT

VI. K-12 HEALTH CURRICULUM (7:30 approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Teaching & Learning Coordinator
Rynda Gregory, Teaching & Learning Coordinator
Meeting Date: April 26, 2018

K-12 Health Curriculum

NO ACTION REQUIRED

Background

Oregon is on a seven-year cycle for curriculum material adoptions. The district's last health curriculum adoption was approximately 10 years ago. This school year, elementary and middle school health teachers and district staff collaborated in health curriculum review and recommendation processes; high school health teachers worked with their building administrators to review the overall needs of their students in healthy lifestyle decisions and planning.

Following is the timeline of work to prepare for implementation of a new elementary and middle school health curriculum for the 2018-19 school year.

Process Timeline

- **October 11, 2017** – Request sent to elementary teachers to be involved in K-5 comprehensive Health Education curriculum planning and implementation.
- **November 15, 2017** – Middle and high school health education teachers attended a health curriculum discussion and planning meeting. Suzanne Hidde, Oregon Department of Education (ODE) Health and Physical Education Specialist, presented the following:
 - Legal requirements and state laws for health and physical education
 - New health and physical education standards
 - Equity and best practices in health and physical education
 - Instructional materials adoption criteria and timeline
- **November 28, 2017** – An Elementary Health Education Team was confirmed: Nancy Davila-Williams, Kristin Silbernagel, Anicia Criscione, Gerhard Behrens, Leonne Bannister, and Gigi Sims.
- **November 30, 2017** – the Elementary Health Education Team attended the Health and Physical Education Instructional Materials Regional Caravan at Willamette Education Service District. Representatives from ODE presented the following:
 - Legal requirements and state laws for Health and Physical Education
 - New Health and Physical Education Standards
 - Equity and Best Practices in Health and Physical Education
 - State adopted Health and Physical Education instructional materials

The team reviewed two state-adopted K-5 curricula and agreed on recommending one curriculum for all K-5 students at all K-5 schools. They recommended *The Great Body Shop* curriculum to district leadership because it is current, comprehensive, evidence based, bi-lingual, inclusive, and aligned with state laws and standards. Additionally, social-emotional learning is embedded and there is a family component.

The Great Body Shop is a comprehensive health education curriculum that is sequential, developmentally appropriate, culturally sensitive, and medically accurate. It is aligned to the National Health Education Standards, the National Sexuality Education Standards, the Centers for Disease Control and Prevention's (CDC) Characteristics of Effective Health Education Curricular, and the core concept recommended by CDC's Health Education Curriculum Analysis Tool (HECAT.)

- **December 4-14, 2017** – *The Great Body Shop* (TGBS) curriculum was piloted in 3rd and 5th grade classes. Adams, Garfield, Hoover, and Jefferson staff, all elementary counselors, and the Education Team of the Youth Mental Health Coalition reviewed and supported recommendation of TGBS curriculum.
- **December 14, 2017** – The district's Elementary Health Education Team reported ODE health and physical education updates and presented the K-5 health education curriculum recommendation to district leadership including Amy Lesan, Chris Hawkins, and Marcianne Rivero Koetje. District translator Elena Chavarria reviewed the curriculum for Spanish language and cultural competencies.
- **January 2018** – A quote for the curriculum was received and *The Great Body Shop* K-5 curriculum was approved for purchase by Amy Lesan, Teaching and Learning Coordinator.
- **March 21, 2018** – High school administrators, as part of the High School Success grant, agreed to develop a new course for freshmen, which includes health standards, and school and career planning requirements.
- **April 10, 2018** – High school administrators confirmed the decision to develop a new freshman health course scope and sequence. The development of this new course will have direct impacts on additional health education courses in the high schools; therefore, high school health teachers and administrators requested postponement of the review of additional curriculum for the additional health courses until the 2019-20 school year. The decision to *not adopt new high school materials* at this time is allowable. A future recommendation will come from the high school health teachers after development of the new freshman success course.

The Middle School Health Education Team – Cathy Corkery, Laura Carpenter, Isley Dumble, and Gigi Sims – reviewed state approved middle school health curricula. The team agreed to recommend one curriculum for all middle school staff and students.

The team recommended *The Great Body Shop* middle school curriculum for implementation. *The Great Body Shop* is a comprehensive health education curriculum that is sequential, developmentally appropriate, culturally sensitive, and

medically accurate. It is aligned to the National Health Education Standards, the national sexuality Education Standards, and the Oregon Health Education Standards.

The Great Body Shop curriculum is evidence based, relevant, and current (i.e. materials are updated annually and are digitally accessible for staff and students). Social-emotional learning competencies are embedded in every unit of study, and the monthly reader (in English and Spanish) is a tool for family connection.

An Instructional Review Rating table is provided at the end of this report.

- **April 16-20, 2018** – *The Great Body Shop* materials were displayed at the Corvallis School District Welcome Center for public viewing and feedback prior to adoption.
- **April 26, 2018** – Presentation at the School Board work session, and first reading of the recommended curriculum adoption.
- **May 10, 2018** – School Board approval of the recommended curriculum adoption.
- **May – June 2018** – Purchase materials and identify/train teacher leaders in order to provide implementation training for all K-8 teachers in September.
- **June – September 2018** – Translate materials that are not available in Spanish.
- **September 2018** – Professional development by teacher leaders for all K-8 Health Ed Teachers (and possibly other staff). Implement *The Great Body Shop* health curriculum.

Following is the K-5 Instructional Material Review Summary.

Oregon Instructional Material Review Summary				
Health & Physical Education 2018-2024				
Overall Rating				
Publisher:	The Children's Health Market, Inc.			
Title:	The Great Body Shop			
Publishing Date:	2016			
Grade Band:	K-5			
Review Date:	8/8/17			
Part 1: Key Criteria			Meets	%
Legal Requirements			Yes	100%
Section I: Alignment to the Oregon Science Standards			Yes	100%
Section III: Differentiated Instruction			Yes	100%
Part 2: Supporting Criteria			Meets	%
Section II: Student Engagement			Yes	100%
Section IV: Extensions & Educator Supports			Yes	92%
Section V: Monitoring Student Progress			Yes	100%
Overall Rating			Meets	

Following is the 6-8 Instructional Material Review Summary.

Oregon Instructional Material Review Summary			
Health & Physical Education 2018-2024			
Overall Rating			
Publisher:	The Children's Health Market		
Title:	The Great Body Shop		
Publishing Date:	2016		
Grade Band:	6-8		
Review Date:	8/9/17		
Part 1: Key Criteria		Meets	%
Legal Requirements		Yes	100%
Section I: Alignment to the Oregon Science Standards		Yes	100%
Section III: Differentiated Instruction		Yes	100%
Part 2: Supporting Criteria		Meets	%
Section II: Student Engagement		Yes	100%
Section IV: Extensions & Educator Supports		Yes	91.6%
Section V: Monitoring Student Progress		Yes	100%
Overall Rating		Meets	



Corvallis
SCHOOL DISTRICT

VII. SUPERINTENDENT'S 2017-18 EVALUATION (8:05 approx.)

VIII. BOARD SELF-EVALUATION (8:20 approx.)

Spring 2018

CORVALLIS SCHOOL DISTRICT BOARD SELF-EVAULATION SURVEY RESULTS

Kristen Miles, OSBA



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. One participant's survey was not complete, but their provided responses are included.

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

The board rated its performance on 11 standards and a number of indicators within each standard. Each standard was rated on a 5-point scale. The standards were as follows:

Standard 1: Leadership, Mission, Vision, and Goals

The board of education annually reviews the districts vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

Standard 2: Policy and Governance

The board establishes and follows local policies, procedures, and good governing practices.

Standard 3: Community Relations

The board establishes and promotes effective two-way communication with parents, students, staff, and community members.

Standard 4: Cultural Responsiveness and Educational Equity

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices, and educational opportunities for all members of the educational community.

Standard 5: Accountability and Performance Monitoring

The board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

Standard 6: Board Operations – Meetings

Board meetings are effective, efficient, orderly, and respectful. The board members focus on the policy and governance roles of the board.

Standard 7: Board Operations – Board Member Communications

Board members are all kept equally fully informed on matters of board business and communicate with each other in a respectful and lawful manner.

Standard 8: Board Operations – Board/Staff Relations

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

Standard 9: Board Operations – Board/Superintendent Relations

The board and superintendent have an established operating agreement, treat each other honestly and respectfully, and communicate openly in a professional manner.

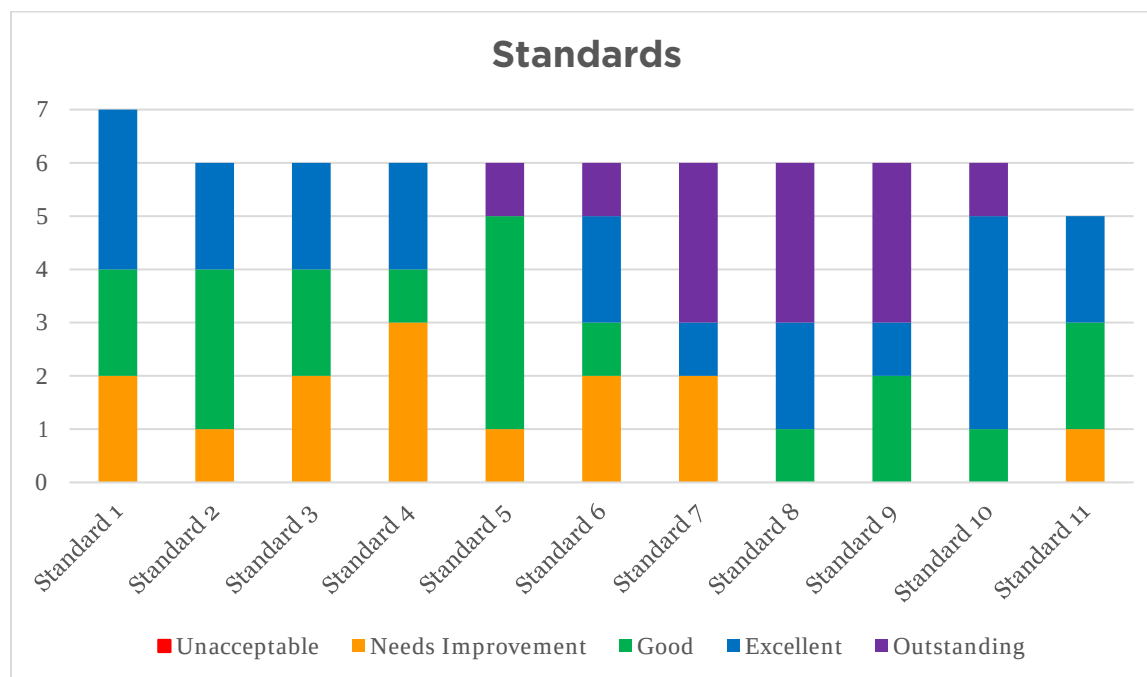
Standard 10: Values, Ethics, and Responsibility for Self

The board – collectively and individually – takes full responsibility for board activity and behavior, the work it chooses to do, and how it chooses to do the work.

Standard 11: Board Systematic Improvement

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

The overall ratings for each standard are summarized below:



Certain themes emerged in the comments for several of the standards, as summarized below:

- Standard 1: A calendar to monitor progress on goals could be useful.
- Standard 2: Public input on policies could be increased. The board is good at adhering to its roles and responsibilities.
- Standard 4: The board may need a more formal tool to evaluate policy for bias, and to measure how well district staff represent the demographics of the community.
- Standard 6: Board meetings tend to be too long.

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.

-
- The board has handled disagreements effectively and respectfully to arrive at consensus.
 - The board is courageous in its commitment to student voice.
 - The board's willingness to learn and collaborate with the superintendent lead to positive outcomes.
 - The board works well when sharing a common goal.

In the second case, participants reflected the following:

- At times, lengthy discussions do not result in a clear direction or resolution.
- The board needs to be more efficient with its time.
- The board needs to respond to poor behavior by other board members and/or behavior that results in needlessly long meetings.

Conclusion and reflection

OSBA has facilitated the Corvallis School Board self-evaluation for two consecutive years. In addition to the themes noted above in this year's self-evaluation, it may be helpful for the board to reflect on its progress (and any goals set in these areas) since last year's evaluation.

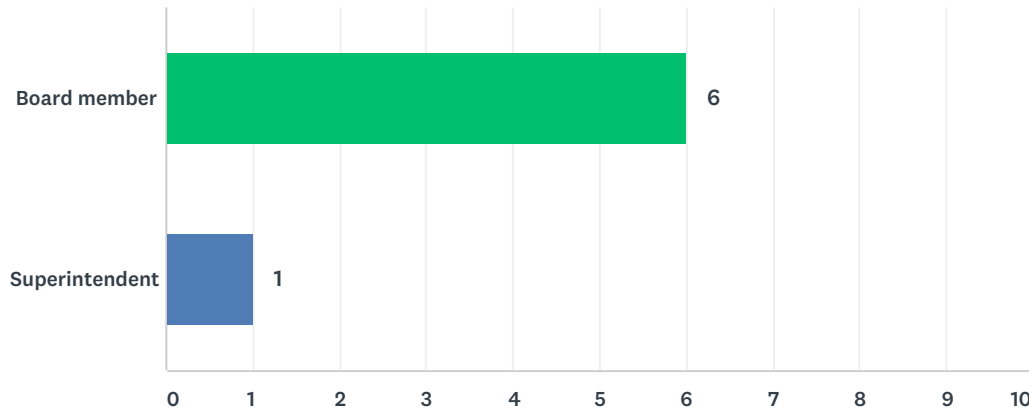
In 2017, the summary report for the board's self-evaluation included the following themes:

- 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.

Q1 What is your role in the district?

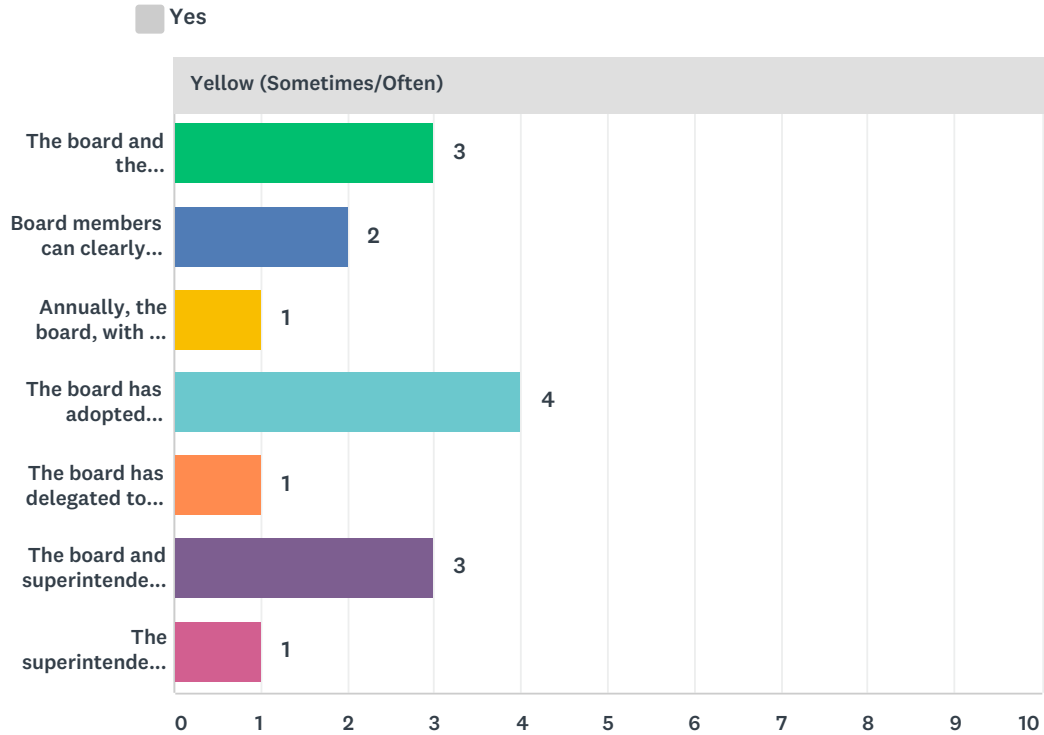
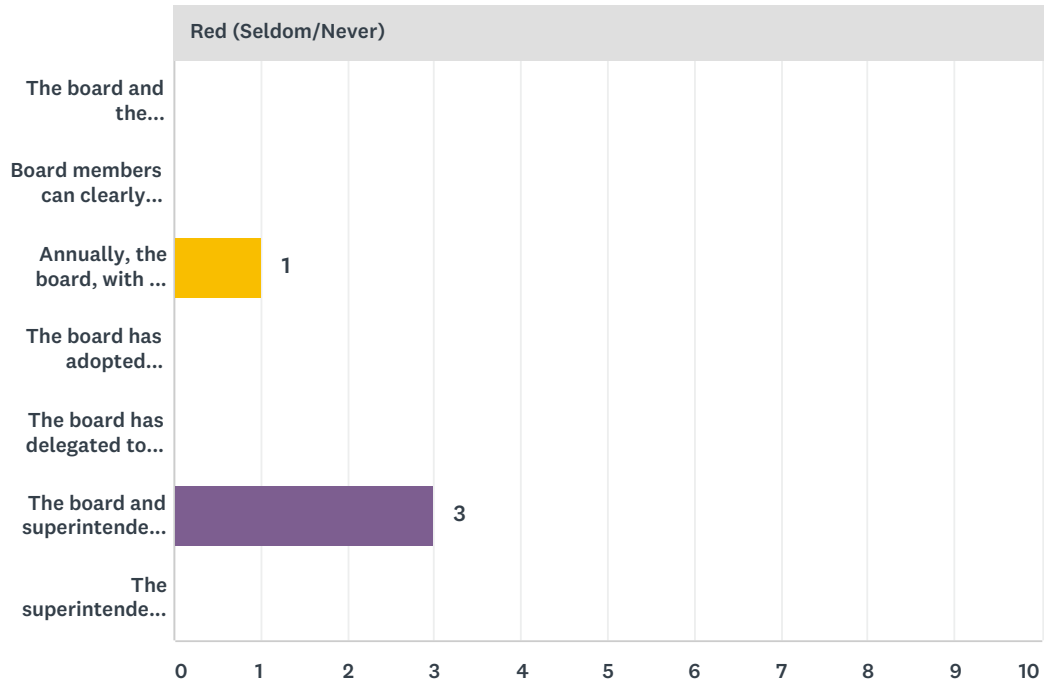
Answered: 7 Skipped: 0



ANSWER CHOICES	RESPONSES	
Board member	85.71%	6
Superintendent	14.29%	1
TOTAL		7

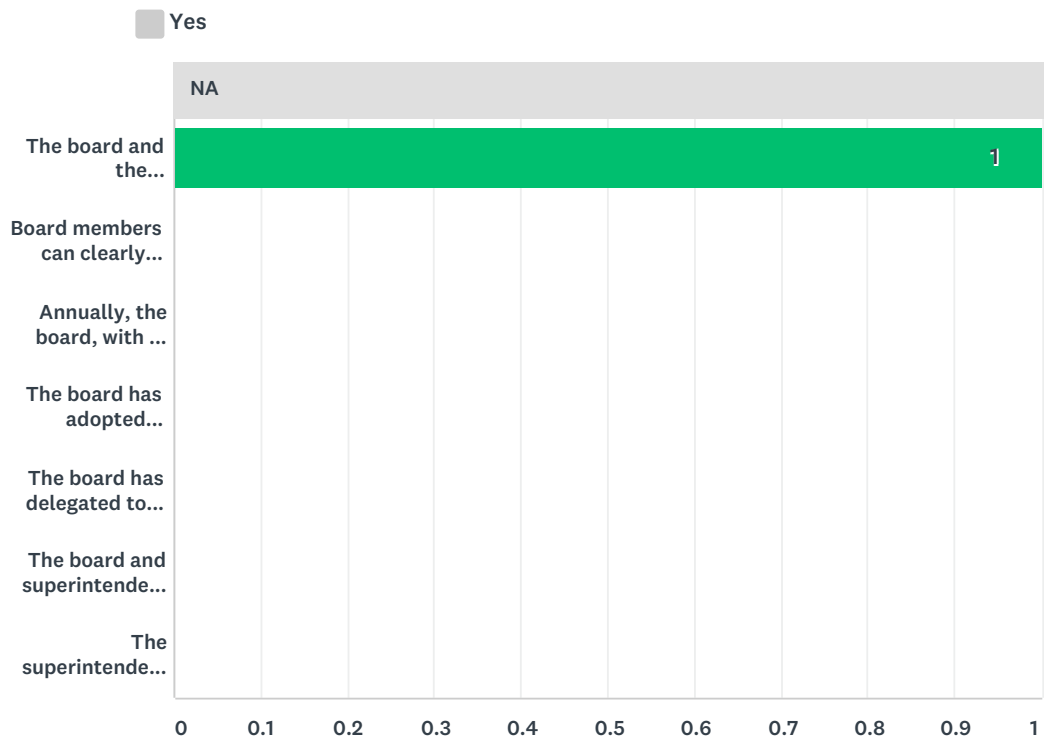
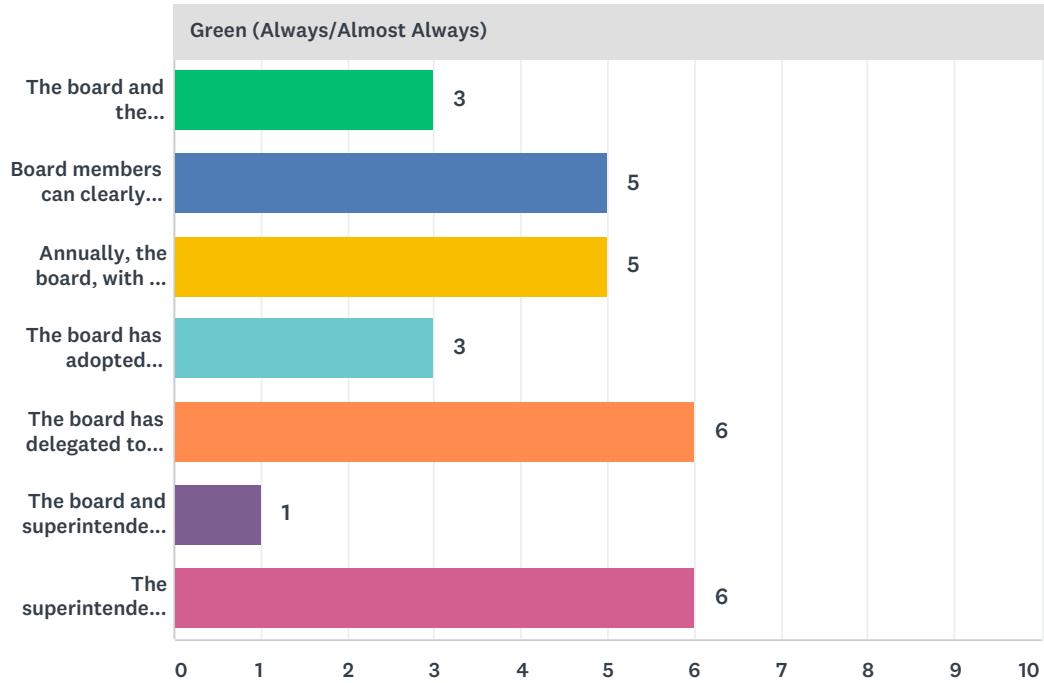
Q2 Standard 1 Indicators

Answered: 7 Skipped: 0



☐ Yes

Corvallis School Board Self-Evaluation, 2018



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.	0.00% 0	0
Board members can clearly articulate the vision, mission, and goals of the district.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

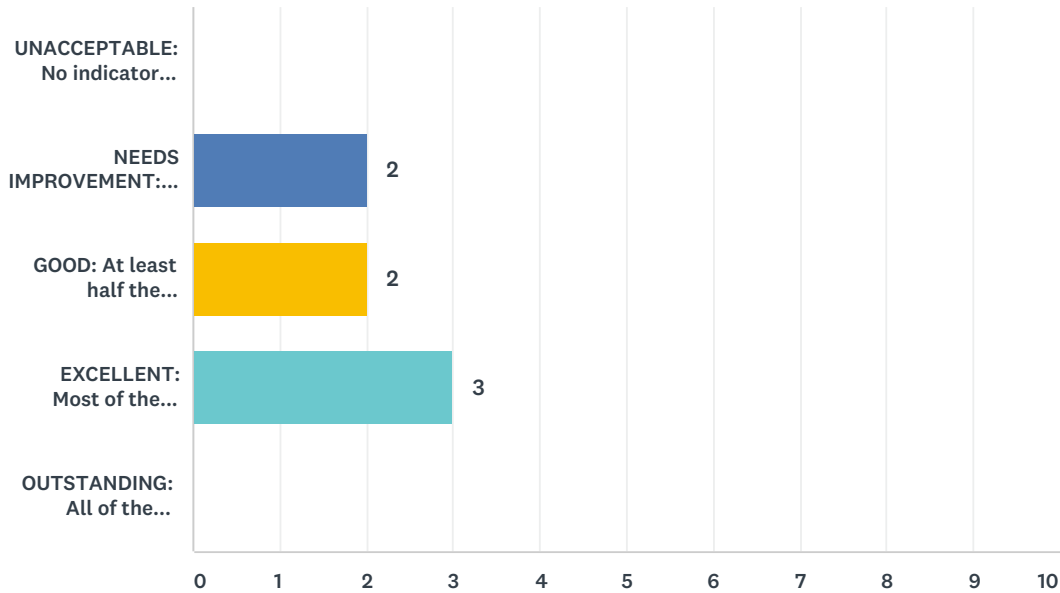
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 1	1
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as 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.	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.	100.00% 3	3
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	0.00% 0	0
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% 2	2
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% 4	4
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 1	1
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% 3	3
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 1	1
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.	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% 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% 3	3
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 6	6
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% 6	6
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

Corvallis School Board Self-Evaluation, 2018

Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	0.00%	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
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	0.00%	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
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	0.00%	0

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

Answered: 7 Skipped: 0



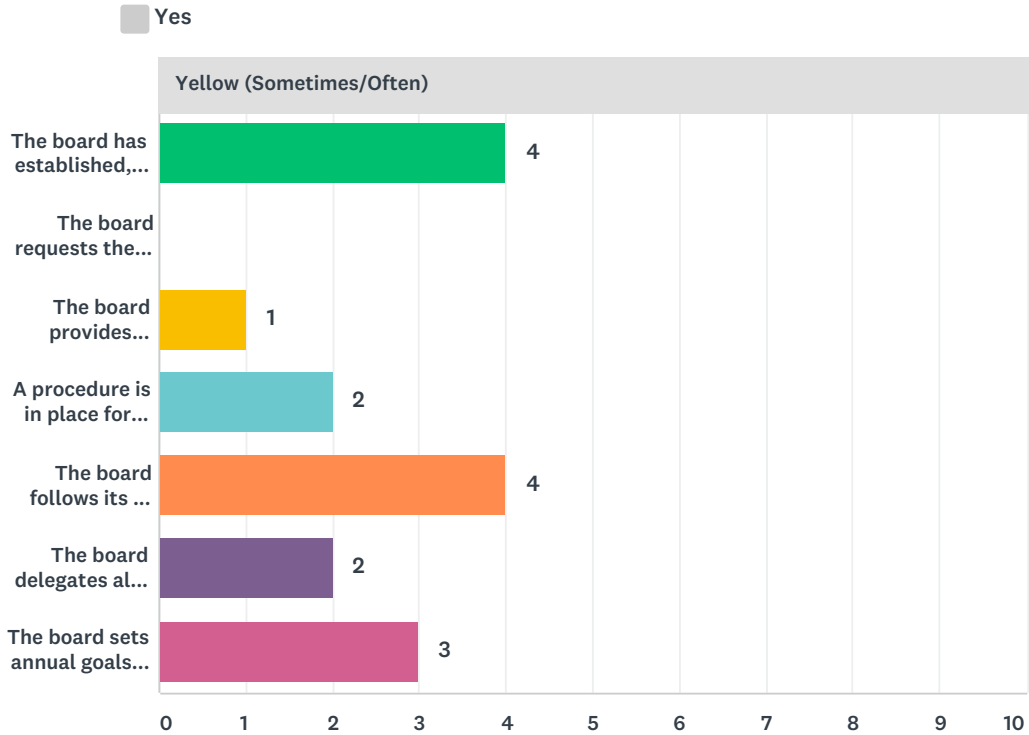
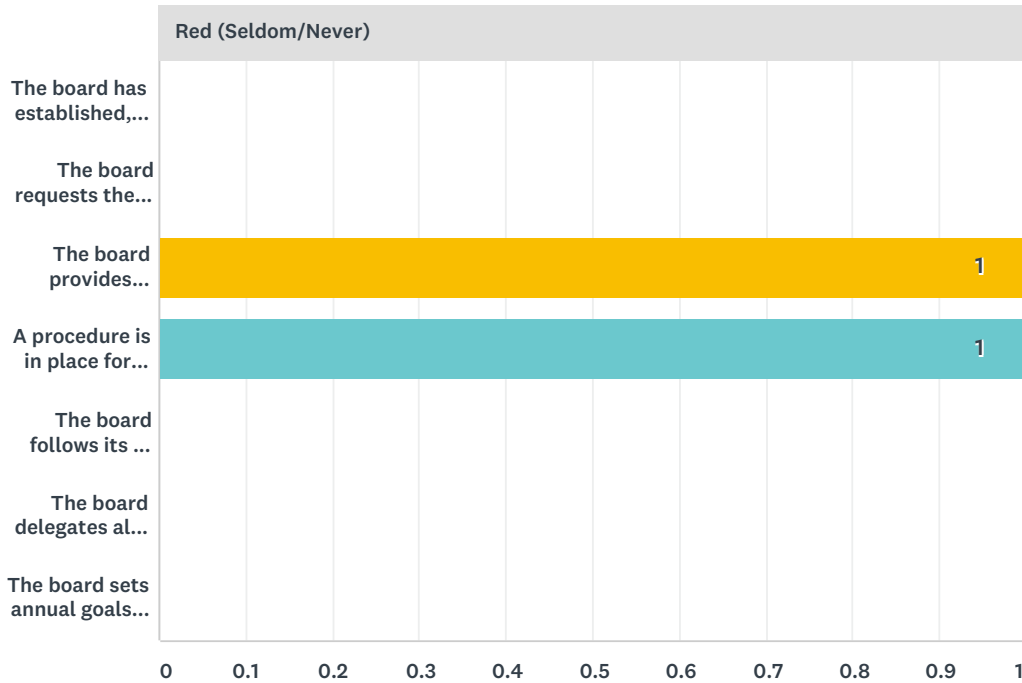
ANSWER CHOICES	RESPONSES	
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00%	0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus 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.	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.	0.00%	0
TOTAL		7

#	COMMENTS	DATE
1	Good, because we are on the right track, but not yet there. I think our momentum and progress this year on this standard is OUTSTANDING. But we haven't yet accomplished and completed what we need to do.	4/15/2018 11:43 PM
2	By next fall, this standard will easily be between excellent and outstanding. The board needs to stay committed to the planning work undertaken this year and continue.	4/12/2018 12:01 PM
3	District goals/metrics are not a part of the superintendent's formal evaluation. I don't feel as though the strategic plan/goals are fully baked. Is there a calendar? What is the plan for regular updates to the Board?	4/11/2018 1:49 PM
4	We developed goals for the district this year so in my experience we have done this every year. We still need to incorporate those goals into the evaluation of our superintendent. I anticipate adjustments to our calendar for monitoring progress towards goals as we sort out this process.	4/10/2018 12:10 PM

5	A specific calendar to monitor action plans on agreed-upon goals is lacking.	4/6/2018 3:06 PM
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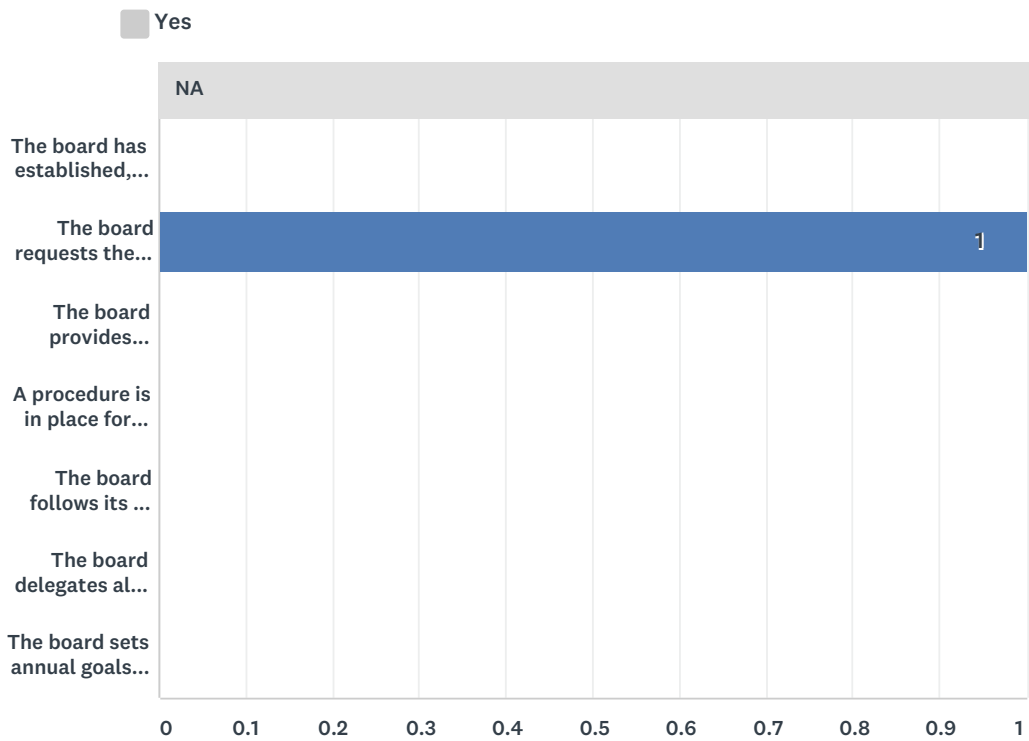
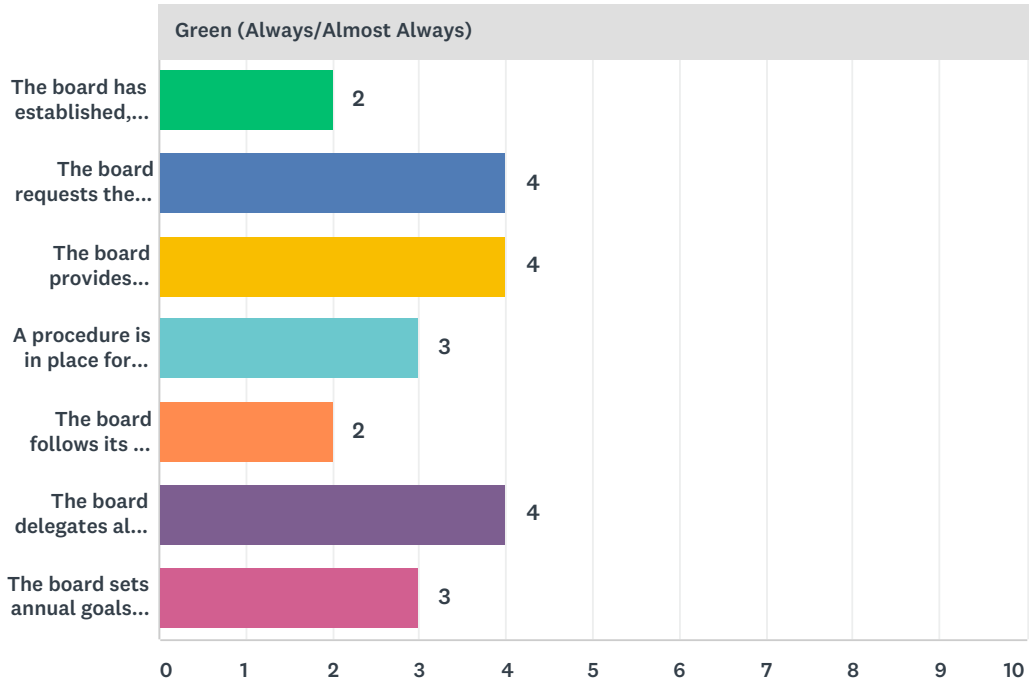
Q4 Standard 2 Indicators

Answered: 6 Skipped: 1



Yes

Corvallis School Board Self-Evaluation, 2018



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.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

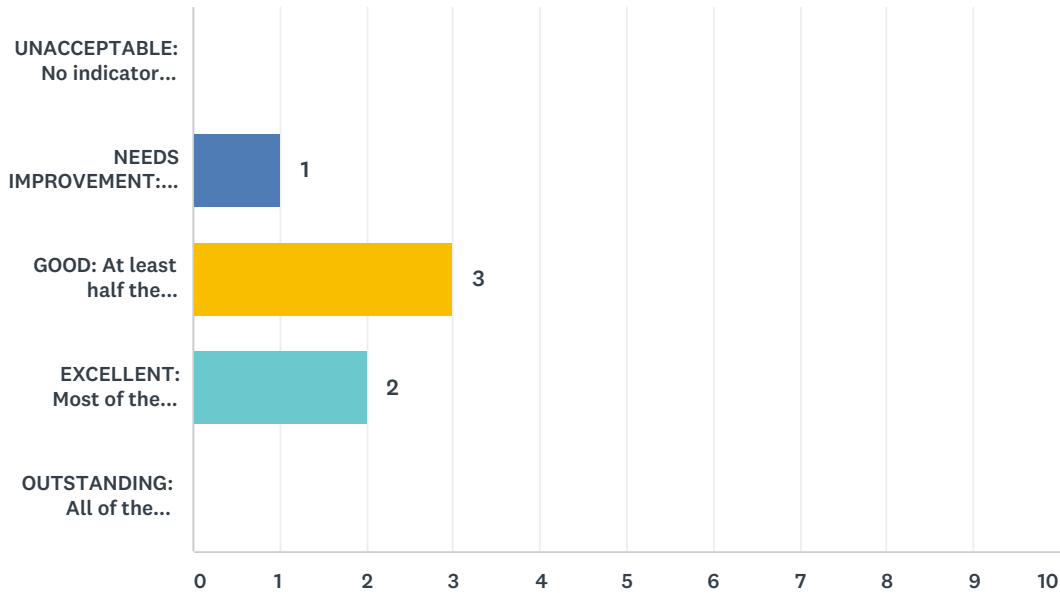
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	100.00%	1
A procedure is in place for established policies to be reviewed on a regular basis.	100.00%	1
The board follows its own policies regarding board operations.	0.00%	0
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	0.00%	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
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
The board requests the superintendent's recommendation on all proposed policies.	0.00%	0
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
A procedure is in place for established policies to be reviewed on a regular basis.	100.00%	2
The board follows its own policies regarding board operations.	100.00%	4
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	100.00%	2
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	100.00%	3
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%	2
The board requests the superintendent's recommendation on all proposed policies.	100.00%	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%	4
A procedure is in place for established policies to be reviewed on a regular basis.	100.00%	3
The board follows its own policies regarding board operations.	100.00%	2
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	100.00%	4
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	100.00%	3
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
The board requests the superintendent's recommendation on all proposed policies.	100.00%	1

Corvallis School Board Self-Evaluation, 2018

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
A procedure is in place for established policies to be reviewed on a regular basis.	0.00%	0
The board follows its own policies regarding board operations.	0.00%	0
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	0.00%	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

Q5 Overall rating for standard 2: 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.	50.00% 3
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	33.33% 2
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

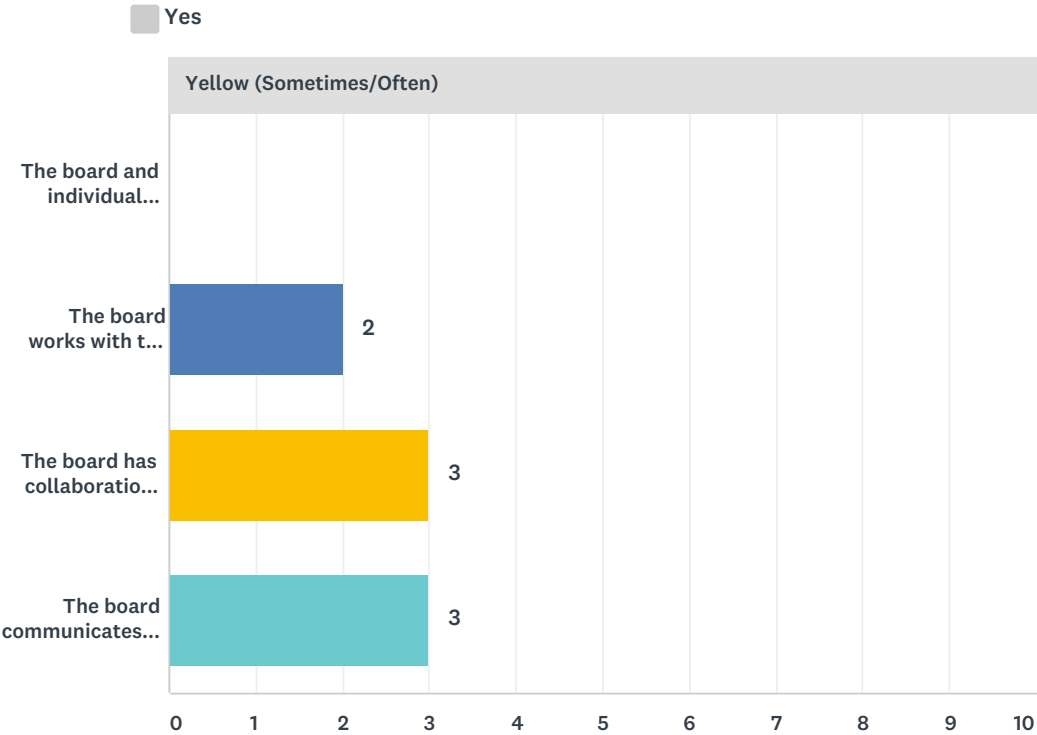
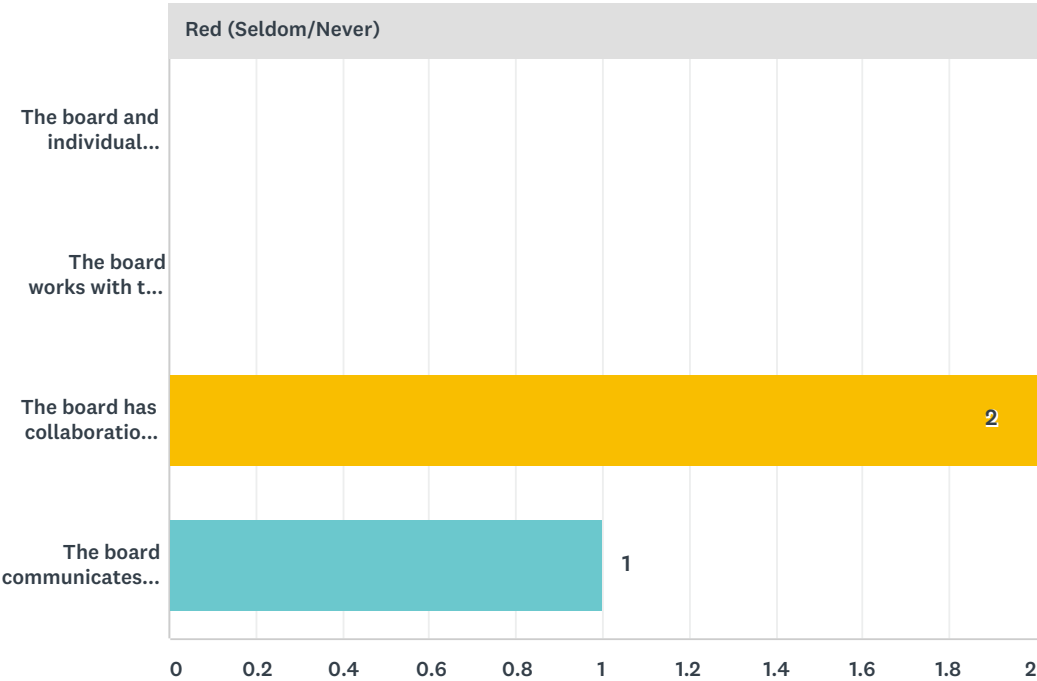
#	COMMENTS	DATE
1	Public input about policies is minimal. The board needs to proactively reach out to the public for their input about proposed policy changes. I've reached out to constituents and PTA's when a policy change is being considered. The GT covers transformational policies and resolutions when they are considered by the board and that drives some public input. However, that is not enough. A proactive approach with the community should be in place. (OSU public policy professors, graduate students, and others can be untapped resources that could help us drive more relevant and transformational policies to the board.	4/15/2018 11:50 PM
2	Board members are sensitive about "staying in their lane" and allowing the superintendent and staff to handle operations. The board needs a more robust policy review process besides the changes that come from OSBA after a legislative session. The board needs to finish the current inaugural strategic planning work.	4/12/2018 12:07 PM

Corvallis School Board Self-Evaluation, 2018

3	Putting goals at the forefront is a work in progress, at best. The Board relies on OSBA for updates to policies resulting from changes in State and Federal law. This Board is pretty good at staying within its lane, and letting the Superintendent manage the district.	4/11/2018 1:52 PM
4	We are still in the process of establishing goals and how we will use those goals to drive our decisions. I think the board does a good job of delegating appropriate activities to the superintendent. Public comment on policies is lacking.	4/10/2018 12:10 PM
5	The Board does not seem to have an expectation that updated policies are well-known and closely followed.	4/6/2018 3:37 PM

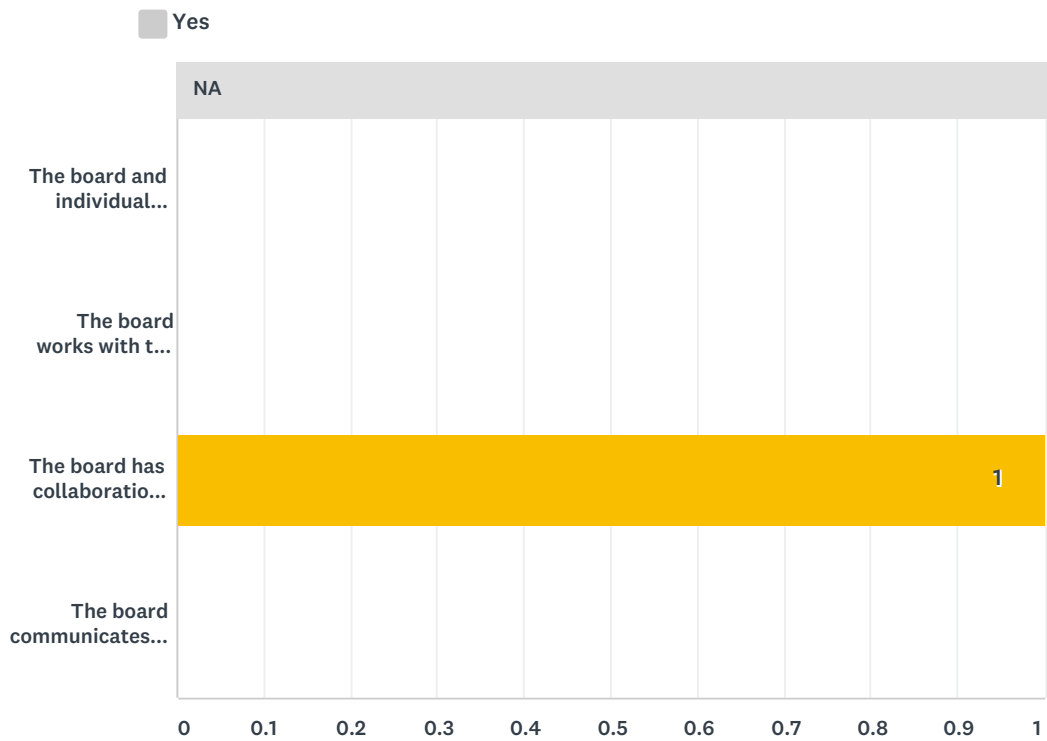
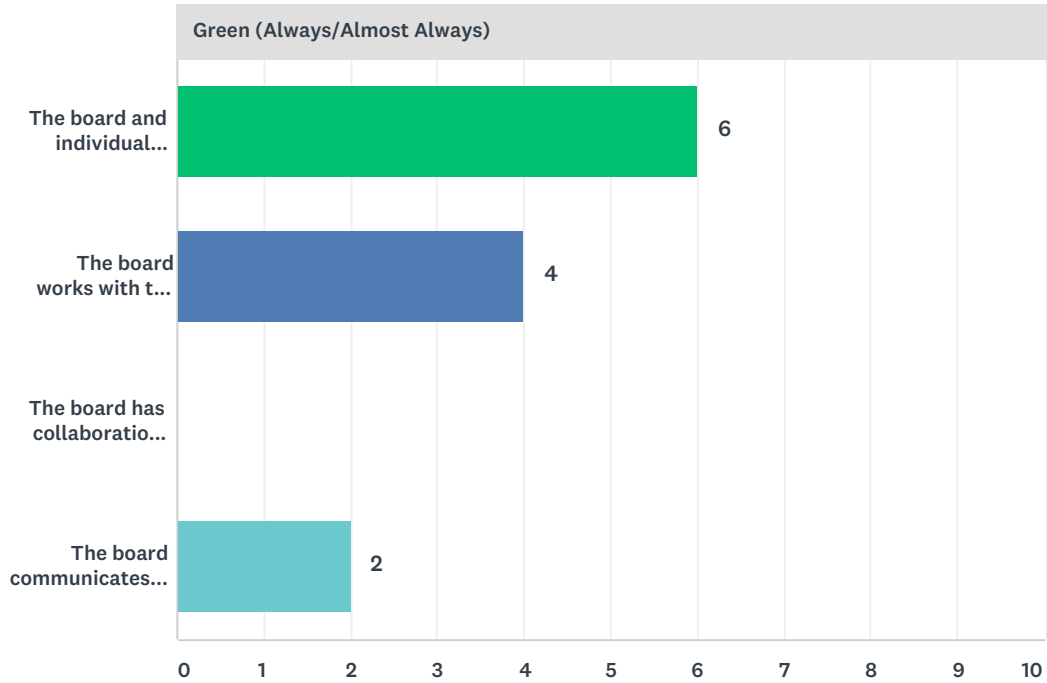
Q6 Standard 3 Indicators

Answered: 6 Skipped: 1



Yes

Corvallis School Board Self-Evaluation, 2018



Red (Seldom/Never)

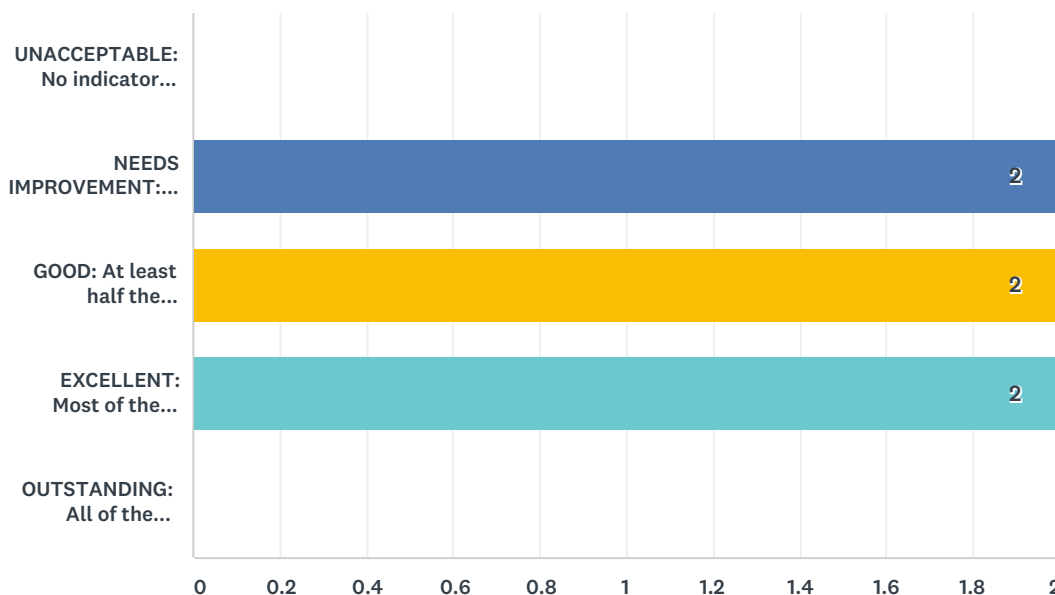
	YES	TOTAL
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

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%	1	1
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%	2	2
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%	6	6
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.	0.00%	0	0
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: 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.	33.33%	2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	33.33%	2
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

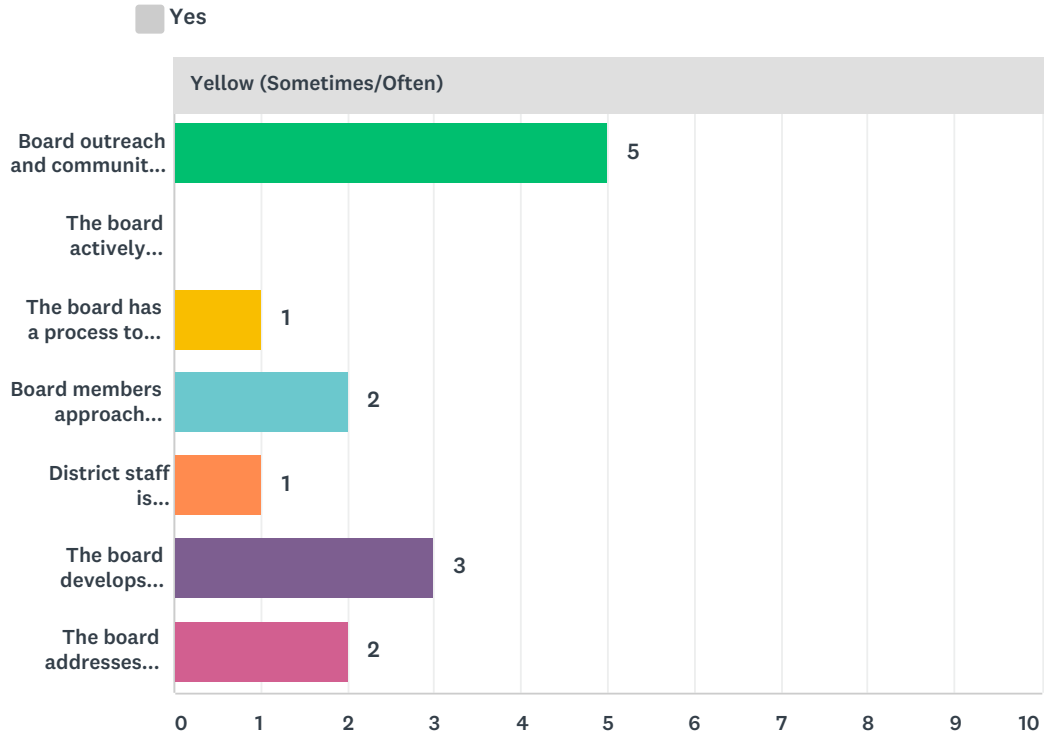
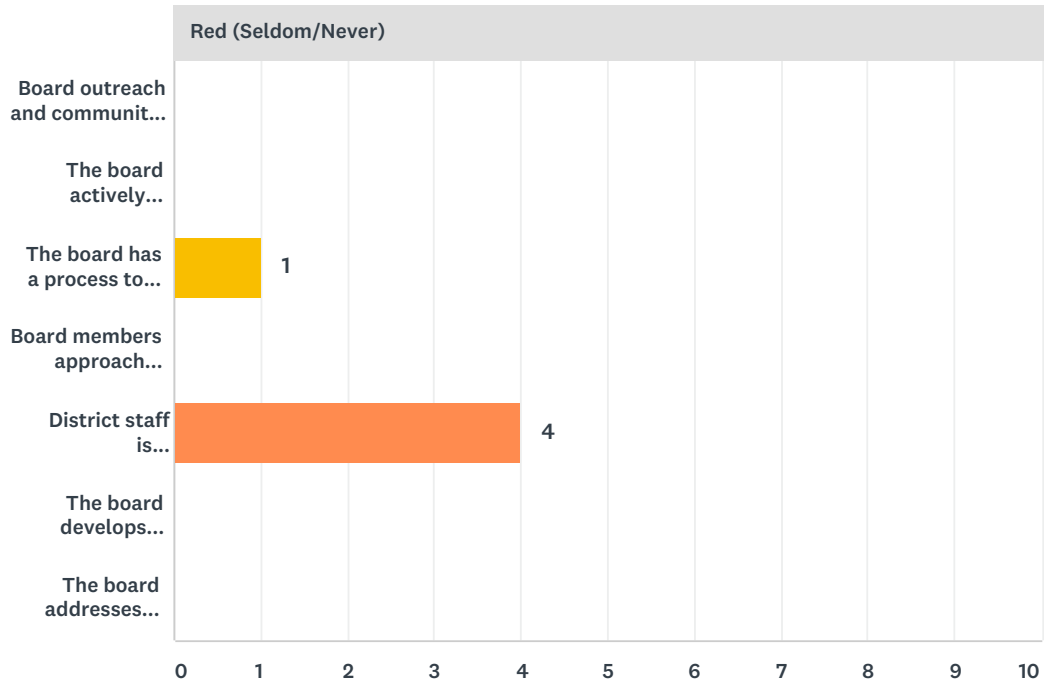
#	COMMENTS	DATE
1	We need to do better. We did very well when it comes to the long-range facilities plan. We could do better in connecting and establishing collaboration agreements with local and state agencies. The board often communicates with the community, however, we may need to evaluate the effectiveness of such communications and establish procedures if necessary to ensure that we are reaching to all stakeholders in the community.	4/15/2018 11:58 PM
2	The district did a very good job bringing the public into the facilities planning process. Nevertheless, under normal operation the board and the district struggle with public engagement. Like other entities in Corvallis, the CSD struggles to break out of it's silo to collaborate with other organizations.	4/12/2018 12:10 PM
3	Connections with the community are inconsistent.	4/11/2018 1:53 PM

Corvallis School Board Self-Evaluation, 2018

4	I think the district is doing a better job of getting information to the public but I think we can do a better job of giving them an opportunity to give input. On some topics such as fundraising and facilities we have had committees formed to advise the board. These committees have had varying success in part because we were still forming our goals. The committees have not had district goals to use to focus their work.	4/10/2018 12:14 PM
5	I am not sure of any collaboration agreements with the CSD Board itself.	4/6/2018 3:40 PM

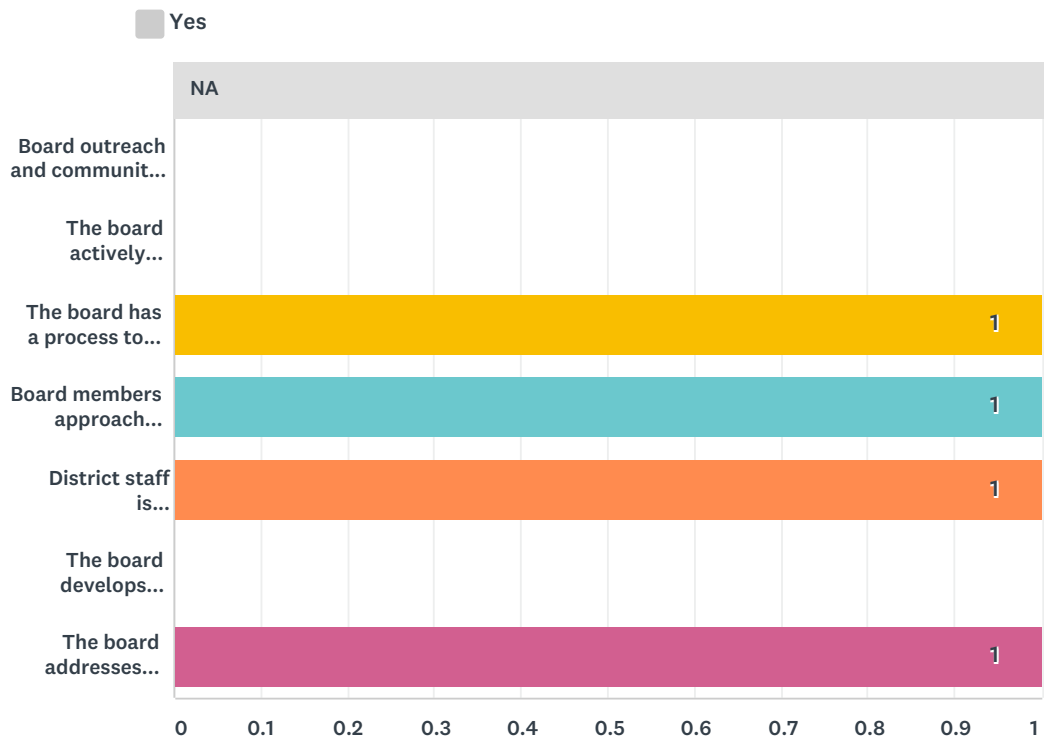
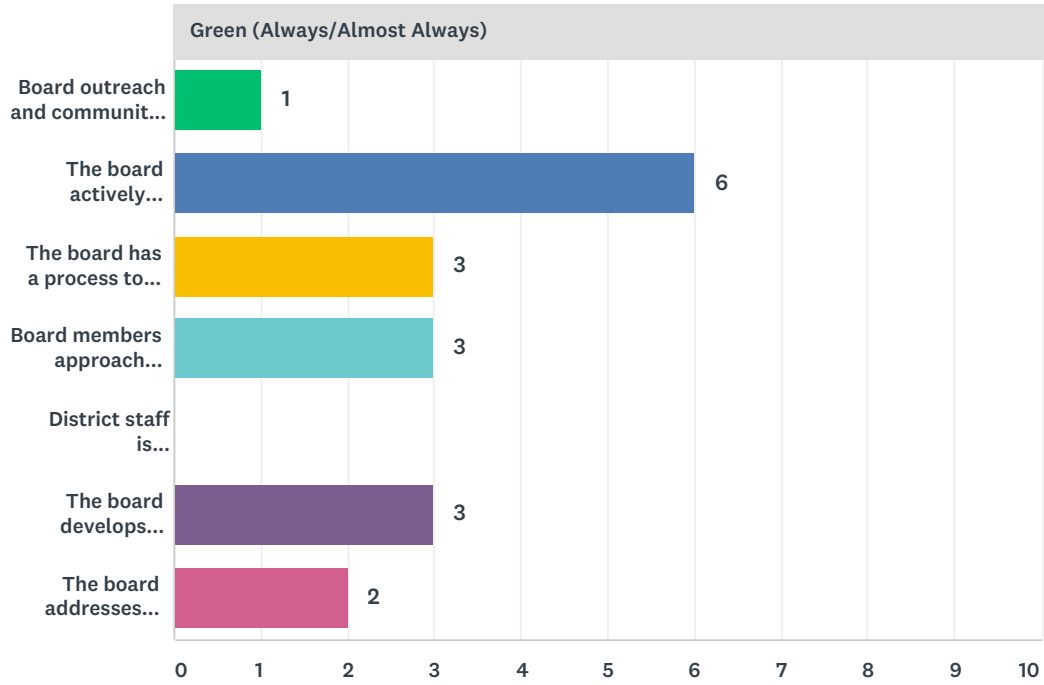
Q8 Standard 4 Indicators

Answered: 6 Skipped: 1



☐ Yes

Corvallis School Board Self-Evaluation, 2018



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

Corvallis School Board Self-Evaluation, 2018

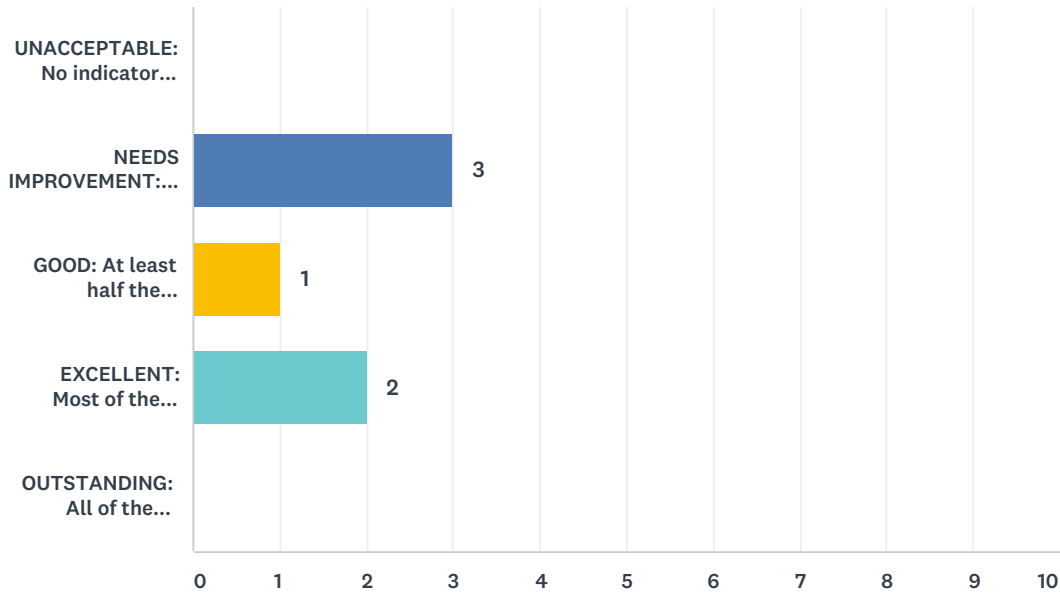
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00%	1	1
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	0.00%	0	0
District staff is representative of the community.	100.00%	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%	5	5
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.	100.00%	2	2
District staff is representative of the community.	100.00%	1	1
The board develops policies using an equity lens.	100.00%	3	3
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%	1	1
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%	3	3
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	100.00%	3	3
District staff is representative of the community.	0.00%	0	0
The board develops policies using an equity lens.	100.00%	3	3
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	100.00%	2	2
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

Corvallis School Board Self-Evaluation, 2018

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.	100.00%	1	1
District staff is representative of the community.	100.00%	1	1
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.	100.00%	1	1

Q9 Overall rating for Standard 4: 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.	50.00%	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.	16.67%	1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	33.33%	2
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

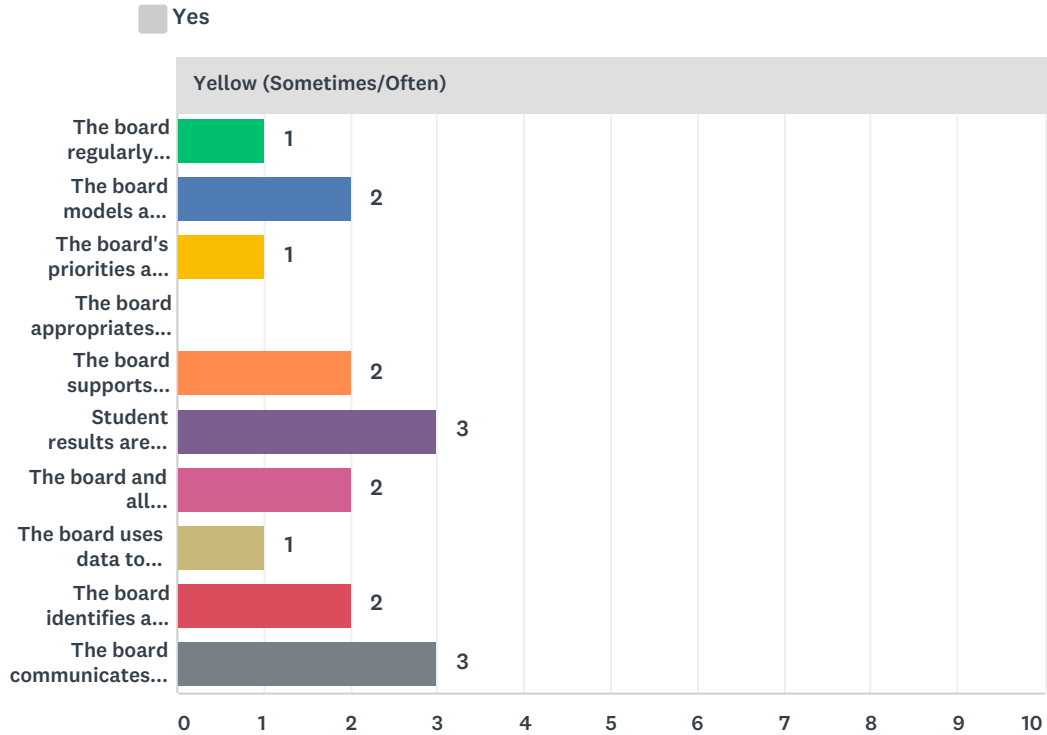
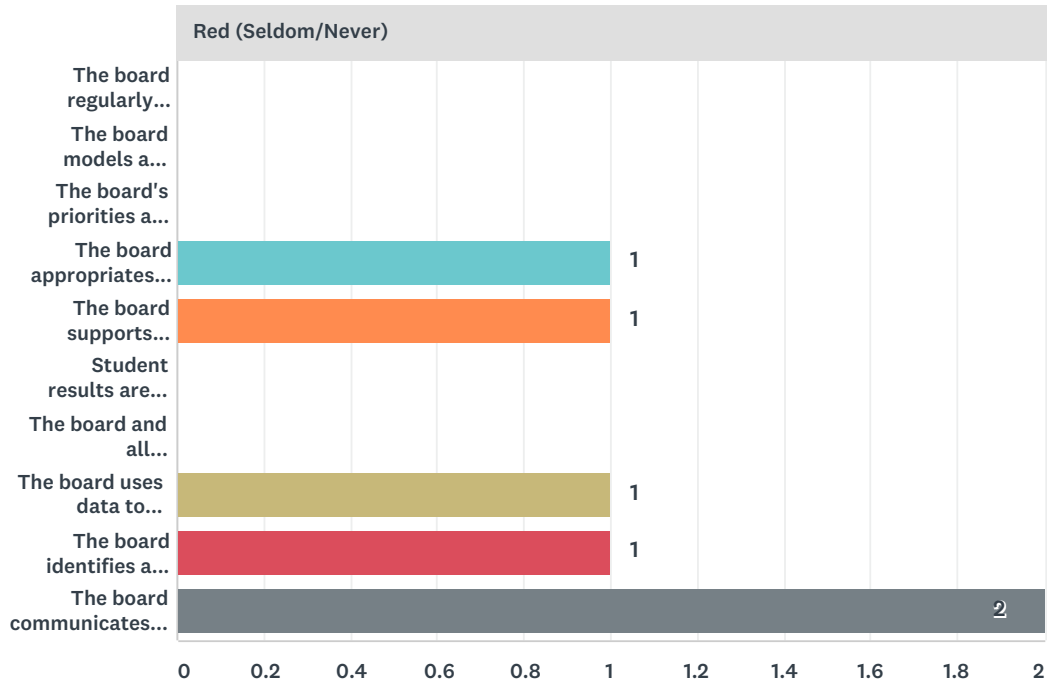
#	COMMENTS	DATE
1	Needs discussion. Regarding "District staff is representative of the community.", I would need to have a metric/indicator that identifies the racial, lingual, and cultural representation of our staff and how it compares to the Corvallis community.	4/16/2018 12:05 AM
2	We need a formal process for evaluating policy for bias. Despite our staunch and enduring commitment to equity, we do not have a formalized lens for ensuring inclusiveness in policy.	4/12/2018 12:16 PM
3	Although policies are reviewed for cultural, racial, and ethnic bias, we cannot always know when privilege blinds us to biases. We have yet to see how equity is truly going to be addressed through budget allocations, and how tradeoffs will be made.	4/11/2018 1:57 PM
4	The board has embraced equity as a central factor in making decisions. As a district we are working to improve the diversity of our staff but we have a long way to go. I have not gone through the budget process.	4/10/2018 12:17 PM

Corvallis School Board Self-Evaluation, 2018

5	The CSD staff does not reflect the rapidly changing demographics of the district. While the district has current policies on equity, it has not developed a consistent behavior of resource allocation which advances equity and diversity.	4/6/2018 3:43 PM
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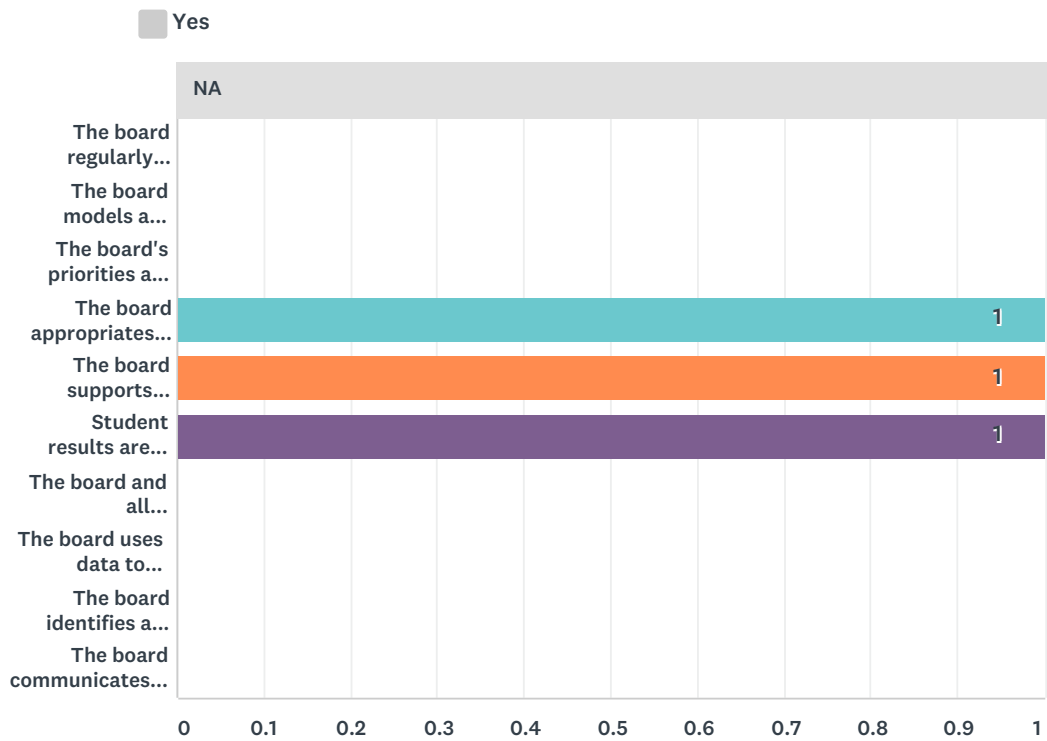
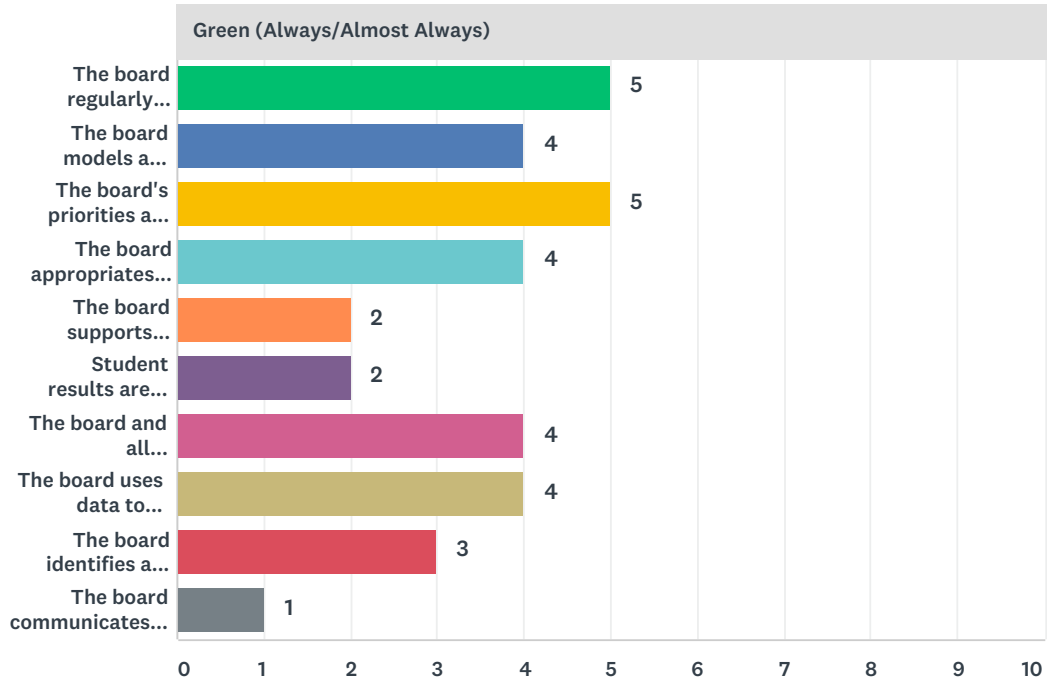
Q10 Standard 5 Indicators

Answered: 6 Skipped: 1



Yes

Corvallis School Board Self-Evaluation, 2018



Red (Seldom/Never)		
	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

Corvallis School Board Self-Evaluation, 2018

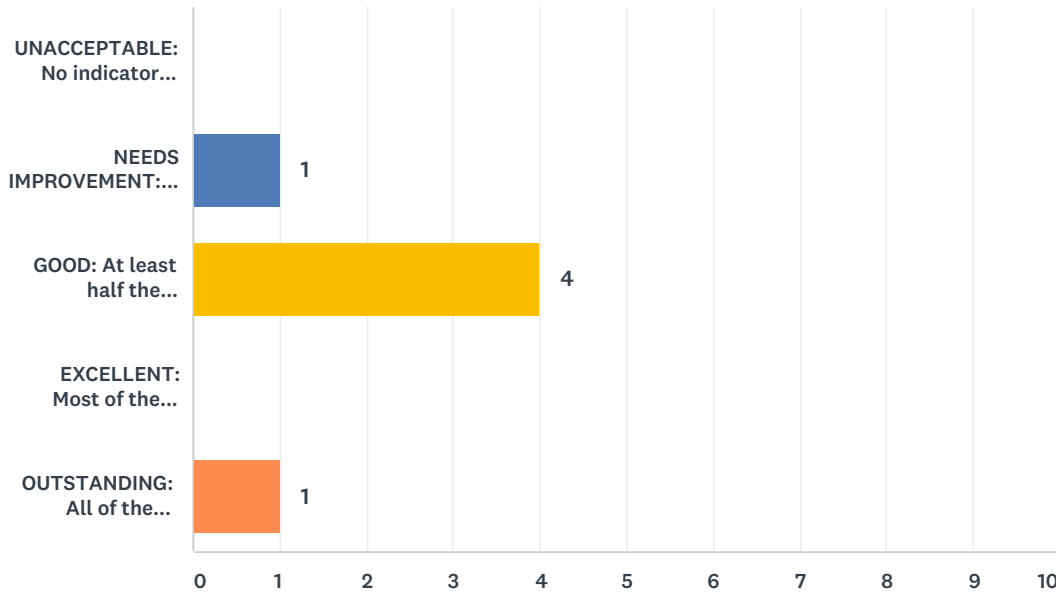
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	0.00%	0	0
The board appropriates resources based on student achievement priorities.	100.00%	1	1
The board supports reward, consequence, and recognition systems to encourage high levels of staff and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

Corvallis School Board Self-Evaluation, 2018

The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00%	2	2
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%	4	4
The board uses data to identify discrepancies between current and desired outcomes.	100.00%	4	4
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%	1	1
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.	100.00%	1	1
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.	100.00%	1	1
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



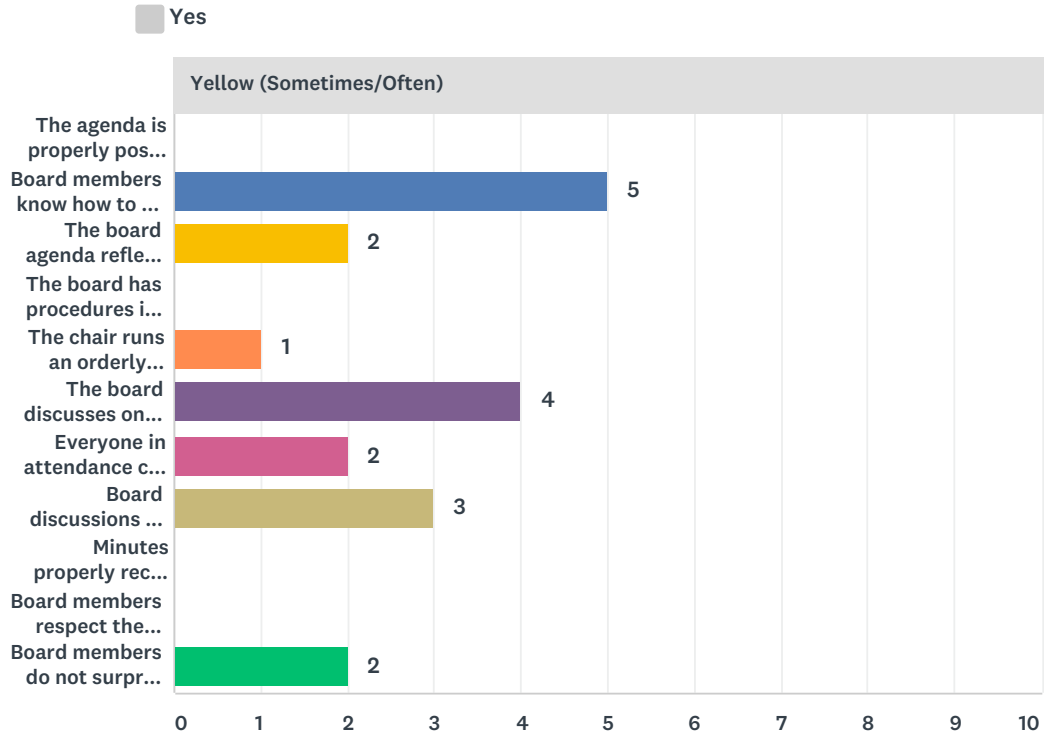
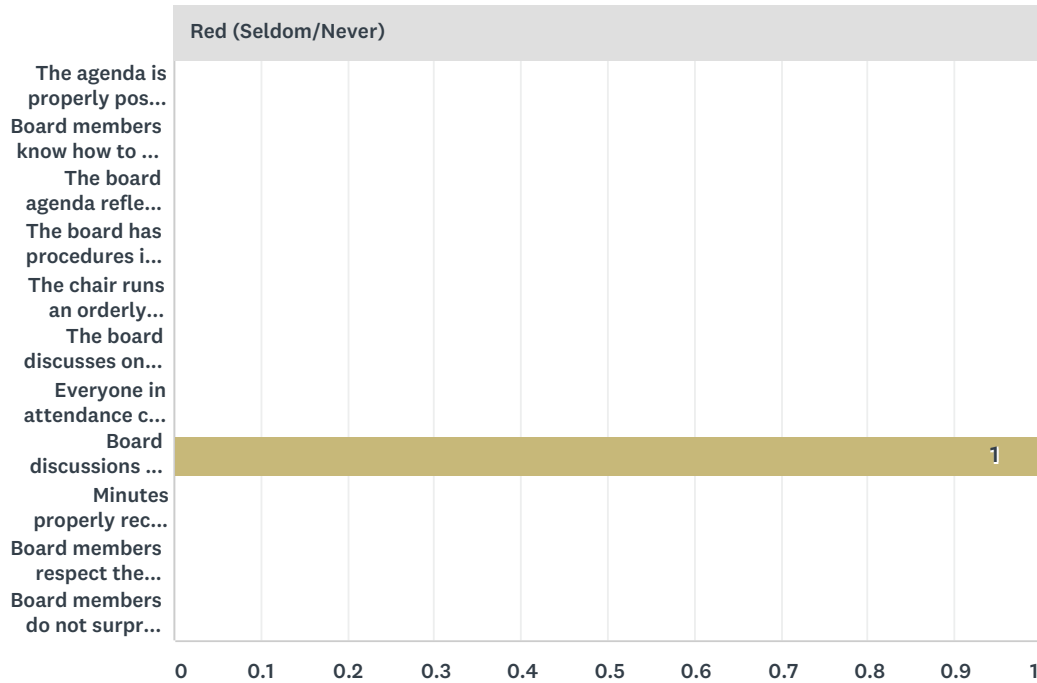
ANSWER CHOICES	RESPONSES
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	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.	66.67% 4
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.	16.67% 1
TOTAL	6

#	COMMENTS	DATE
1	Needs discussion. I would like to know my colleagues view about how well we do in this standard.	4/16/2018 12:24 AM
2	We closely track student achievement and have done so ever since I have been on the board. The board and the district's use of data is becoming increasingly mature, and with the completion of the board's goals and strategies, will be robust.	4/12/2018 12:20 PM
3	Student results should be measured against expectations set by district standards, but too often are measured against state standards, a low bar. The Board sees too little data, and does not identify and address priority needs based on data. The Board needs to be careful about lowering expectations and making excuses.	4/11/2018 2:01 PM
4	Like many of the standards, I can't decide between good and needs improvement for this one. This is mostly because I am new to the board and we are just setting goals and metrics. I believe this board is focused on using indicators to inform our decisions but, because the indicators we have set are new, we have not gone through this process yet.	4/10/2018 12:22 PM

5	The Board does not regularly communicate to the public how policy decisions are linked to student achievement data	4/6/2018 3:46 PM
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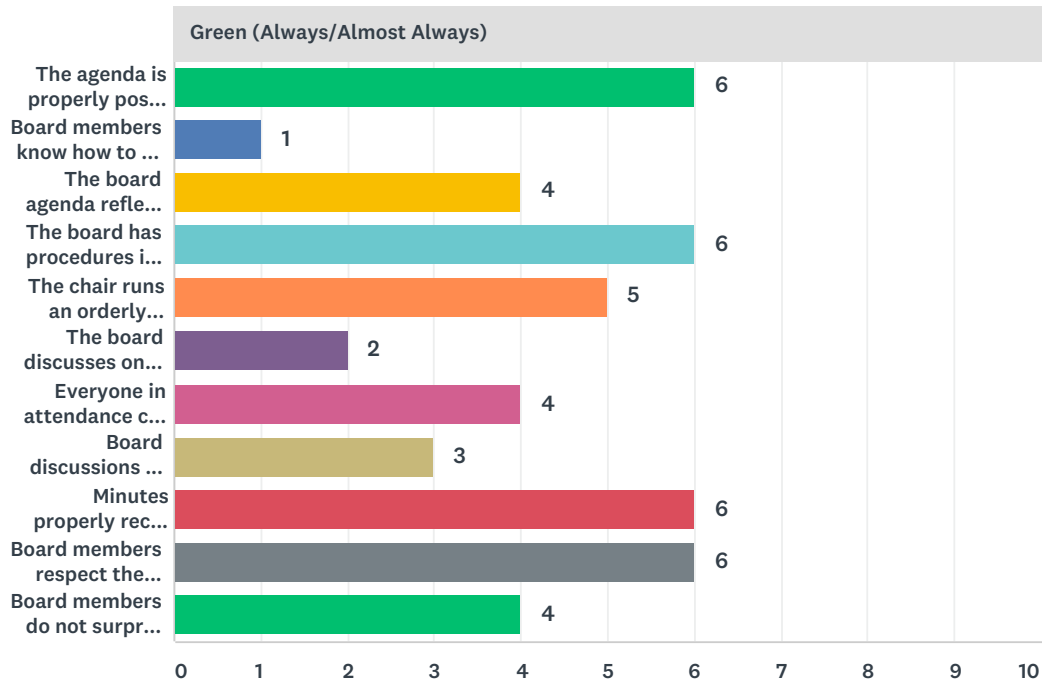
Q12 Standard 6 Indicators

Answered: 6 Skipped: 1

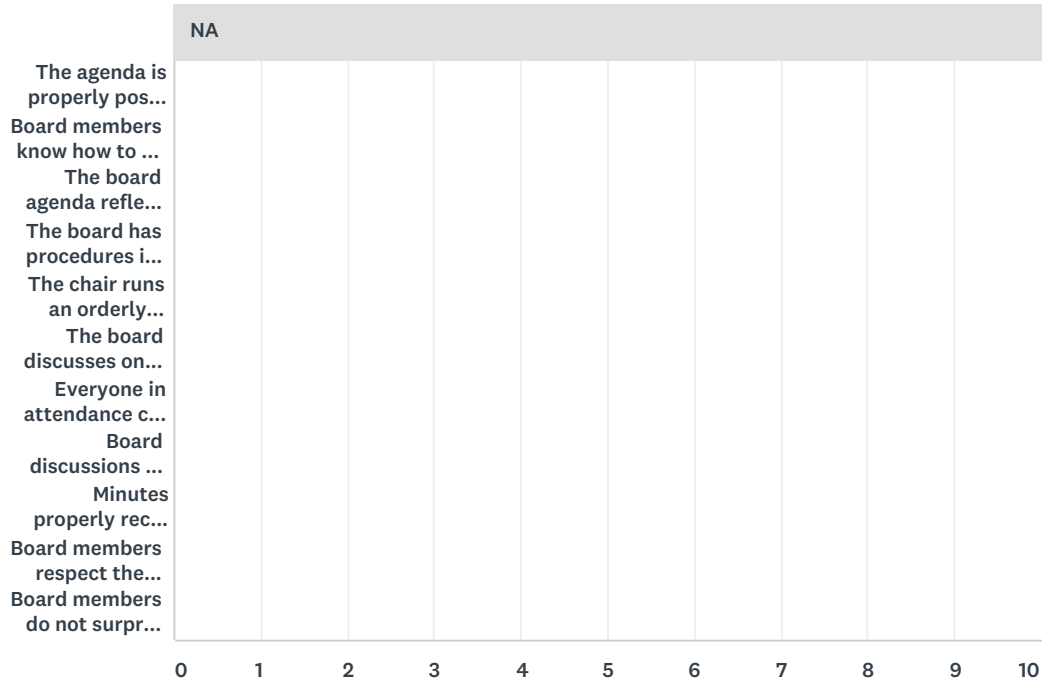


Yes

Corvallis School Board Self-Evaluation, 2018



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.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

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.	0.00%	0	0
Everyone in attendance can clearly hear board discussion.	0.00%	0	0
Board discussions are effective and result in clear decisions.	100.00%	1	1
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.	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%	5	5
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%	4	4
Everyone in attendance can clearly hear board discussion.	100.00%	2	2
Board discussions are effective and result in clear decisions.	100.00%	3	3
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.	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%	1	1

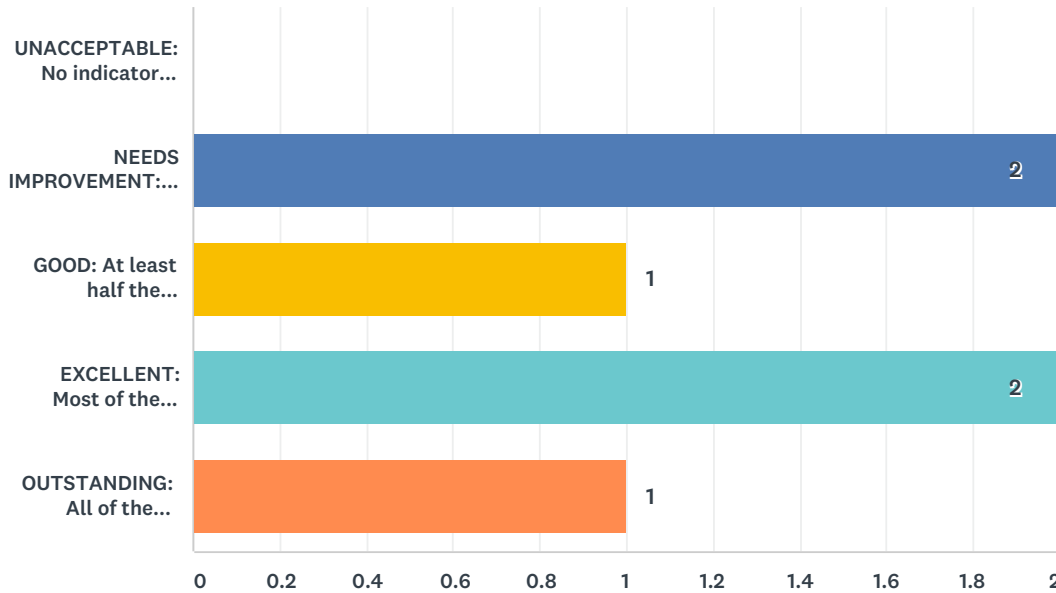
Corvallis School Board Self-Evaluation, 2018

The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	100.00%	4	4
The board has procedures in place to allow for public input in a respectful manner.	100.00%	6	6
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	100.00%	5	5
The board discusses only those topics that the majority of the board wishes to take up.	100.00%	2	2
Everyone in attendance can clearly hear board discussion.	100.00%	4	4
Board discussions are effective and result in clear decisions.	100.00%	3	3
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%	6	6
Board members do not surprise the administration or fellow board members at meetings.	100.00%	4	4

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.	0.00%	0	0
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: 6 Skipped: 1

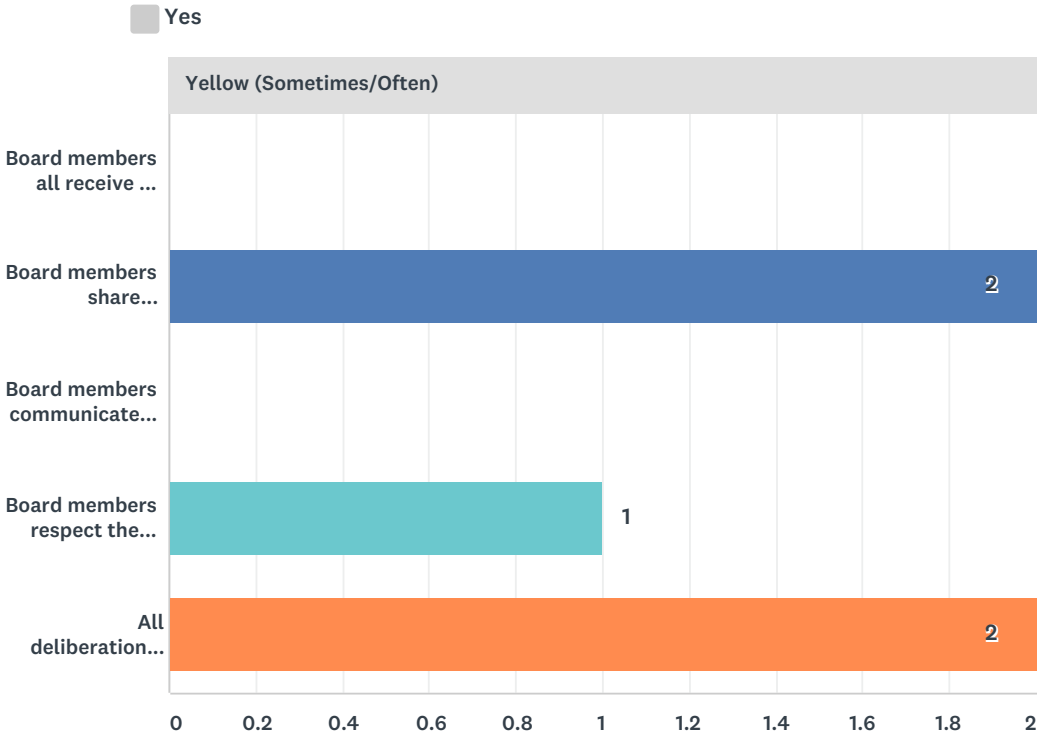
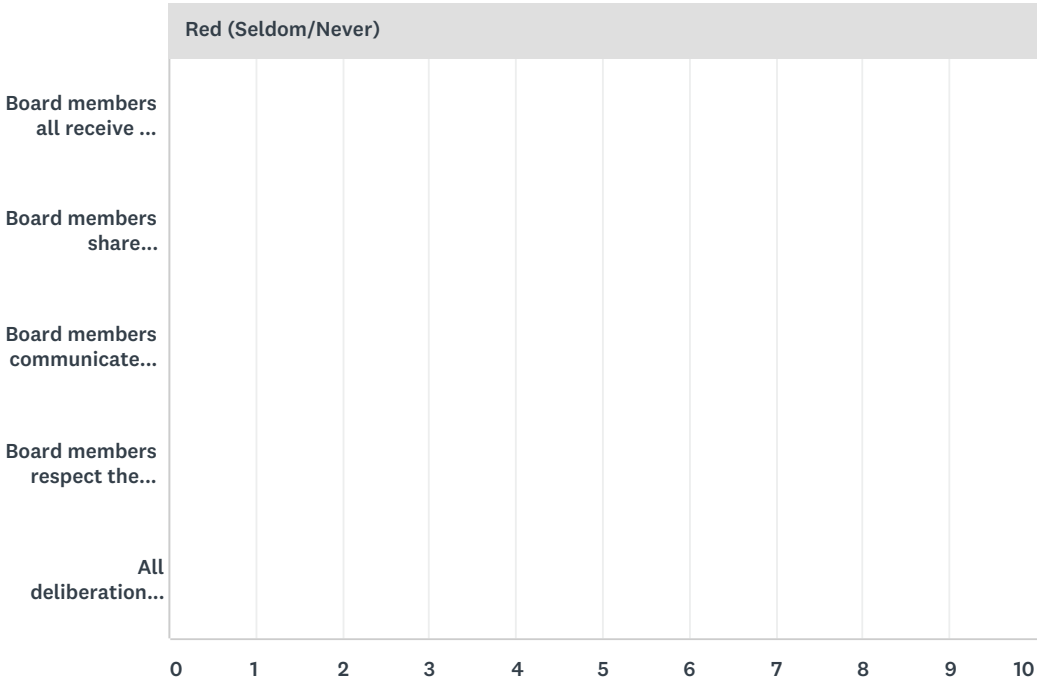


ANSWER CHOICES	RESPONSES
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus 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.	16.67% 1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	33.33% 2
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	16.67% 1
TOTAL	6

#	COMMENTS	DATE
1	Many members are new and are learning the meeting procedures. We have also been practicing a more structured approach to our meetings. While we have productive meetings, this is an area of continuous improvement.	4/12/2018 12:24 PM
2	There is no opportunity, during the meeting, to alter the agenda; the Chair exercises that role. The agenda too often includes issues that are non-essential for Board attention. I doubt that everyone in the room can hear Board discussion. Discussions sometimes ramble.	4/11/2018 2:05 PM
3	Our board meetings are long. We are working to improve this but still have difficulty staying focused. I think the length of our meetings keeps the public from participating.	4/10/2018 12:26 PM
4	Board meetings tend to be excessively long and the agenda overly ambitious. This results in delaying critical decisions until late in the evening when most board members are least effective.	4/6/2018 3:49 PM

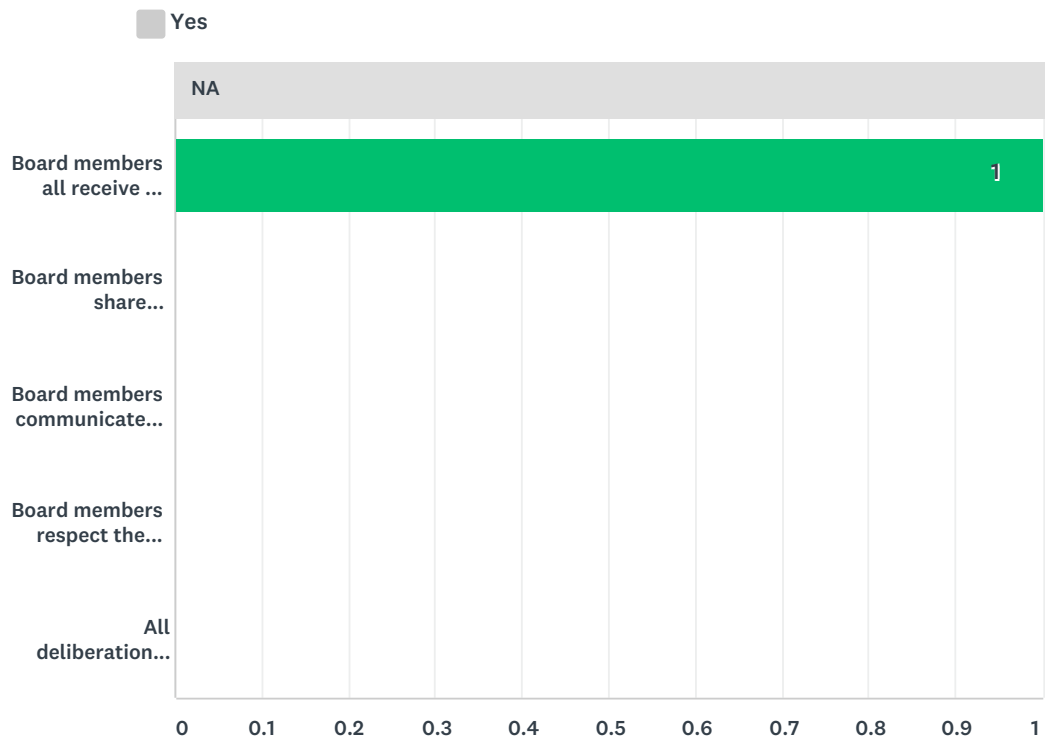
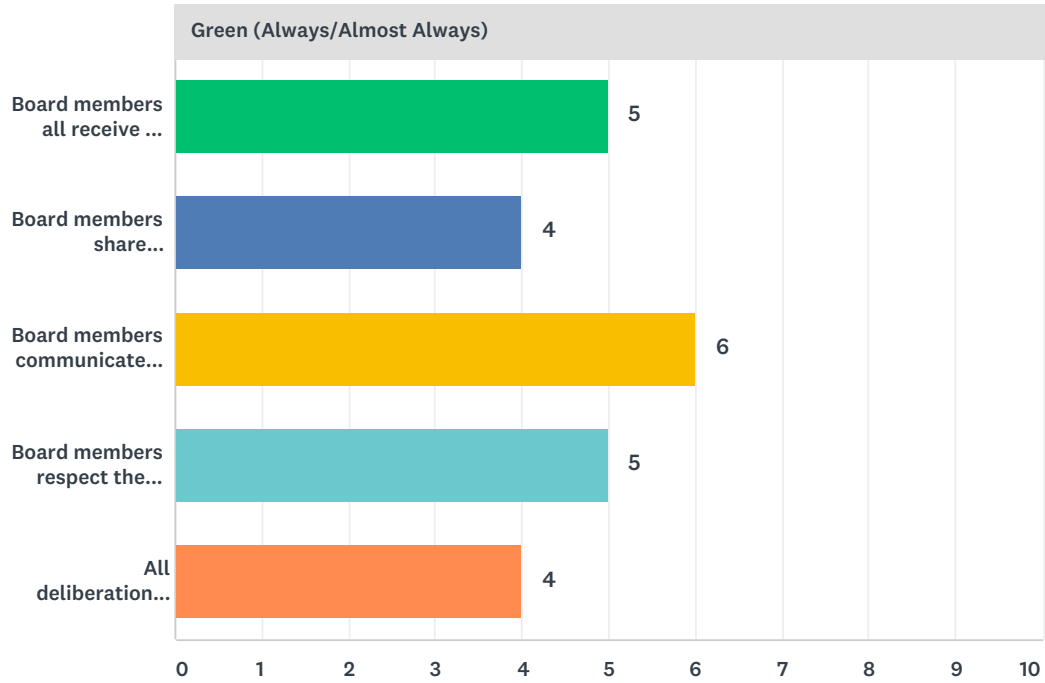
Q14 Standard 7 Indicators

Answered: 6 Skipped: 1



Yes

Corvallis School Board Self-Evaluation, 2018



Red (Seldom/Never)

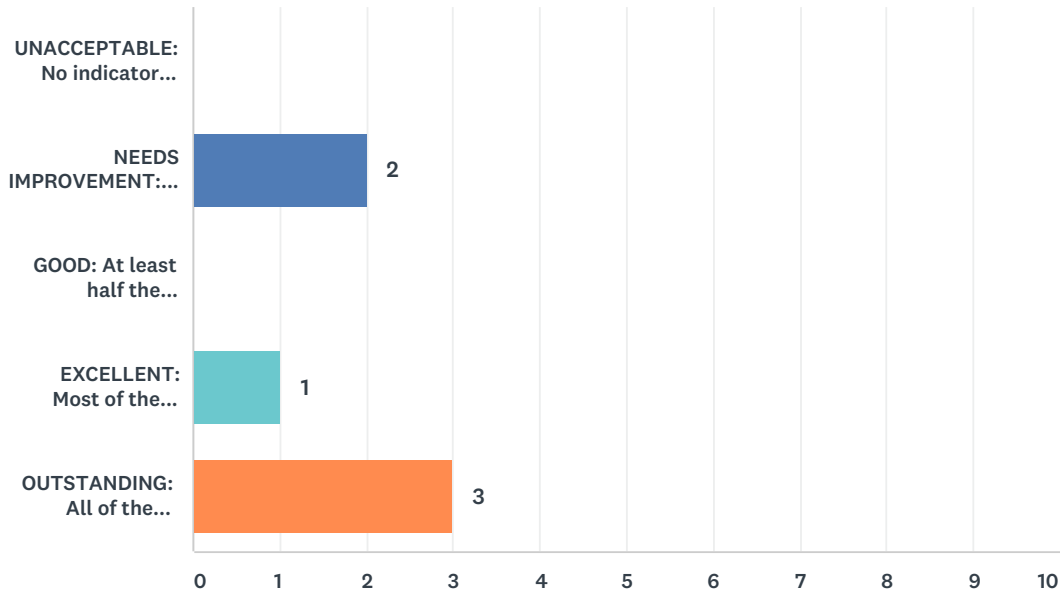
	YES	TOTAL
Board members all receive the same information from the district office on matters of board business.	0.00% 0	0
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

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

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

Answered: 6 Skipped: 1

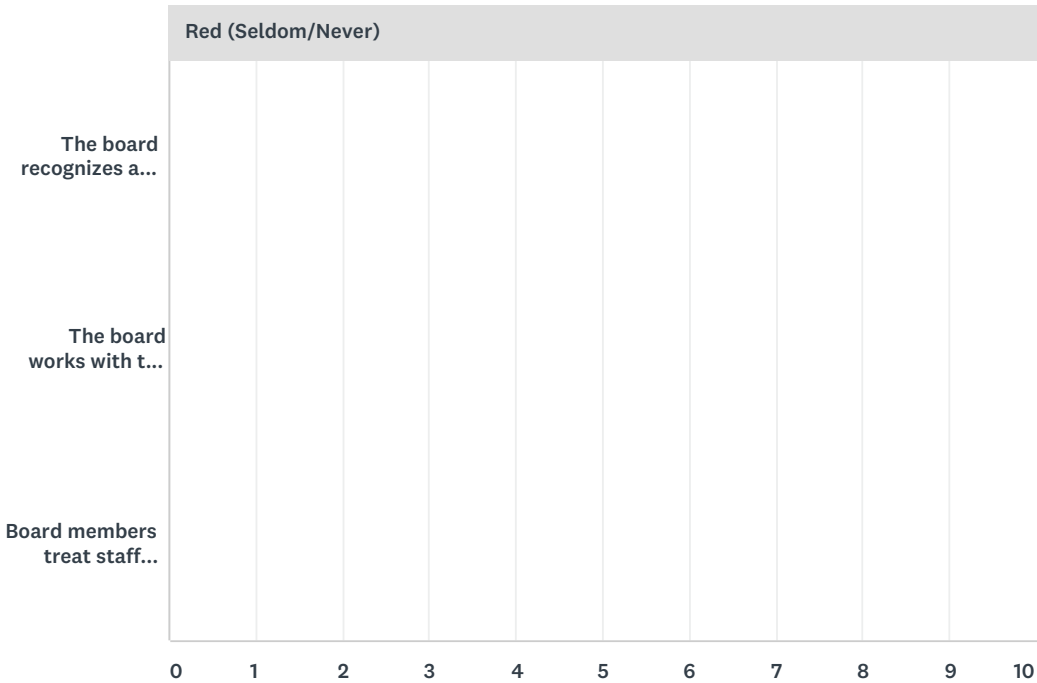


ANSWER CHOICES	RESPONSES	
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00%	0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus 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.	16.67%	1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	50.00%	3
TOTAL		6

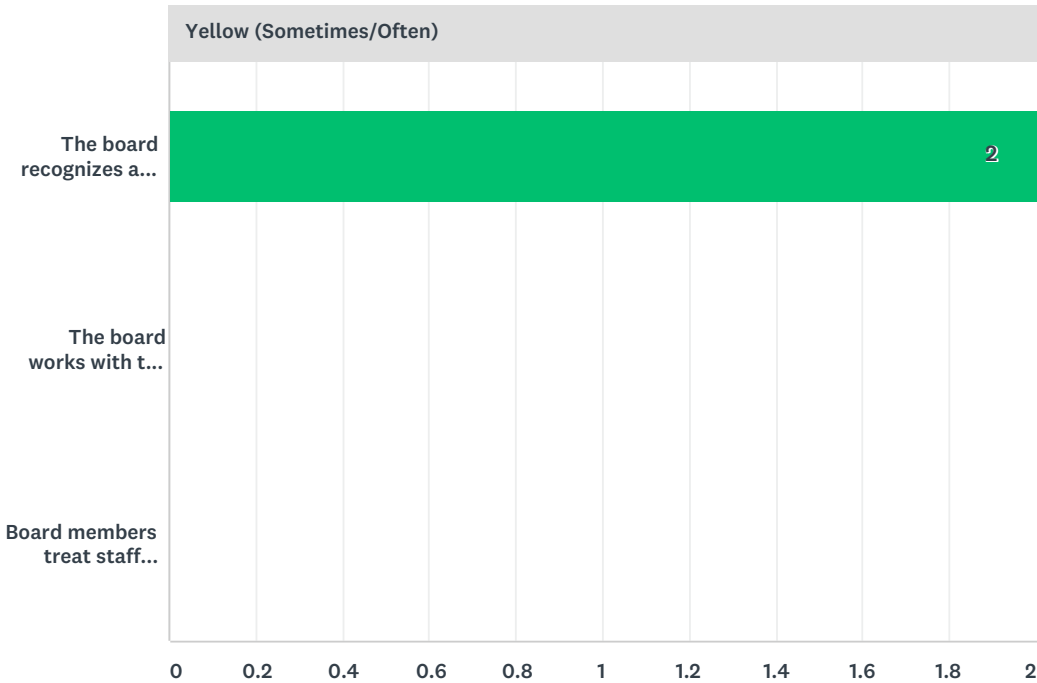
#	COMMENTS	DATE
1	On those rare occasions when there is a breach of protocol, the issue is quickly pointed out and gracefully addressed. There is no desire among board members to exclude the public from deliberation. We take public meeting law very seriously.	4/12/2018 12:27 PM
2	Board members all receive the same information: How would we know? This year: Adherence to the requirements of public meetings law seems to need improvement.	4/11/2018 2:07 PM
3	As new board members we have difficulty with the public record laws on occasion. This mostly occurs through email threads that get created inappropriately to distribute information.	4/10/2018 12:28 PM
4	Board discussions are confined to publically accessible platforms.	4/6/2018 3:51 PM

Q16 Standard 8 Indicators

Answered: 6 Skipped: 1

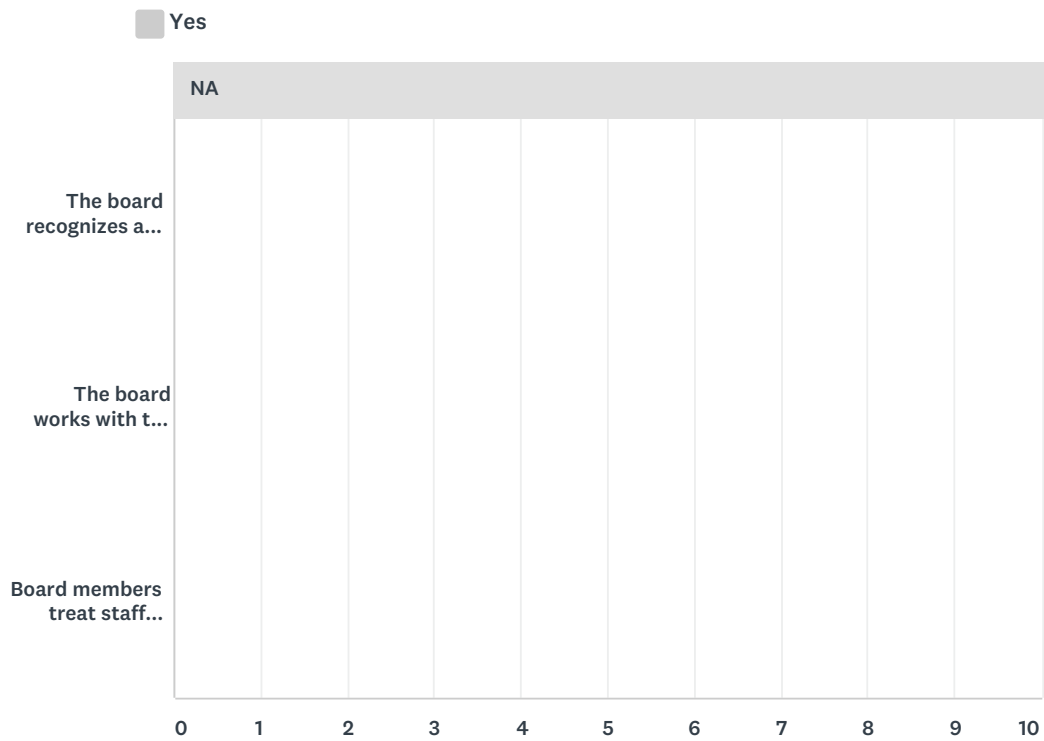
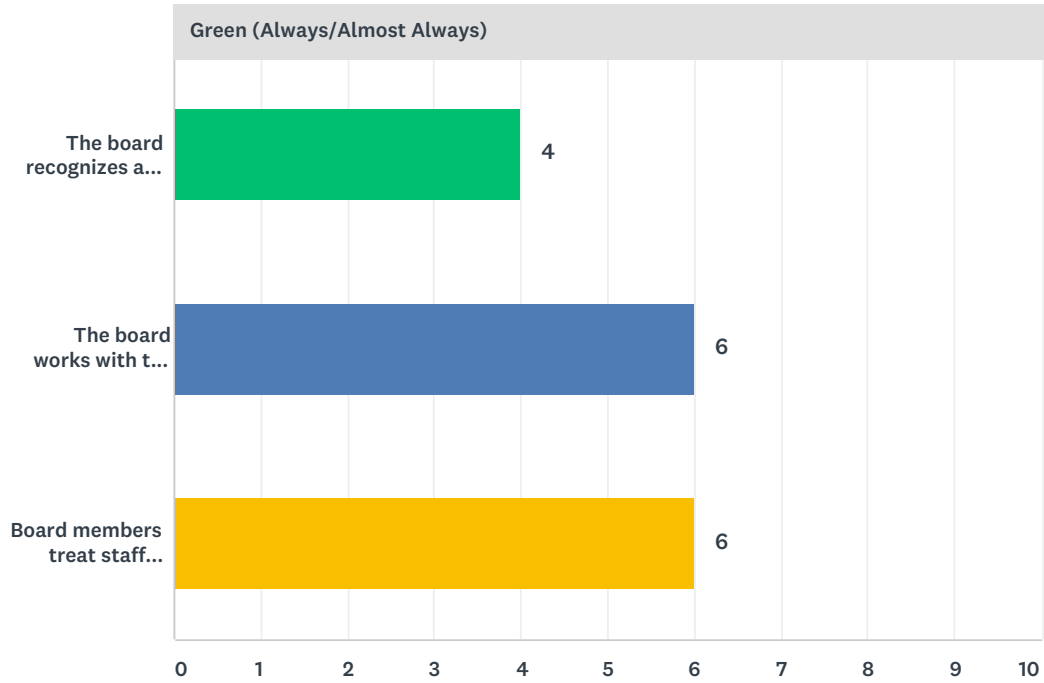


Yes



Yes

Corvallis School Board Self-Evaluation, 2018



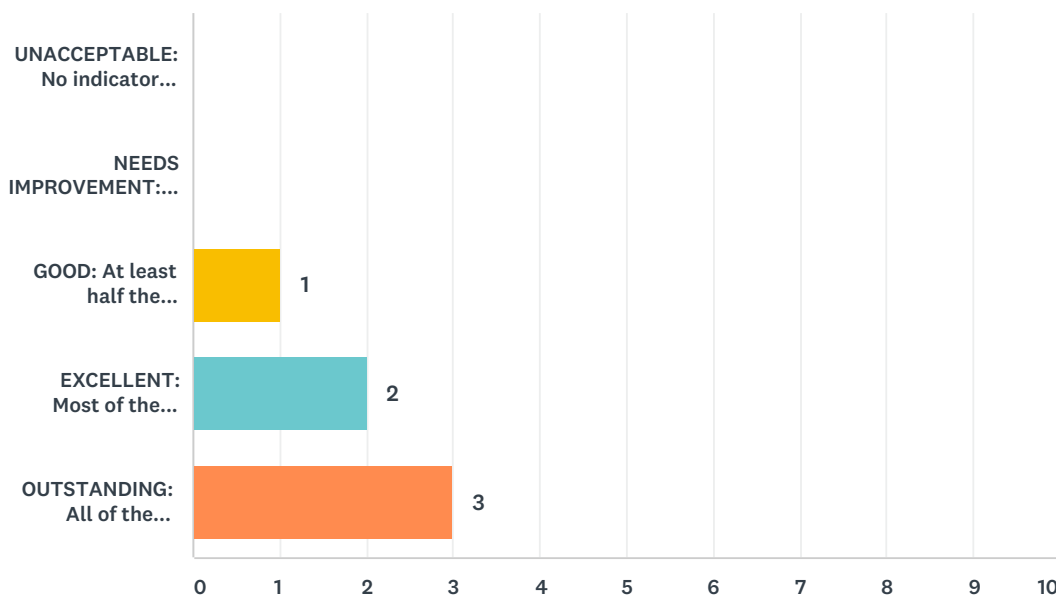
Red (Seldom/Never)		
	YES	TOTAL
The board recognizes and protects the chain of command.	0.00% 0	0
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

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.	100.00%	2	2
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
Green (Always/Almost Always)			
	YES	TOTAL	
The board recognizes and protects the chain of command.	100.00%	4	4
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%	6	6
Board members treat staff members in a respectful manner at all times.	100.00%	6	6
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: 6 Skipped: 1

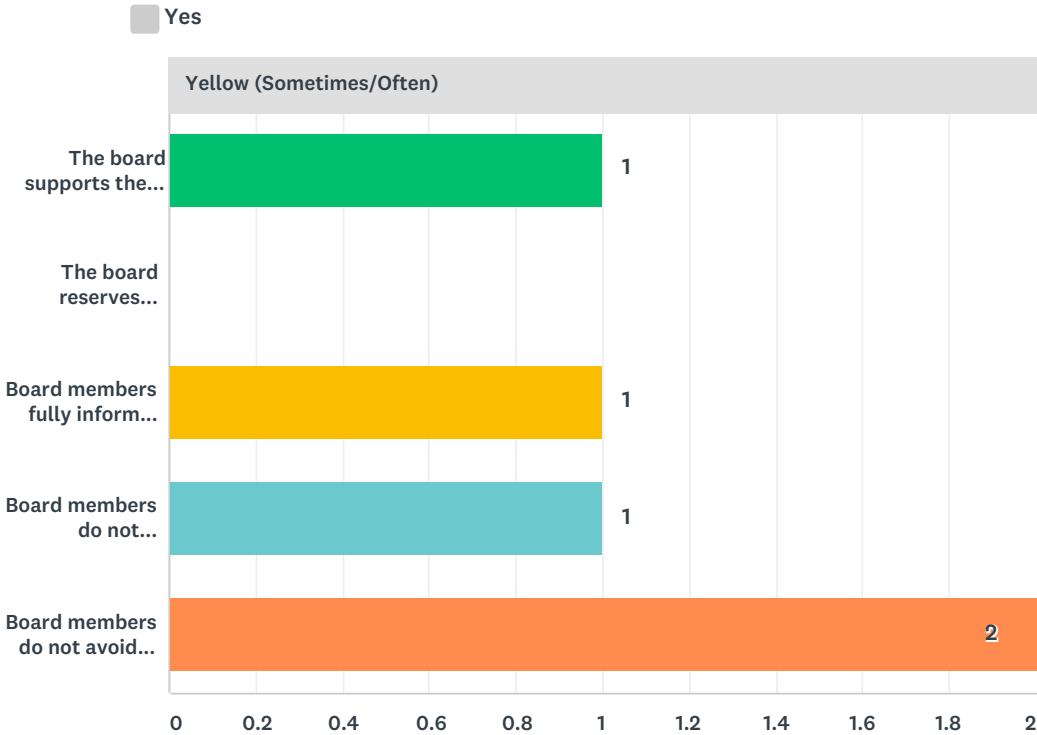
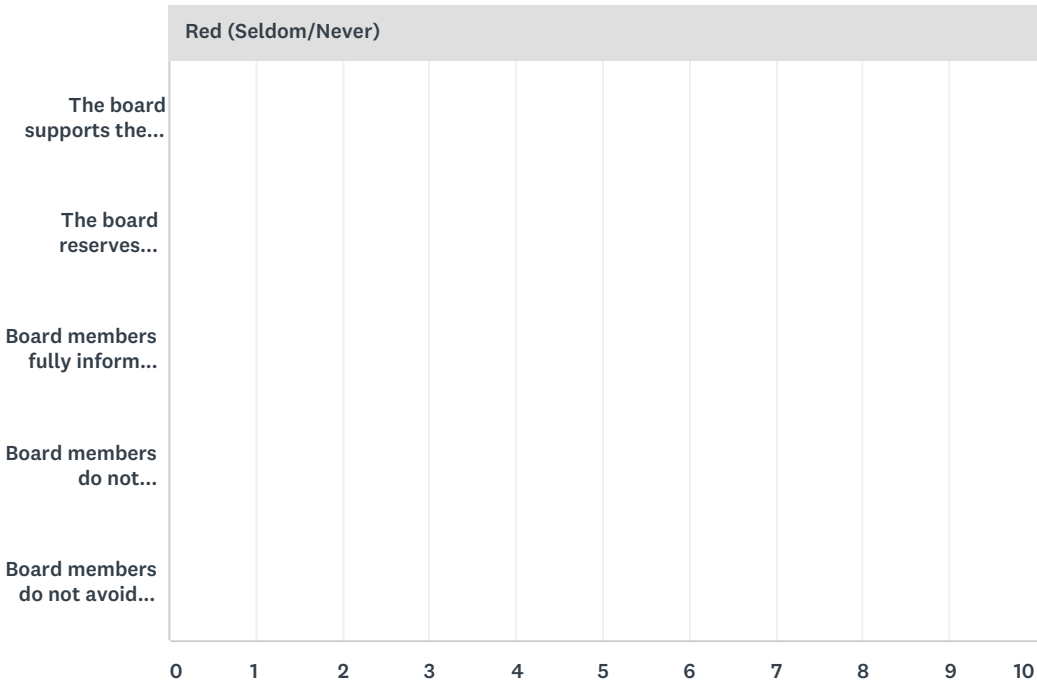


ANSWER CHOICES	RESPONSES	
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00%	0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	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.	16.67%	1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	33.33%	2
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	50.00%	3
TOTAL		6

#	COMMENTS	DATE
1	We have a very good relationship with our staff and seek to burden them as little as possible.	4/12/2018 12:28 PM

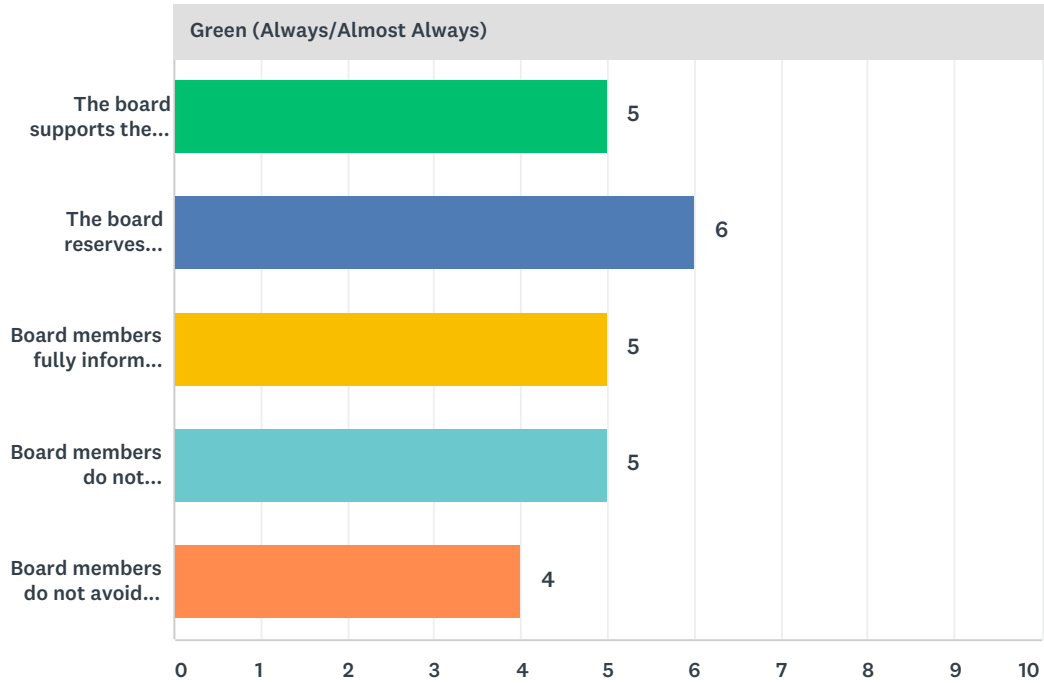
Q18 Standard 9 Indicators

Answered: 6 Skipped: 1

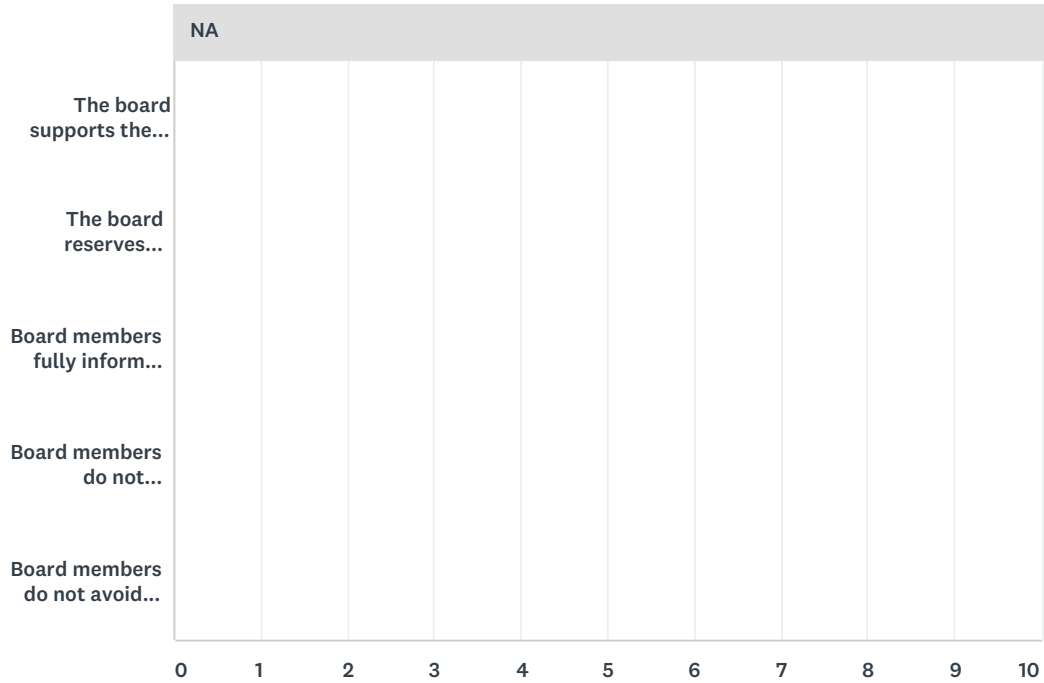


Yes

Corvallis School Board Self-Evaluation, 2018



☐ Yes



☐ Yes

Red (Seldom/Never)

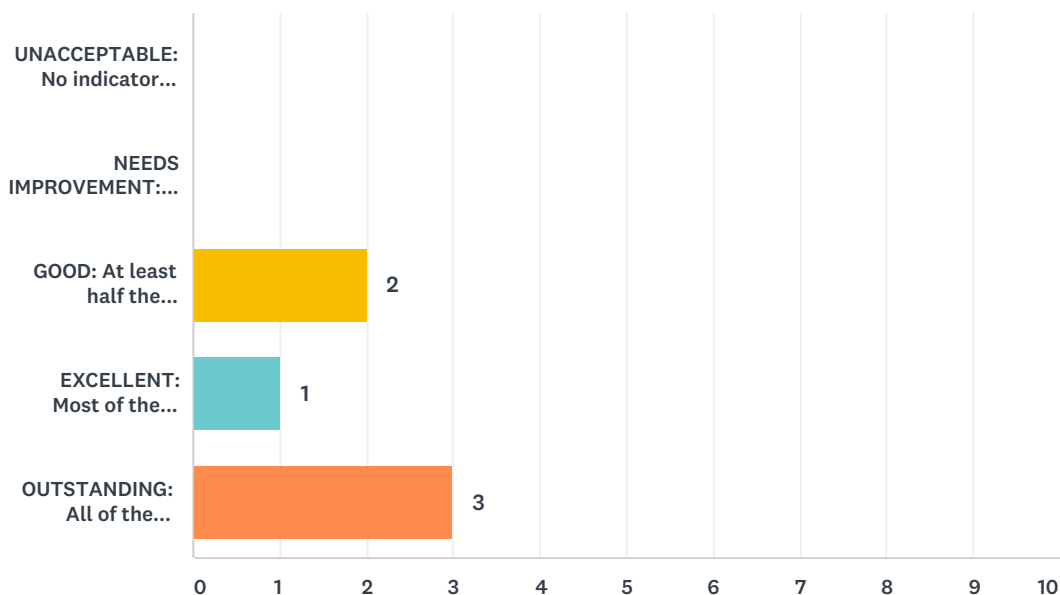
	YES	TOTAL
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

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.	100.00%	1	1
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.	100.00%	1	1
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%	1	1
Board members do not avoid difficult decisions when requested or required to take a position.	100.00%	2	2
Green (Always/Almost Always)			
	YES	TOTAL	
The board supports the school administration before critical groups and individuals in the community.	100.00%	5	5
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	100.00%	6	6
Board members fully inform the superintendent of situations arising in the district that impact the district.	100.00%	5	5
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%	4	4
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: 6 Skipped: 1

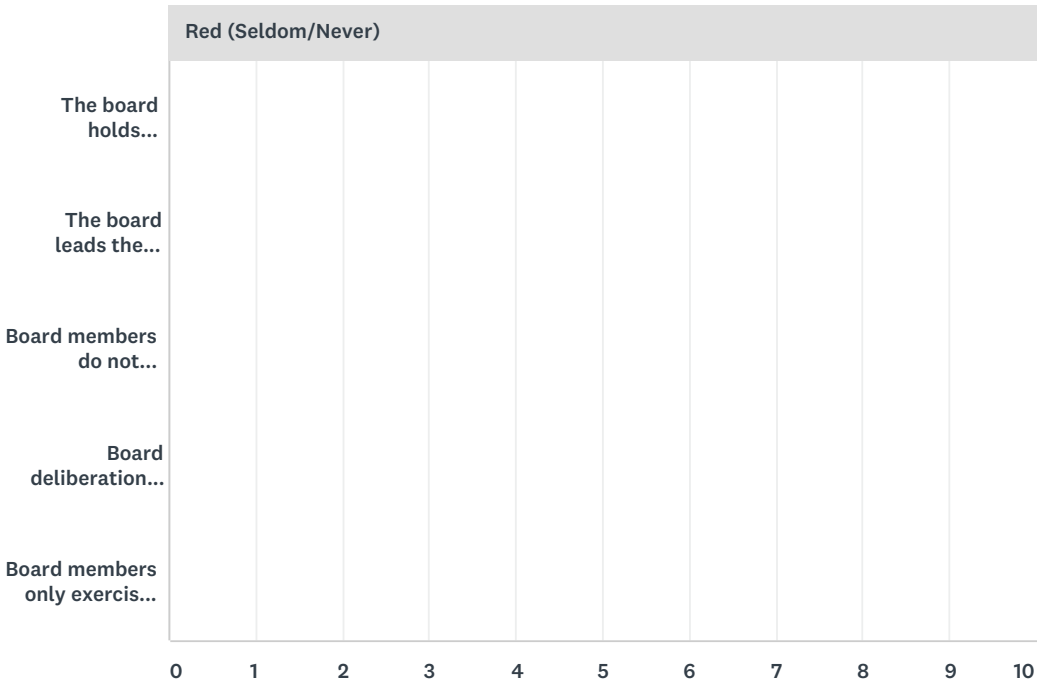


ANSWER CHOICES	RESPONSES	
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00%	0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	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.	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.	50.00%	3
TOTAL		6

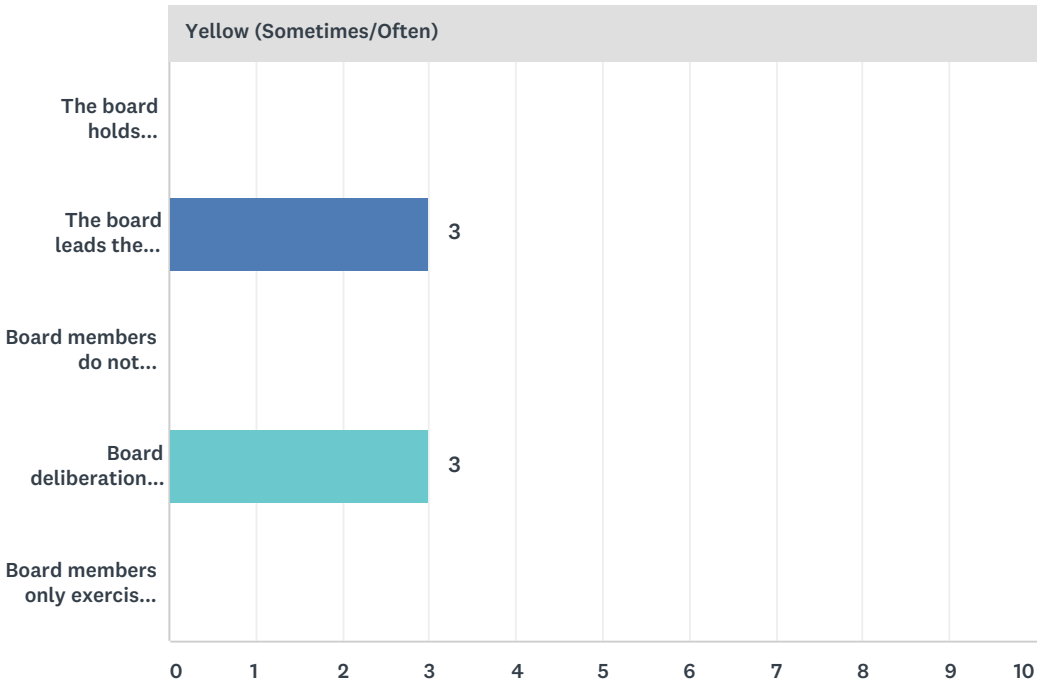
#	COMMENTS	DATE
1	This is a courageous, thoughtful, and respectful board. Board members take great pains to "stay in their lane."	4/12/2018 12:30 PM

Q20 Standard 10 Indicators

Answered: 6 Skipped: 1

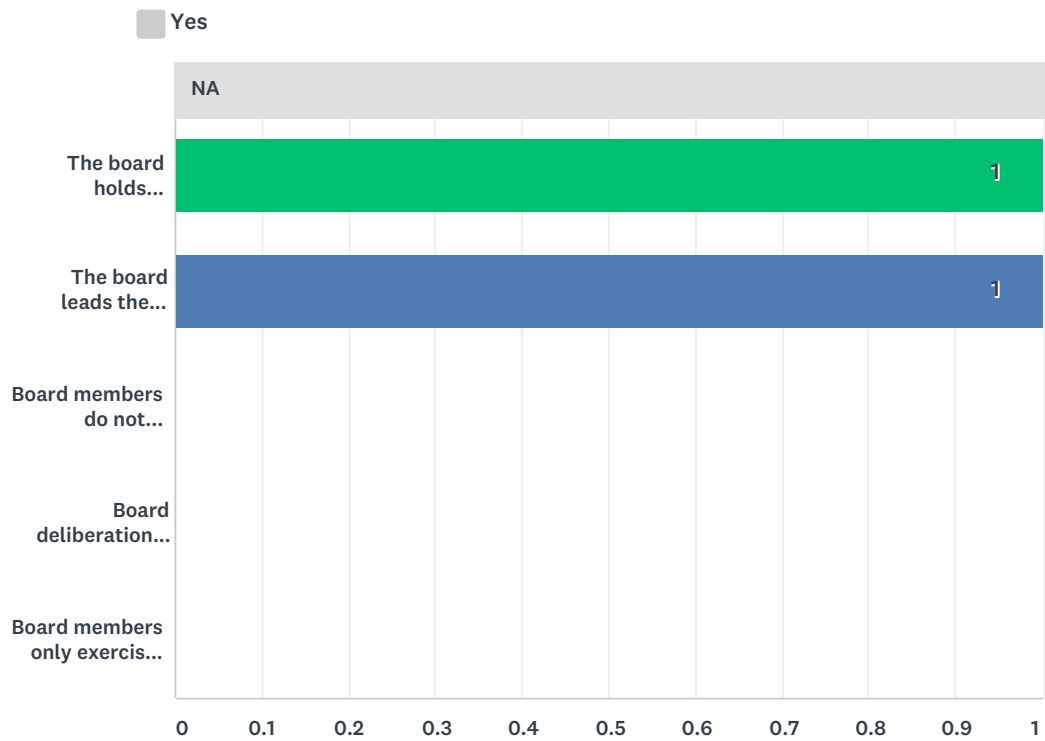
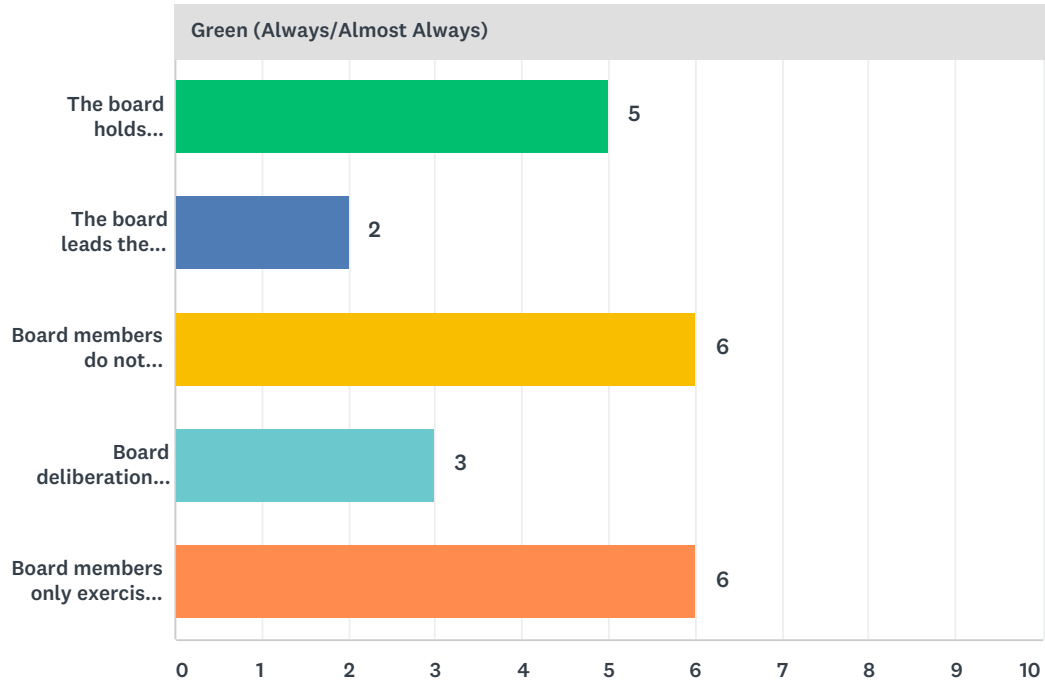


Yes



Yes

Corvallis School Board Self-Evaluation, 2018



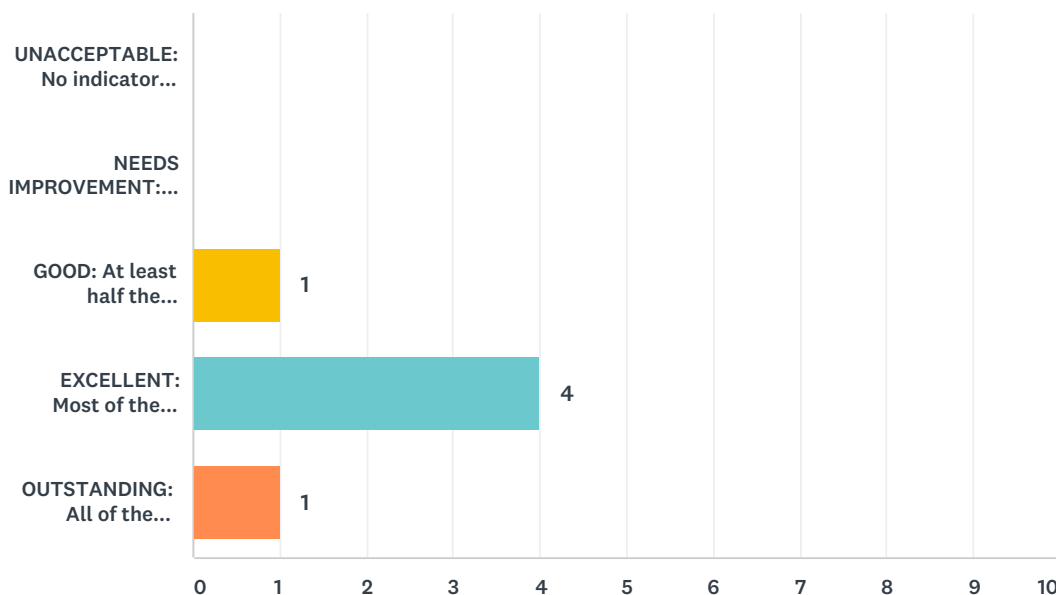
Red (Seldom/Never)		
	YES	TOTAL
The board holds accountable its own members when they step outside of board policy and agreements.	0.00% 0	0
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

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.	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%	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.	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%	5	5
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.	100.00%	6	6
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.	100.00%	6	6
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.	100.00%	1	1
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

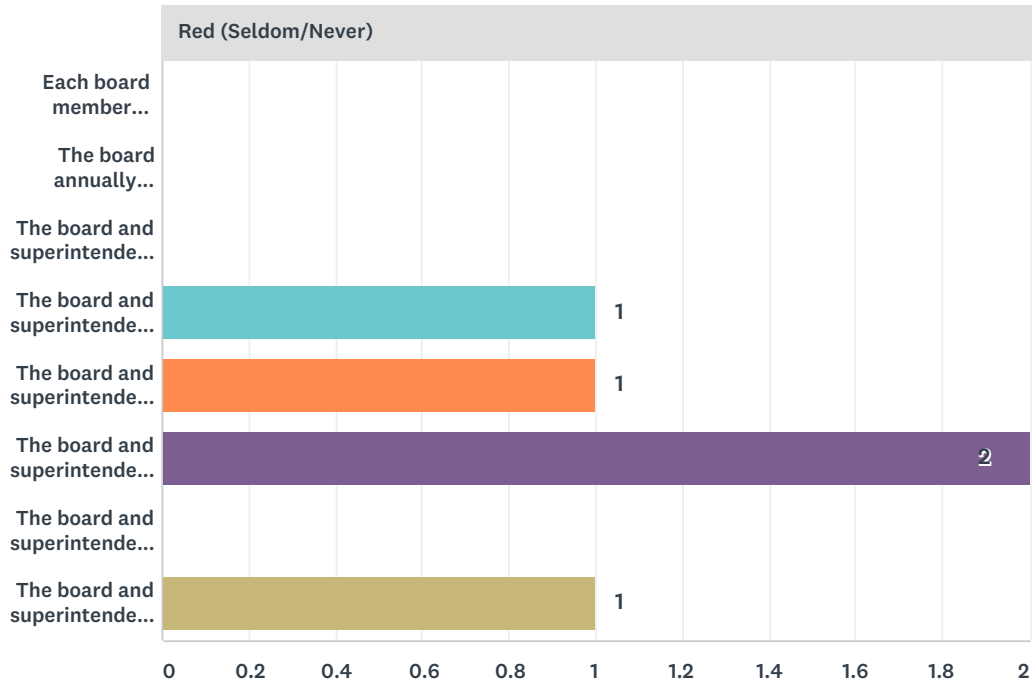


ANSWER CHOICES	RESPONSES	
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00%	0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	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.	16.67%	1
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.	16.67%	1
TOTAL		6

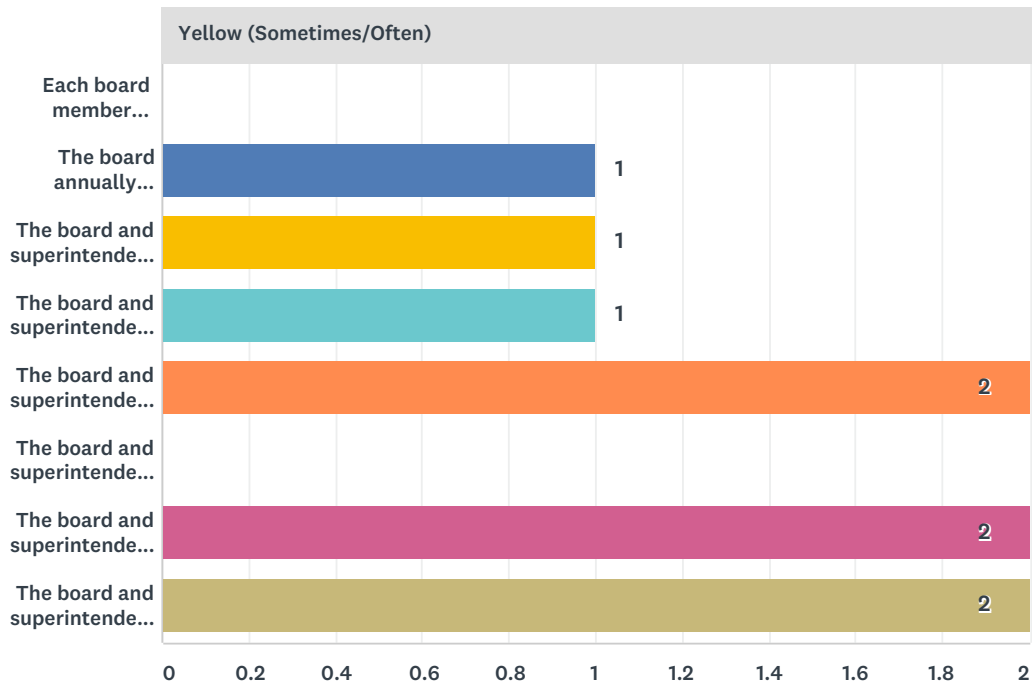
#	COMMENTS	DATE
1	Board members know their role and stick to it. Nevertheless, we are all people who are passionate about education and children and will, at times, get down in the weeds out of curiosity and interest (NOT out of mistrust of staff).	4/12/2018 12:33 PM
2	I cannot recall a situation when The Board needed to hold accountable its own members when they stepped outside of board policy and agreements.	4/6/2018 3:55 PM

Q22 Standard 11 Indicators

Answered: 6 Skipped: 1

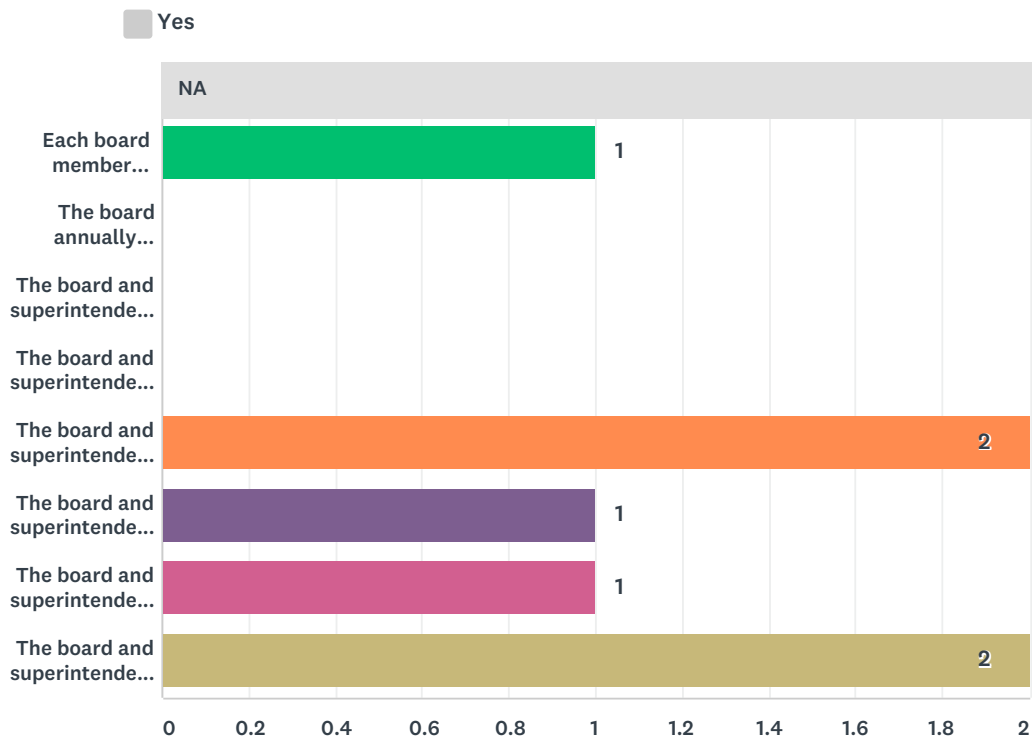
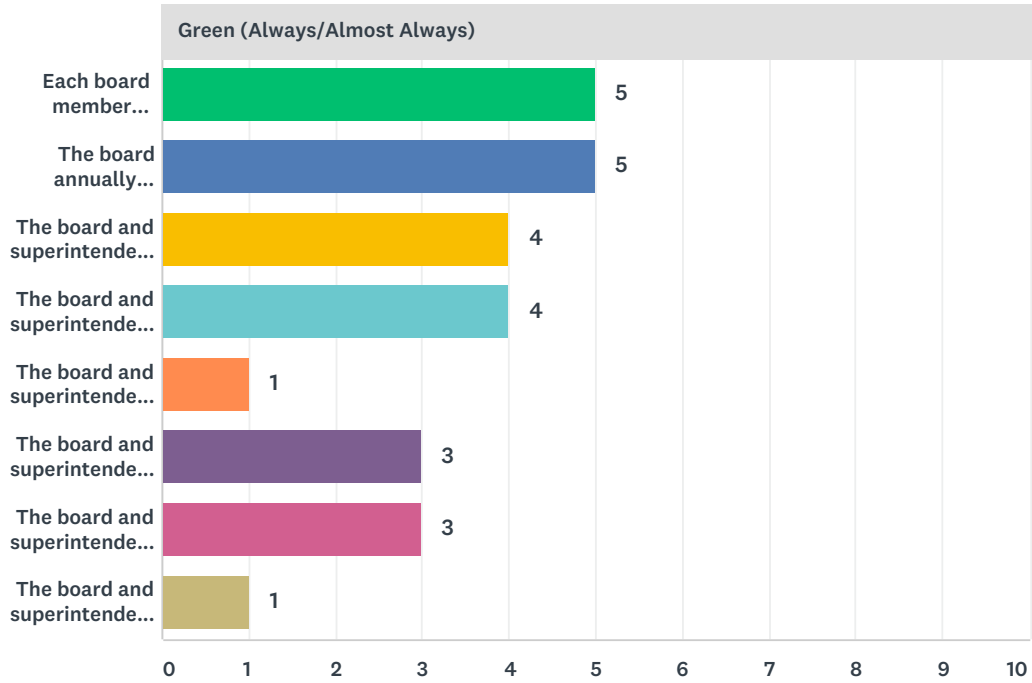


Yes



Yes

Corvallis School Board Self-Evaluation, 2018



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.	0.00% 0	0

Corvallis School Board Self-Evaluation, 2018

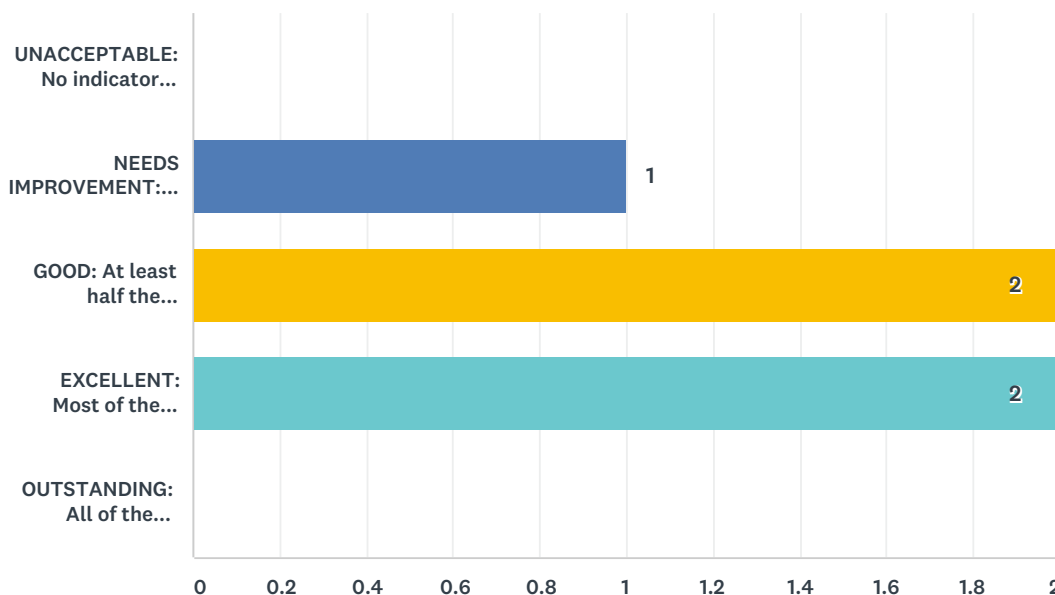
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	0.00% 0	0
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 1	1
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 1	1
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.	0.00% 0	0
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 1	1
Yellow (Sometimes/Often)		
	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% 1	1
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 1	1
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.	0.00% 0	0
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
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% 5	5
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% 4	4
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 4	4
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 1	1
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% 1	1

Corvallis School Board Self-Evaluation, 2018

NA		
	YES	TOTAL
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	100.00% 1	1
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).	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% 1	1
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 1	1
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 2	2

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

Answered: 5 Skipped: 2



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.	20.00% 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.	40.00% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	40.00% 2
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	5

#	COMMENTS	DATE
1	Needs discussion. How is the board doing in this standard, and should we continue next year with the same type of training, professional development, retreats? What other types of development would we want to work on? Another discussion item is: are we getting enough exposure to review compelling problem(s) or emerging issue(s) with the superintendent?	4/16/2018 12:49 AM
2	This year has been marked by the facilities bond process and development to skill up new board members. That said, it has not been the practice of the board and superintendent to meet frequently in planning retreats. I hope the current practice endures.	4/12/2018 12:37 PM
3	This year's retreat, while useful, was not a Superintendent/Board meeting. It was too geared toward staff, and facilitation reflected that approach.	4/11/2018 2:13 PM
4	In my short time on the board we have met in retreat to set goals and to receive board operations and equity training. We have not had retreats to address the other areas but I'm not sure we have needed to.	4/10/2018 12:35 PM

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: 5 Skipped: 2

#	RESPONSES	DATE
1	Prioritizing the LRF plan projects and bond projects was a challenging activity where we worked well together. Also, when we worked on the student's voice on gun violence resolution, We handled our disagreements effectively and ended up with a consensus.	4/16/2018 1:08 AM
2	I was particularly impressed by the board in their deliberation on the student walk out resolution this year. Despite divergent desires for the document and high emotions, board members were abidingly civil, achieved hard compromises, and were courageous in their commitment to the voice of students.	4/12/2018 12:43 PM
3	Worked best: when the Board was had most diverse points of view, goals were clear and shared, Superintendent and Board together were aggressively pushing district goals. Challenging situation handled effectively: When the Board looked for and could find common ground. Skills, abilities, qualities that led to positive outcomes: Curiosity and learning on the part of Board members, collaboration with Superintendent (without intruding on Sup jurisdiction).	4/11/2018 2:21 PM
4	We have made difficult decisions about facilities and sustainability. I believe our discussion and decision making was effective. Our board is focused on metrics and setting goals. This has helped with our outcomes.	4/10/2018 12:37 PM
5	The Board has worked through the very difficult process of establishing the terms of a new levy. The Board is data-driven and thoughtful in its deliberations, it is respectful in discussions and inclusive regarding member and staff/public input.	4/6/2018 4:06 PM

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: 5 Skipped: 2

#	RESPONSES	DATE
1	We usually work toward a consensus by valuing each voice and opinion. We handle disagreements respectfully. Sometimes, we end up in lengthy discussions without a clear direction for a resolution. Such instances are rare, but they can be frustrating when they happen. Budgets and budget-related topics are usually challenging. I would like to discuss with my fellow board members on how we can make our discussions around budgets informed, effective, and more productive.	4/16/2018 1:08 AM
2	Aside from wanting to chat about education too much during meetings with agendas that are too long, this board does a remarkably good job. That said, we do need to learn to be more efficient with our time.	4/12/2018 12:43 PM
3	Most unsatisfactory times: when the Board was faced with difficult fiscal decisions and lacked strong leadership; when a single Board member hijacked meeting after meeting. Handled poorly: Impact of hijacker was ignored. Skills, abilities, qualities to a better outcome: Don't know. We needed help.	4/11/2018 2:21 PM
4	I think we are at our least effective when we get bogged down in long discussions in our meetings.	4/10/2018 12:37 PM
5	It would be more effective if the Board worked through decisions assuming a consensus.	4/6/2018 4:06 PM



Corvallis

SCHOOL DISTRICT

IX. ADJOURNMENT (9:00 approx.)

*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