



ESTABLISHED 1834

290 First Street  
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Gervais, Oregon 97026-0100  
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[www.gervais.k12.or.us](http://www.gervais.k12.or.us)

Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students

## School Board Meeting Packet

**Tuesday, August 29, 2023**

### Working Session

The Gervais School District #1 Board of Directors will convene in a Working Session at 6:00 p.m. in the District Office Conference Room & via ZOOM.

Persons having questions about, or requests for special needs and accommodations, should contact the Director of Special Services at the Gervais School District Office. Contact should be made at least 48 hours in advance of the event.

Individuals needing accommodations regarding translation should contact the Director of Federal Programs at the Welcome Center Office x4010. Contact should be made at least 48 hours advance of the event.

*Gervais School District is an equal opportunity educator and employer. El Distrito Escolar de Gervais es una empresa educadora de oportunidad igual.*



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### WORKING SESSION

The Gervais School District #1 School Board, Gervais, Oregon, will convene in a Working Session at the District Office Conference Room and via ZOOM on **Tuesday, August 29, 2023, at 6:00 p.m.** The agenda for the Working Session meeting includes, but is not limited to, the following business:

#### Reports:

- Student Data Presentation
  - iReady
  - ELD

#### Action Items:

#### Discussion Items:

- Board Self Evaluation by Kristen Miles, OSBA
- Discussion of 2022-23 Board & Superintendent Goals and Possible Goals for 2023-24

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/83767862152>

Or One tap mobile : +13462487799,,83767862152# US (Houston) +16694449171,,83767862152# US

Or Telephone: Dial(for higher quality, dial a number based on your current location):

+1 346 248 7799 US (Houston) +1 669 444 9171 US +1 669 900 6833 US (San Jose) +1 719 359 4580  
US +1 253 205 0468 US +1 253 215 8782 US (Tacoma) +1 360 209 5623 US +1 386 347 5053 US  
+1 507 473 4847 US +1 564 217 2000 US +1 646 931 3860 US +1 689 278 1000 US  
+1 929 205 6099 US (New York) +1 301 715 8592 US (Washington DC) +1 305 224 1968 US  
+1 309 205 3325 US +1 312 626 6799 US (Chicago)

Webinar ID: 837 6786 2152 International numbers available: <https://us02web.zoom.us/j/83767862152>

# GERVAIS SCHOOL DISTRICT

Agenda of August 29, 2023, School Board Meeting  
District Office Conference & via ZOOM  
290 First Street  
Gervais, Oregon 97026

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*Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students.*

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	ITEM	RESPONSIBILITY	TIME
1.0	<b>CALL TO ORDER</b>	Chairperson	6:00 p.m.
	1.1 Pledge of Allegiance		
2.0	<b>INTRODUCTIONS &amp; ANNOUNCEMENTS</b>		
3.0	<b>APPROVAL OF MINUTES</b>	Chairperson	
	None.		
4.0	<b>PUBLIC FORUM</b>	Chairperson	
	None.		
5.0	<b>REPORTS</b>		
	5.1 Student Data Presentation	Administrators/Staff	
	o iReady		
	o ELD		
6.0	<b>BOARD FOCUS/MEMBER TOPICS</b>	Chairperson	
	None.		
7.0	<b>CONSENT ITEMS</b>	Chairperson	
	None.		
8.0	<b>ACTION ITEMS</b>	Chairperson	
	None.		
9.0	<b>DISCUSSION ITEMS</b>	D. Stevens	
	9.1 Board Self-Evaluation by Kristen Miles, OSBA		
	9.2 Discussion of 2022-23 Board & Superintendent Goals and Possible Goals for 2023-24		
10.0	<b>FUTURE AGENDA ITEMS</b>		
11.0	<b>ADJOURN</b>	Chairperson	7:30 p.m.



# Balanced Governance Self-Evaluation

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<i>School District and Evaluation Year</i>
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Gervais 1	2023
Gervais 1	2022

**Prepared by:**

*Your OSBA Board Development Team  
Oregon School Boards Association  
1201 Court Street NE, Suite 400  
Salem, OR 97301  
(503) 588-2800  
(503) 485-4837 Direct Line  
[www.osba.org](http://www.osba.org)*



# Balanced Governance Board Self-Evaluation

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## Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in column charts color coded to show responses in each of the categories for every question in the survey.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the standards for the 12 board performance standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following areas:

### *1) What do you see?*

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

### *2) What does the data suggest?*

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

### *3) Identify growth area(s) from the observations and interpretations.*

The board will discuss which standard(s) to focus on for improvement and any indicators that the board wishes to see increased.

### *4) Build a professional development plan for the board.*

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

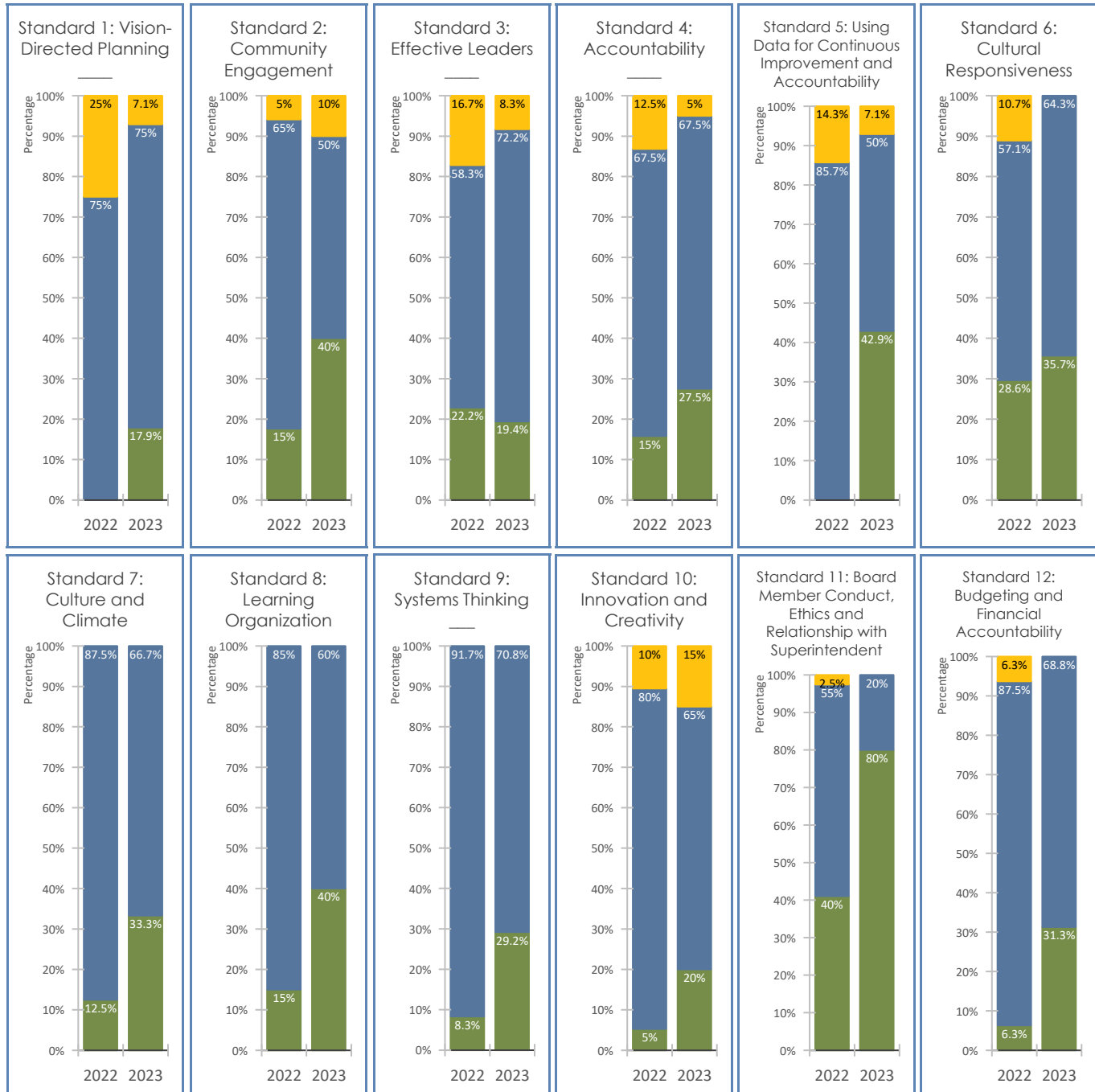
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*OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.*



## Balanced Governance: Standards Overview

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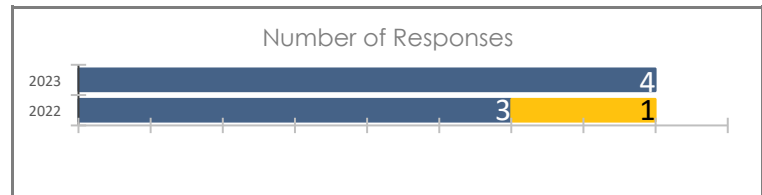


## Standard 1 *Vision-Directed Planning*

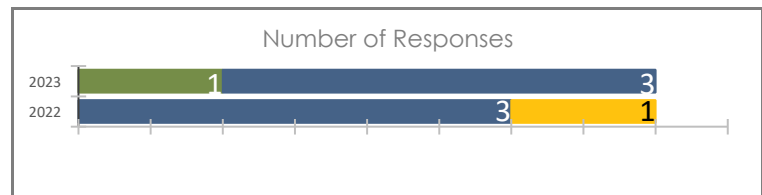
The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.

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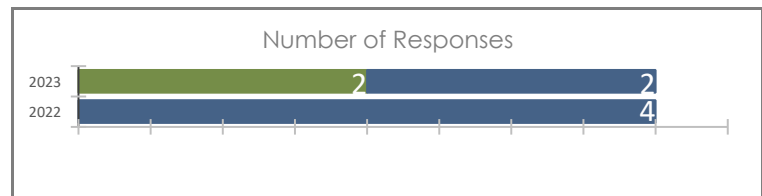
Q 4 The board collaborates with the community to articulate core values and beliefs for the district



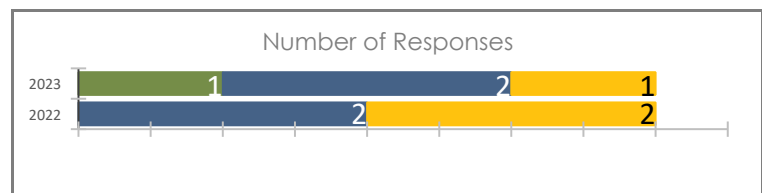
Q 5 Board members can clearly articulate the vision and strategic goals of the district



Q 6 The board collaborates with the superintendent to develop long-range strategic goals for improving student learning



Q 7 The board regularly monitors the progress of strategic goals focused on improving student learning



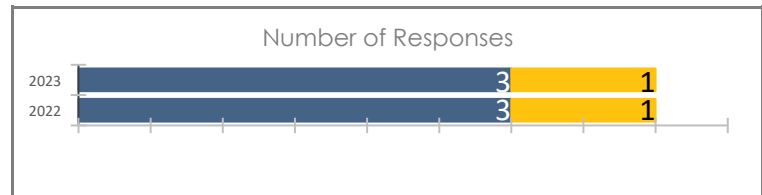


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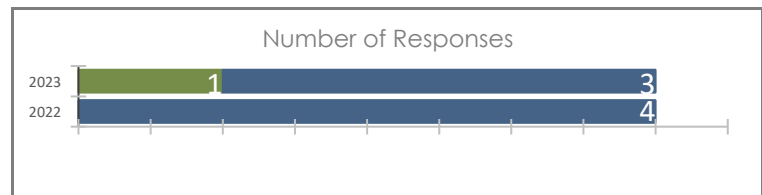
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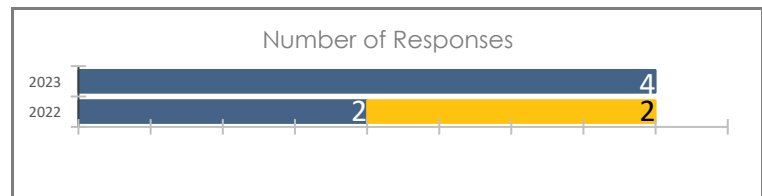
Q 8 The board adopted a budget that aligned resources to the district's vision and strategic goals



Q 9 The board establishes and models a culture of high expectations for all students



Q10 The board promotes a vision and expectation for excellence beyond the present performance





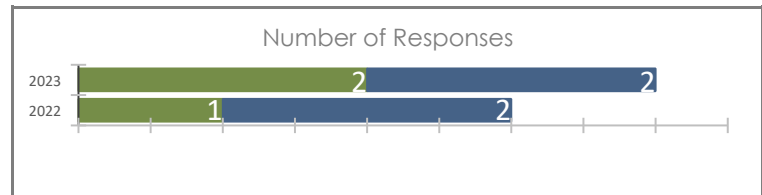


## Standard 2 *Community Engagement*

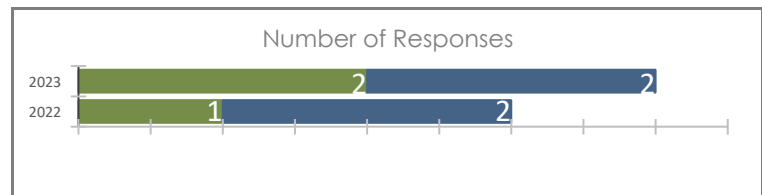
The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

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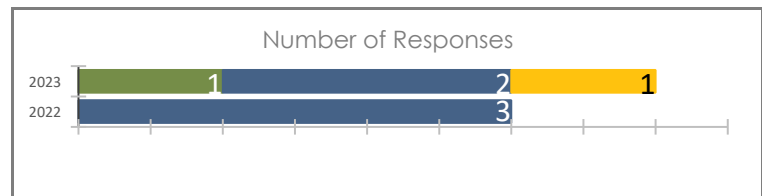
Q11 The board promotes practices that solicit input and involvement from all segments of the community



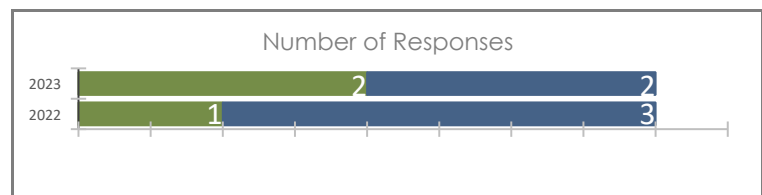
Q12 The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community



Q13 The board recognizes and celebrates the contributions of school and community members to school improvement efforts



Q14 The board is responsive and respectful to community inquiry and feedback



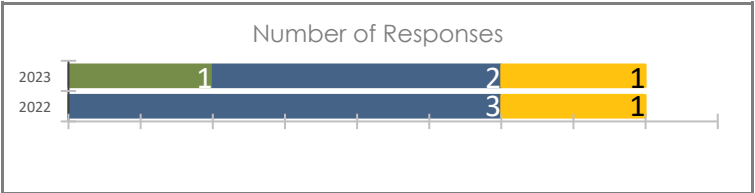


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Q15 The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials, and state legislators



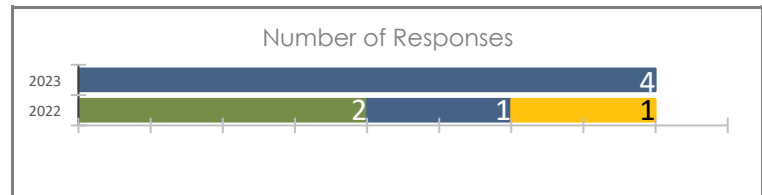


## Standard 3 *Effective Leadership*

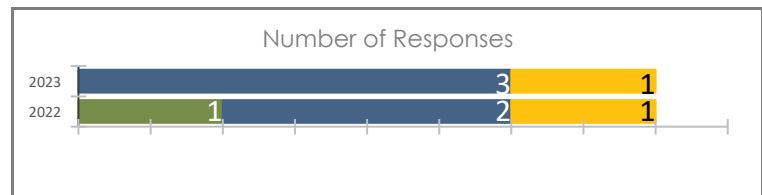
The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

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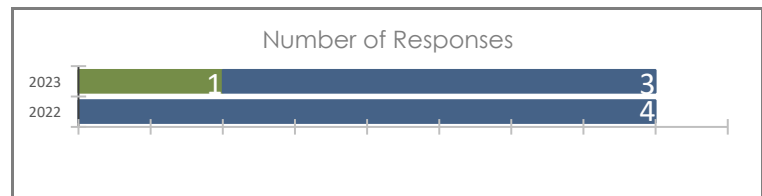
Q16 Board members are visible in the community



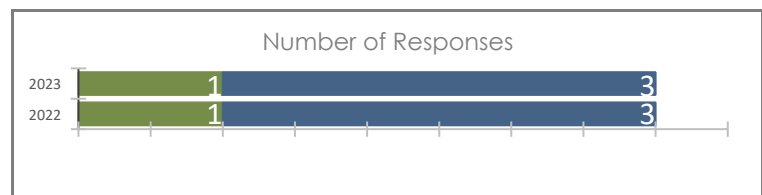
Q17 Board members develop professional community relationships to improve student learning and opportunities for students



Q18 Board activities, analysis, and decision-making are aligned with the vision and strategic goals



Q19 The board solicits input from multiple sources to assist in making informed decisions



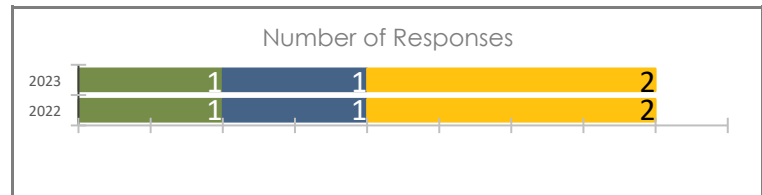


## Standard 3 *Effective Leadership*

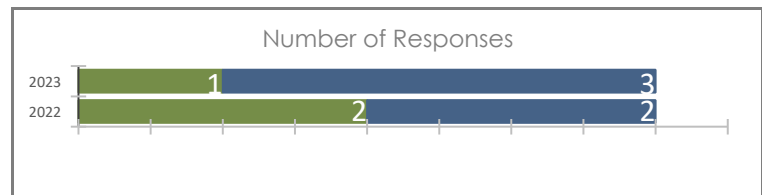
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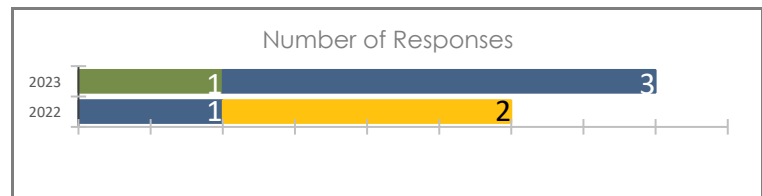
Q20 The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators



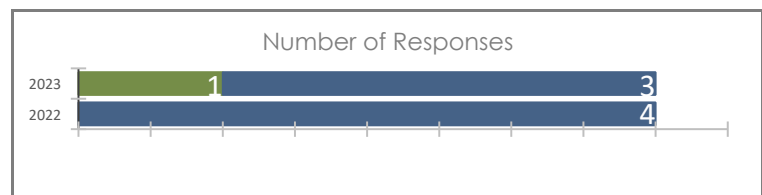
Q21 Board members model an empowering leadership style



Q22 The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district



Q23 Board members promote change through dialogue and collaboration



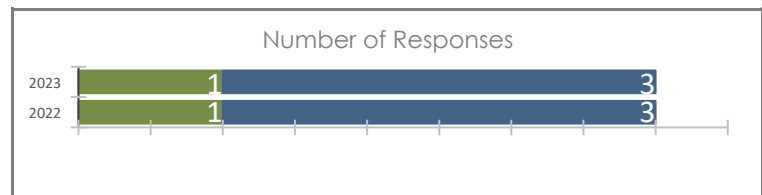


## Standard 3 *Effective Leadership*

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Q24 Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives



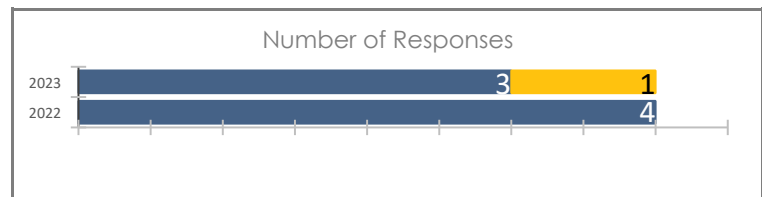


## Standard 4 Accountability

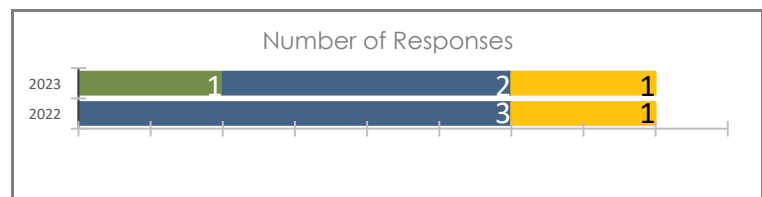
The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

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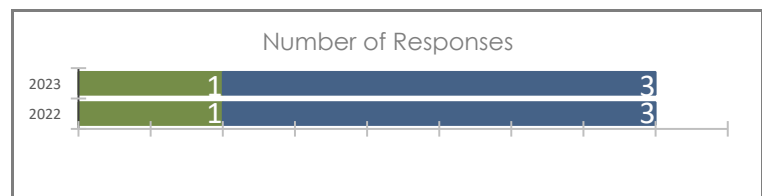
Q25 The board ensures funding to implement accountability measures



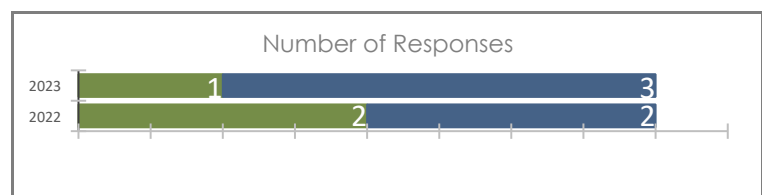
Q26 The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation



Q27 The board models a culture of high expectations throughout the district



Q28 The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals



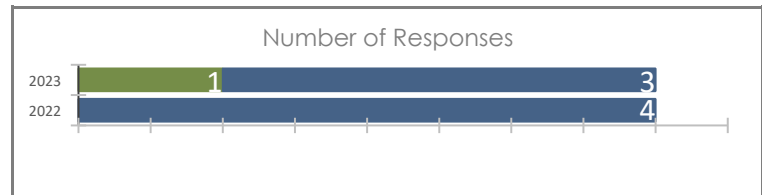


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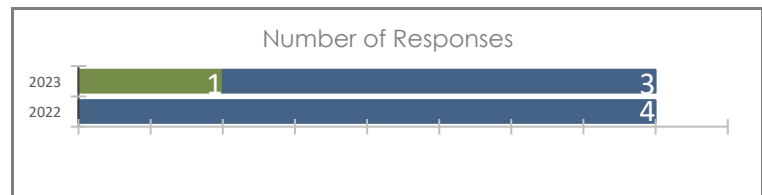
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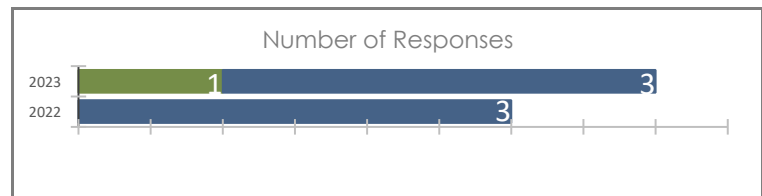
Q29 The board ensures the budget aligns resources based on student learning priorities



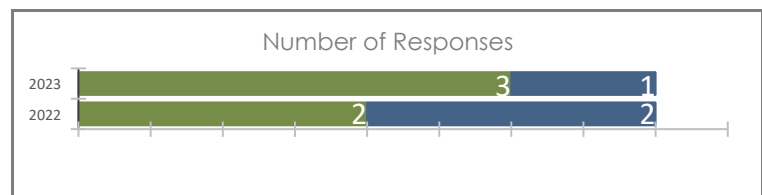
Q30 The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals



Q31 Disaggregated student results and growth are measures against expectations set by district strategic goals



Q32 The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals



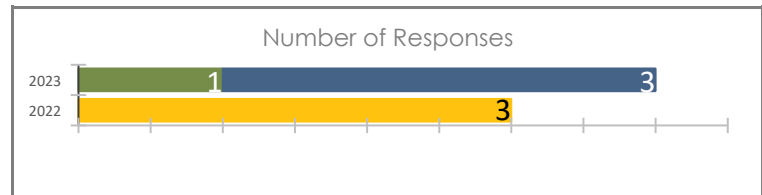


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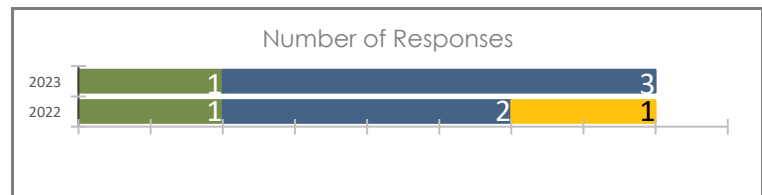
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Q33 The board regularly establishes performance goals for itself



Q34 The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system





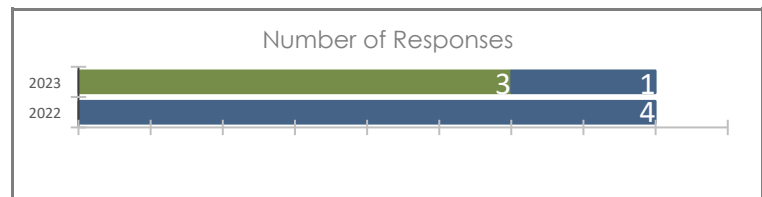


## Standard 5 *Using Data for Continuous Improvement and Accountability*

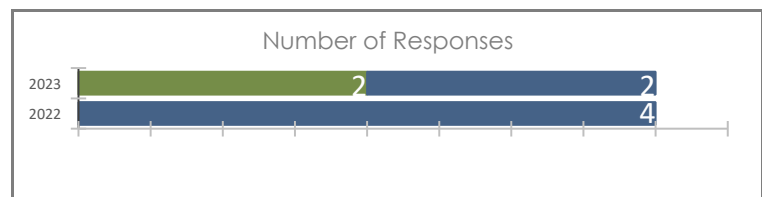
The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

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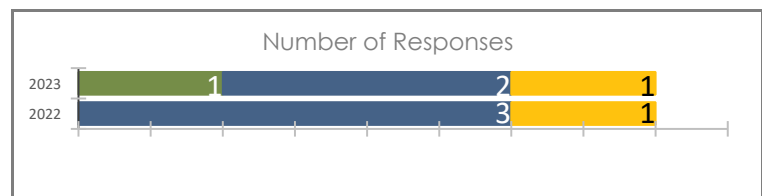
Q35 The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making



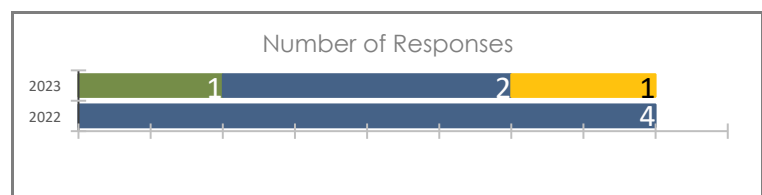
Q36 Programs approved by the board have effective data collection requirements and measurable results



Q37 The board uses data to identify discrepancies between current and desired outcomes



Q38 The board identifies and addresses priorities and needs based on data analysis



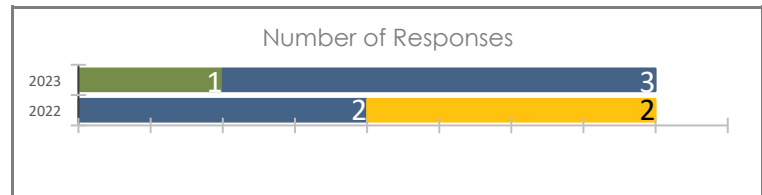


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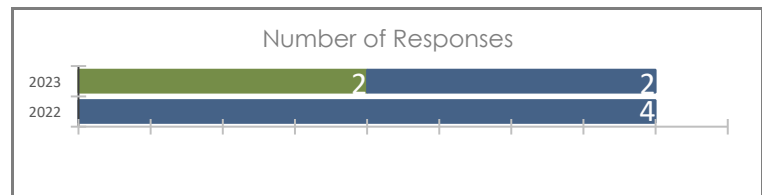
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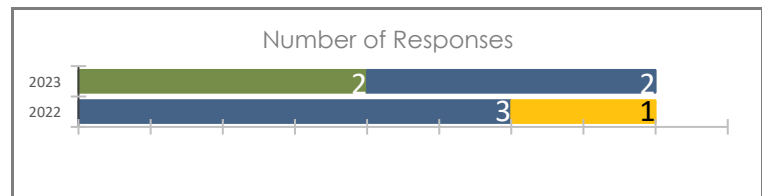
Q39 The board communicates to the public how policy decisions are linked to student learning data



Q40 The board creates a culture that encourages the use of data to identify learning needs throughout the system



Q41 The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals



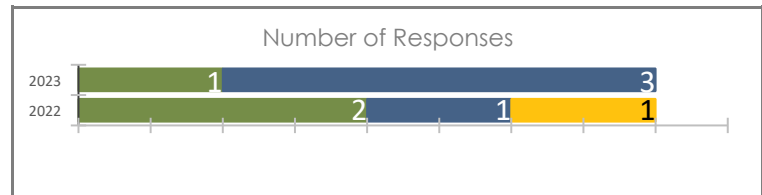


## Standard 6 Cultural Responsiveness

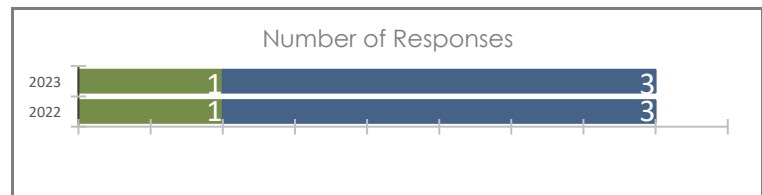
The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

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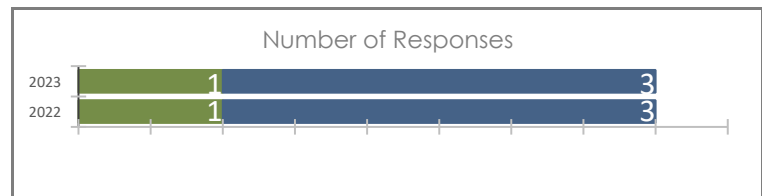
Q42 Board outreach and community engagement activities accommodate cultural differences in values and communication



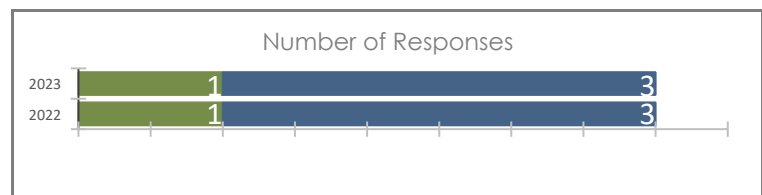
Q43 The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups



Q44 The board has a process to review policies for cultural responsiveness and bias



Q45 Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard



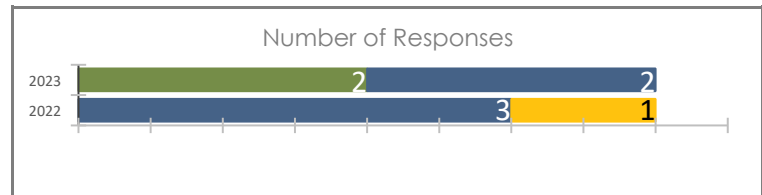


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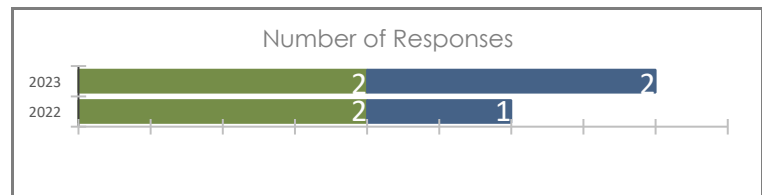
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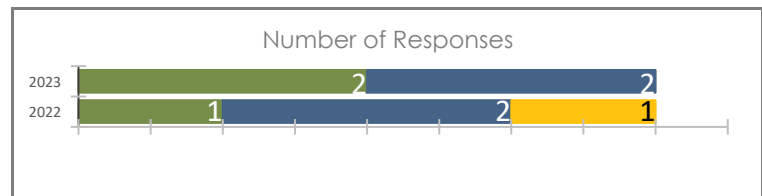
Q46 The board ensures district employees are representative of the values and culture of the community



Q47 A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals



Q48 The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student



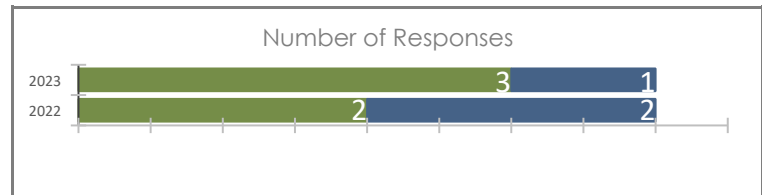


## Standard 7 Culture and Climate

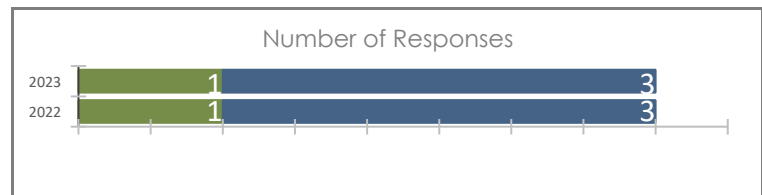
The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

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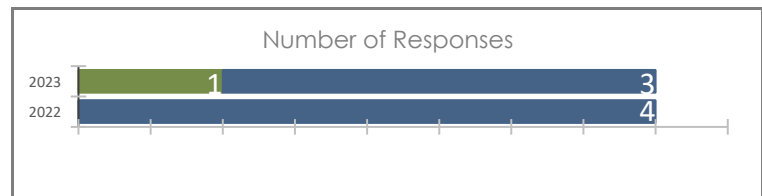
Q49 The board models relationships built on trust and respect



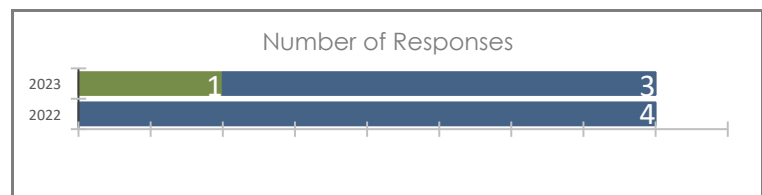
Q50 The board takes time to reflect and improve internal and external relationships



Q51 The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate



Q52 The board creates a system in which high levels of student learning are expected.



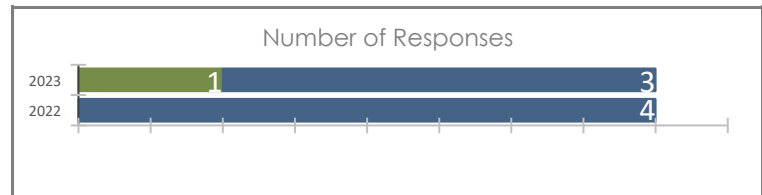


## Standard 7 *Culture and Climate*

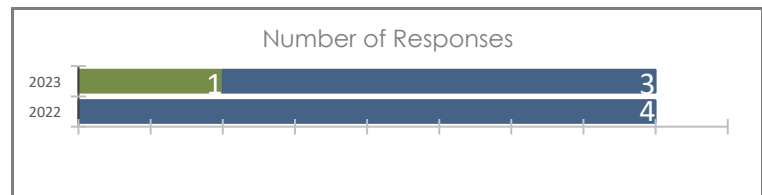
The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

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Q53 The board establishes policies and ensures practices to foster a safe, positive learning climate for students



Q54 The board models and holds the district responsible for improving a culture of service



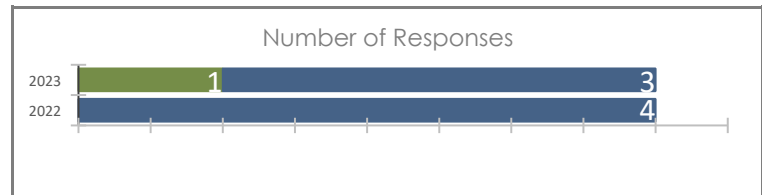


## Standard 8 *Learning Organization*

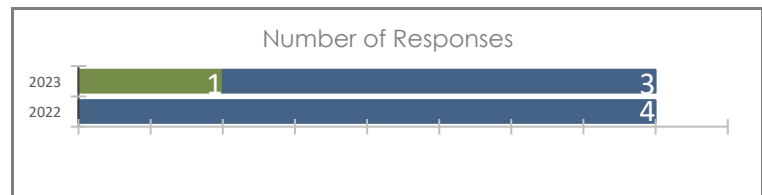
The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

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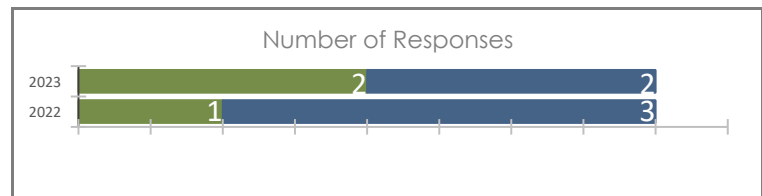
Q55 Board policies nurture leadership capabilities across the organization



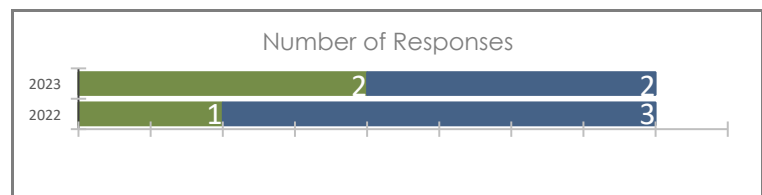
Q56 The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners



Q57 Board members promote positive change through dialogue and collaboration



Q58 The board encourages professional development that increases learning and empowerment



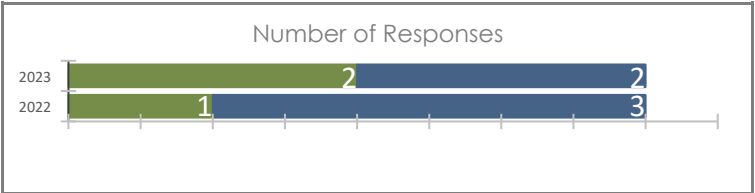


Standard 8 Learning Organization

The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

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Q59 The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization





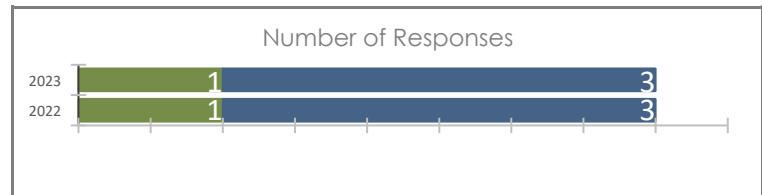


## Standard 9 Systems Thinking

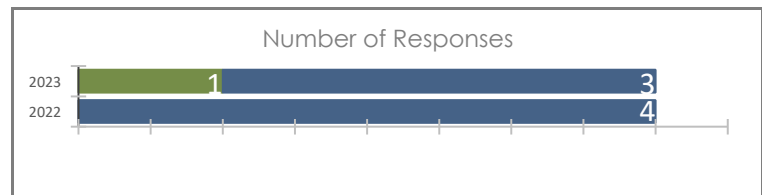
The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

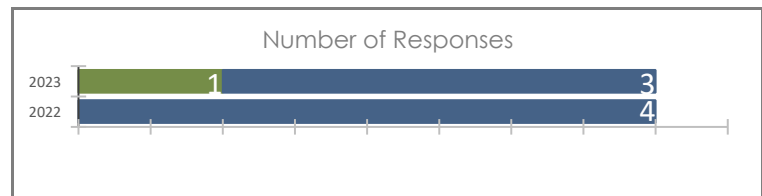
Q60 The board works to avoid policy decisions that shift problems from one part of the system to another



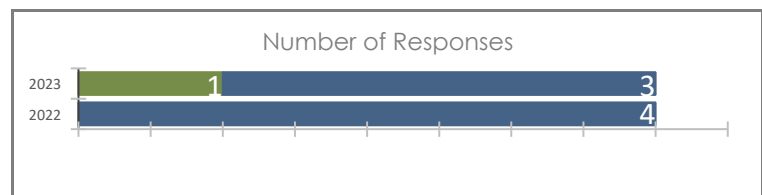
Q61 The board encourages an organizational structure that enables creative processes



Q62 The board engages in process thinking, seeing beyond the immediate situation and easy solutions



Q63 The board analyzes issues for their impact on other parts of the system



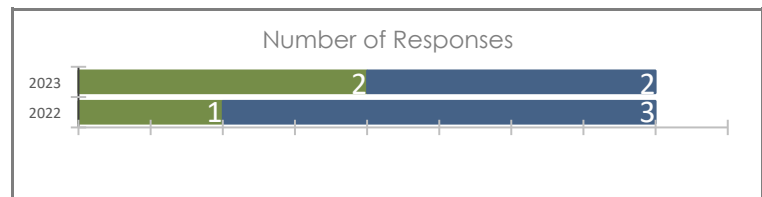


## Standard 9 Systems Thinking

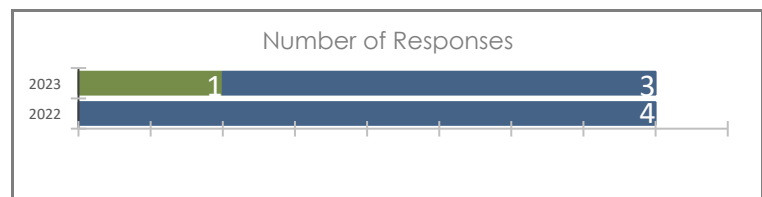
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Q64 The board team is solution-oriented



Q65 The board works collaboratively with other agencies to encourage dialogue that fosters continual growth



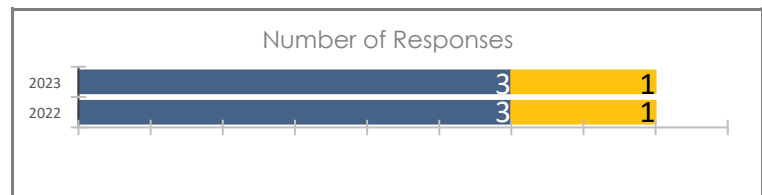


## Standard 10 *Innovation and Creativity*

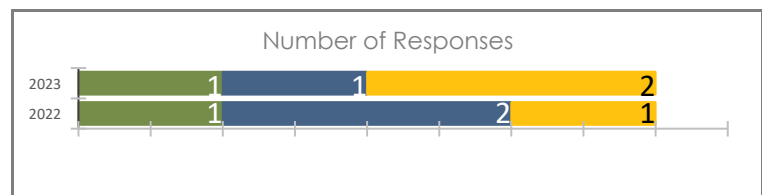
The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

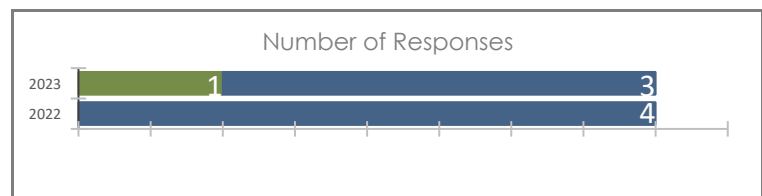
Q66 Board members create time and opportunities for their own creative thinking



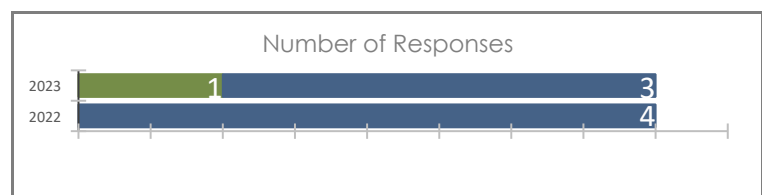
Q67 Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation



Q68 The board sets meeting agendas that allow it to proactively identify and explore strategic issues



Q69 The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events



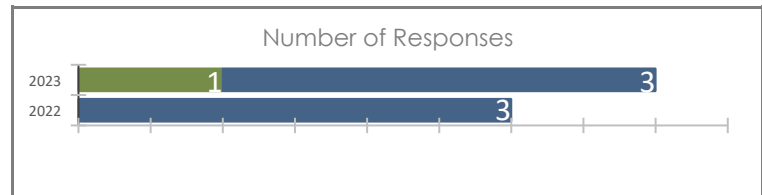


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Q70 The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation



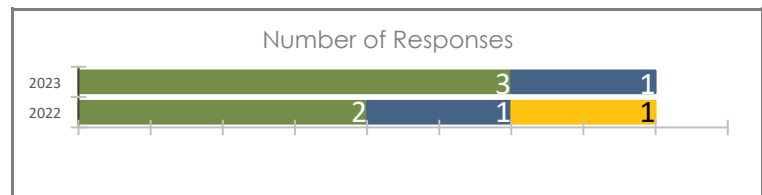


## Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

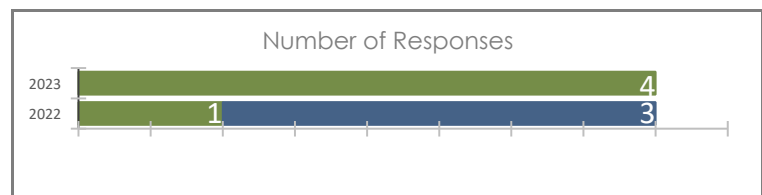
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

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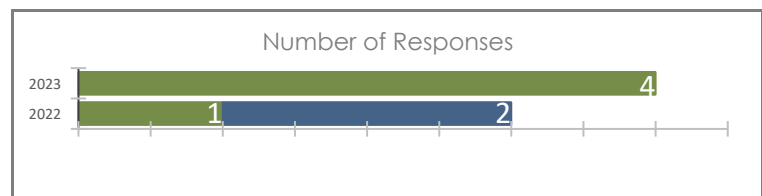
Q71 Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties



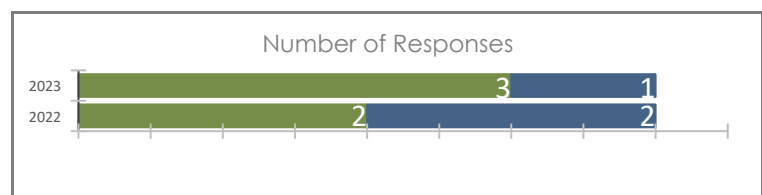
Q72 The board and superintendent trust and respect one another



Q73 Board members represent the interests of the entire district



Q74 Board members preserve the confidentiality of items discussed in executive session



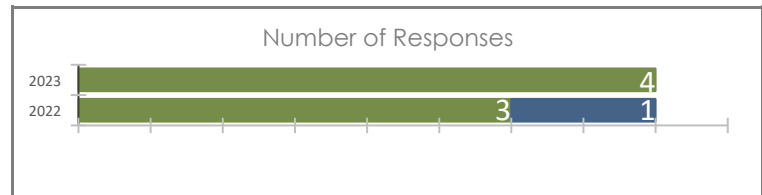


## Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

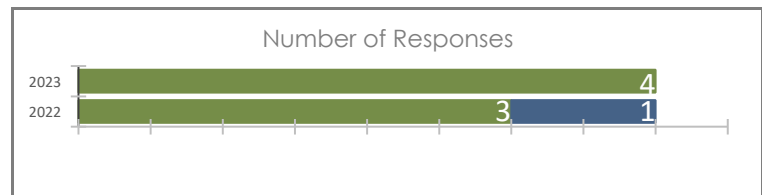
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■ Accomplished ■ Effective ■ Developing ■ Ineffective

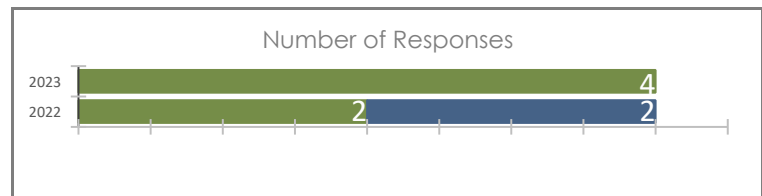
Q75 Board members do not use their office for personal gain or advancement



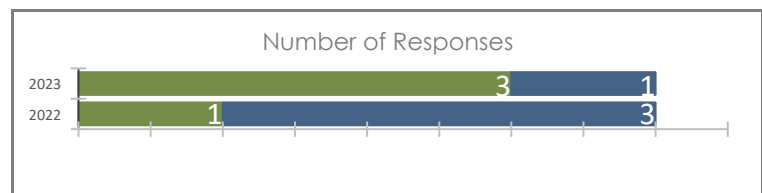
Q76 Board members do not attempt to individually speak on behalf of the entire board or commit the board



Q77 Board members direct complaints and requests to the superintendent rather than attempting to solve them directly



Q78 The board and superintendent agree on the information needed by the board, and when and how the board receives that information



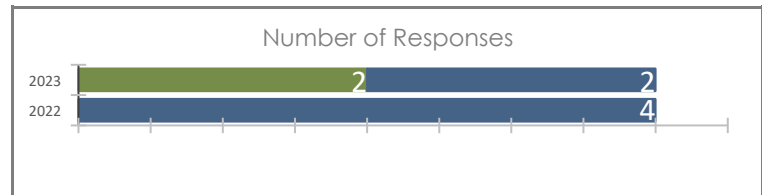


## Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

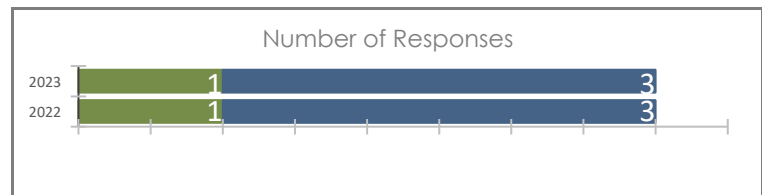
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

■ Accomplished ■ Effective ■ Developing ■ Ineffective

Q79 The board and superintendent participate in learning opportunities as a team



Q80 Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items



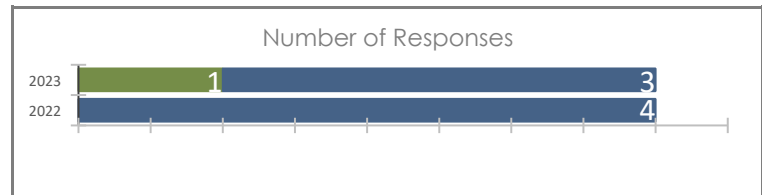


## Standard 12 *Budgeting and Financial Accountability*

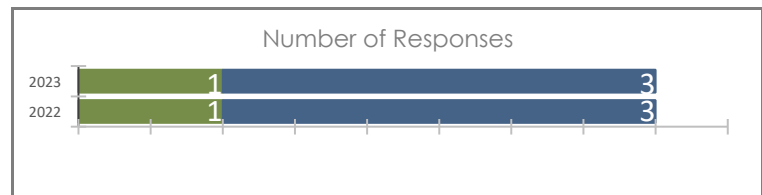
The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

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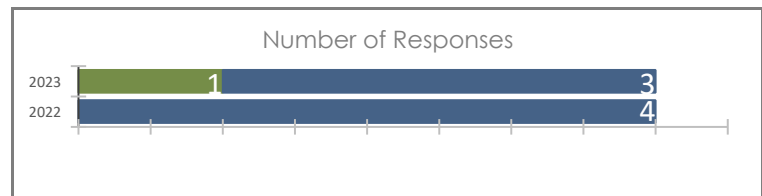
Q81 Board members are knowledgeable of the district budgeting process



Q82 Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs



Q83 Board members have a basic understanding of district revenues and expenses



Q84 The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget

