

CORBETT SCHOOL DISTRICT
Board Workshop
GS Board Room/Library
5:00 P.M. Wednesday, September 16, 2009
Approved 10/21/09
Amended/Approved 11/18/09

The Board of Directors of Corbett School District No. 39, Multnomah County, Oregon, met at Corbett Grade School Board Room/Library in said district on Wednesday, September 16, 2009 at 5:00 p.m. The following members were present: Maureen Childs, Chair; Brian James, Vice-Chair; Bob Buttke; Charlie O'Neil; Mark Hyzer; Todd Mickalson and Jeff Aho. Jan Younker, Deputy Clerk, had an excused absence. Also in attendance were Bob Dunton, Superintendent; Randy Trani, K-12 Principal and Robin Lindeen-Blakeley, Deputy Clerk.

The purpose of this WORKSHOP was to review our history, which has helped shape our philosophy regarding Corbett School District and our current model; talk about roles and responsibilities as board members; communication: community, administration, with each other including procedures and policies regarding communication; and to review our goals.

I. REVIEW OF HISTORY

How and why we have such phenomenal success and the milestones that got us there.

5:10 p.m. Chair Childs opened the Board Workshop

II. ROLES AND RESPONSIBILITIES

AE – District Goals

BA – Board Goals

BK – Evaluation of Board Operational Procedures

- Review of board member job description and our commitment to the District.
- Board member preparedness including meeting preparedness and informing ourselves about important issues within the district.
- What we should know about district policy and how we shape it and it shapes the District.

Mr. Dunton gave an overview of Corbett School District history prior to and after his arrival as Superintendent in 7/1999. Focus has been on physical plant, restoring public confidence, change of student culture, multi-age teaching and student achievement, with recognition for staff and students. The board had dialogue to share.

Policies above and other policies discussed were AD, BB, BBA, BBAA, BBF, BBFA, and BCD.

Information was shared about the board meeting as a business meeting and protocol, agendas, staffing, budget and financials, curriculum and student programs.

III. Communication – what's appropriate and necessary-

- Between each other.
- With the administration and staff.
- With the community – five ways we regularly communicate with the community
 - time and flexibility
- Personal responsibility as board members.
- Most important communication (remembering goals we have for our students)
 - Between parent and teacher

Board Self Evaluation

The Board established the ways we communicate with the community with monthly newsletter, web site with Mr. Dunton's and many teachers' blogs, public forums/meetings, letters to parents, and the "Key Communicator".

7:23 p.m. The workshop broke for the regular board meeting.

9:05 p.m. The workshop reconvened after the Board meeting.

Discussion resumed on III. Above.

IV. Review of Board Goals

Set Goals

- Current District Goals

"The goal of Corbett School District is to foster intellectual development, social awareness and civic responsibility among the members of our school community."

Discussion was held regarding the goal, and consensus to keep the current goal in place.

Board Self Evaluation - The Board discussed the self evaluation form questions and decided to send them to Sis or Robin in their evaluation of Corbett School District Board's performance.

Todd Mickalson suggested that it may be a good idea to send out as a Key Communicator or letter to describe the efforts and changes made to move us forward as a school district, to give perspective for parents, and to give community ownership. The main interest and the heart of the board and district is what is the best and right for students.

Wrap up work session

10:06 p.m. The workshop concluded.

As of 10/21/09, Robin Lindeen-Blakeley had received five of the seven board members self-evaluation sheets. From those five sets, scores are derived to date.

The following are the average scores for each area as rated on a scale from 1-5 with 5 being the best or most effective performance:

1. Establishing policies, programs and procedures that produce education achievement.

Score ___ 4.8

2. Management of resources; specifically oversight of Budget

Score ___ 4.2 ___

3. Evaluation of Superintendent

Score ___ 4.75 (with one no score, only used four results) ___

4. Carry out business openly and seek involvement of students, staff and the public.

Score ___ 3.8 ___

5. Participation and presence in school activities and campus life

Score ___ 4.2 ___

6. Communication with students staff and public

Score ___ 4.2 ___

7. Conduct meetings that are effective, appropriate, and that follow established procedures for public meetings.

Score _____ 4.4

8. Participation in OSBA seminars & conventions

Score _____ 4.8 _____

Total Score _____ 35.15 _____ out of a maximum of 40

As of 10/22/09, Robin Lindeen-Blakeley had received the remaining self-evaluation sheets. From those seven sets, scores are derived to date.

The following are the average scores for each area as rated on a scale from 1-5 with 5 being the best or most effective performance:

1. Establishing policies, programs and procedures that produce education achievement.

Score _____ 4.9

2. Management of resources; specifically oversight of Budget

Score _____ 4.1 _____

3. Evaluation of Superintendent

Score _____ 4.7 (with one no score, only used six results) _____

4. Carry out business openly and seek involvement of students, staff and the public.

Score _____ 3.6 _____

5. Participation and presence in school activities and campus life

Score _____ 4.0 _____

6. Communication with students staff and public

Score _____ 4.0 _____

7. Conduct meetings that are effective, appropriate, and that follow established procedures for public meetings.

Score _____ 4.3

8. Participation in OSBA seminars & conventions

Score _____ 4.6 _____

Total Score _____ 34.2 _____ out of a maximum of 40