

12:00 PM

Thursday, August 19, 2021

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

Meeting Details: Thursday, August 19, 2021, 12:00 PM in the Courtyard By Marriott,
Siuslaw Room, 400 SW 1st Street, Corvallis, OR 97333.

SOCIAL DISTANCING IS ESSENTIAL IN REDUCING THE SPREAD OF THE COVID-19 PANDEMIC.

Oregon law allows public meetings to be held entirely online; therefore, we will NOT have seating available at the meeting site. 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. **CALL TO ORDER AND ROLL CALL (12:00 p.m.)***

- II. **PLEDGE OF ALLEGIANCE**

- III. **BOARD RETREAT**
 - A. Lunch and Individual Reflection Regarding Community Engagement
 - B. Welcome and Introductions (1:00 p.m.)*
 - C. Facilitation of Board Self-Evaluation Results

Corvallis School Board Retreat

August 2021
Kristen Miles, OSBA

Welcome and Introductions

- Why are you on the board?
- What excites you about this work?
- What gives you pause?



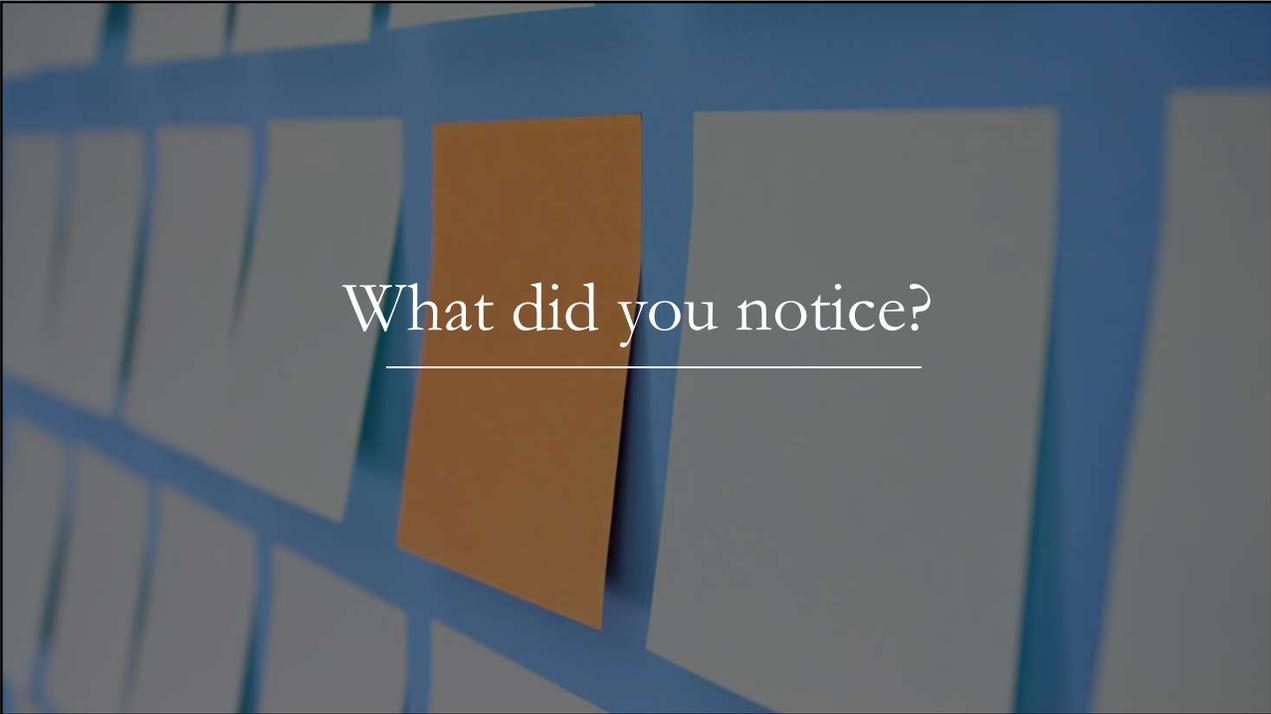
What do you want to get
out of this session?

Today's objectives

- Identify the WHY of community engagement
- Identify the WHAT – overall plan for the MSP project
- Identify the HOW:
 - Articulate a process for community engagement, including what exists and what is desired
 - Align goals from the self-eval with the overall MSP project
 - Identify next steps and commitments to action

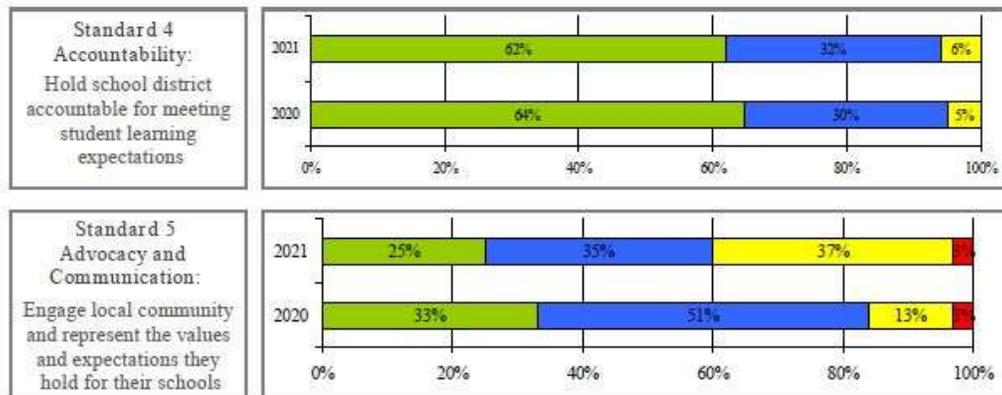


Board Self-Evaluation Results



What did you notice?

Data



Highest
overall
benchmarks:
Common
threads?

- Standard 4(B): Evaluating the superintendent on clear and focused expectations
- Standard 2(D): Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan
- Standard 2(A): Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources
- Standard 3(E): Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals, and priorities for student learning



Standard 3(B): Employing and supporting quality teachers, administrators, and other staff and providing for their professional development



Standard 5(C): Ensuring district information and decisions are communicated community-wide

Lowest overall benchmarks: Common threads?

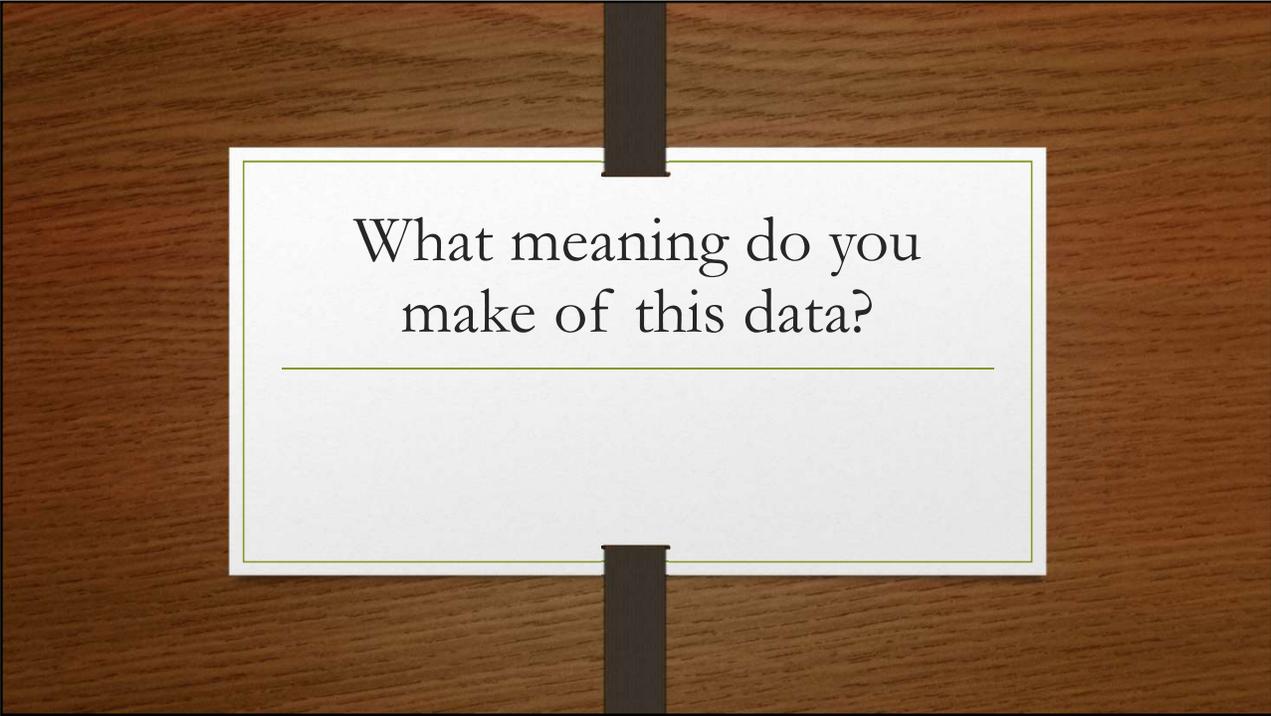
What meaning do you make of this data?

Highest levels of congruence

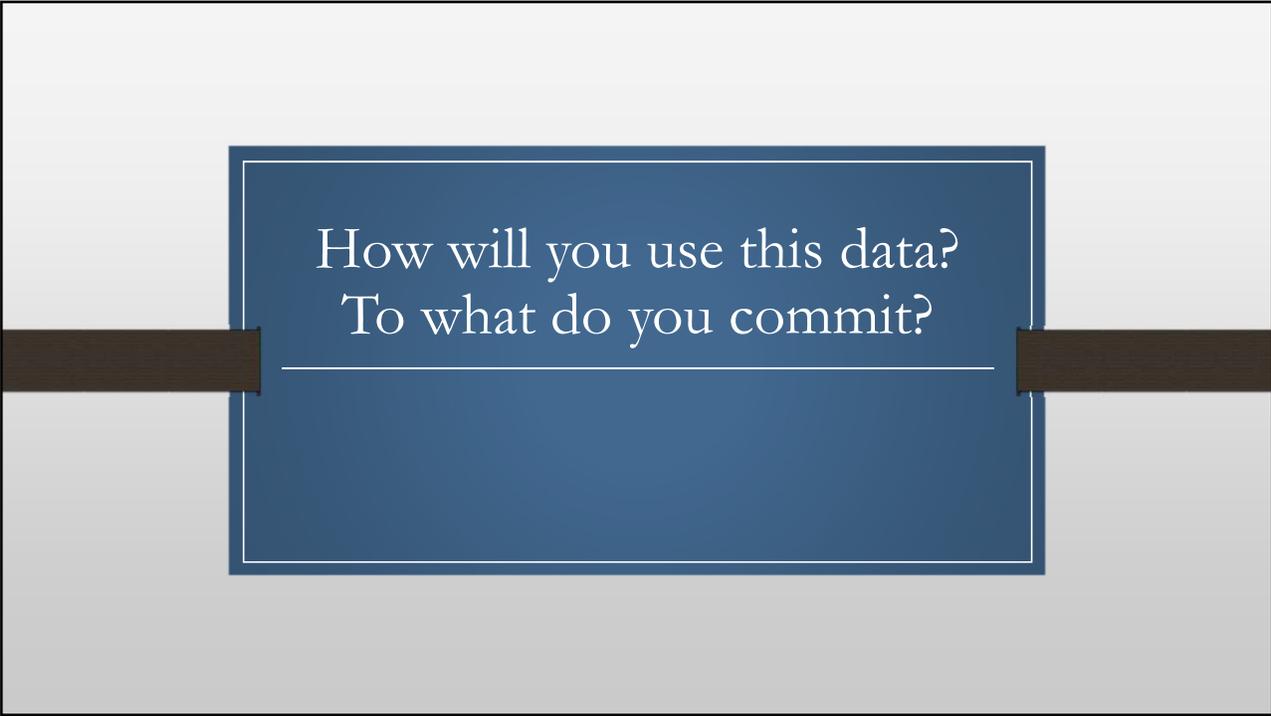
- Standard 1(A): Conducting board and district business in a fair, respectful, and responsible manner. (Overall score: 3.52 of 4)
- Standard 4(B): Evaluating the superintendent on clear and focused expectations. (Overall score: 3.84 of 4)

Lowest levels of congruence

- Standard 3(B): Employing and supporting quality teachers, administrators, and other staff and providing for their professional development. (Overall score: 2.56 of 4)
- Standard 3(A): Providing for the safety and security of all staff and students. (Overall score: 3.27 of 4)



What meaning do you
make of this data?



How will you use this data?
To what do you commit?

DEMSP
Project
Planning:
Community
Engagement

Where did we leave off at
the end of last year?

What has been
implemented/accomplished?

Definition of
community
engagement:
Where we left
off

What is the board's role in engaging the community?

1. The board needs to go INTO the community in a more meaningful way
2. When do we decide it is time to step aside and give space to other people to represent the community?
3. Ensuring that people know the role of the board – what they can and cannot do. How CAN we help?

What modalities can/should the board use to engage the public?

1. More people have been able to attend on Zoom
2. Being involved in community engagement efforts that may not have to do with the board

What opportunities currently exist to engage with the board?

What does the board mean when it describes itself as “inaccessible”?

1. Room set up reinforces the dominant culture
2. Process and procedure
3. The system is big and hard to create change. Processes may move the board further away from the community.

Discussion:
Community
Engagement
Efforts

- NAACP
- Students
- Families
- Community/school groups
- What else?

What worked? Where were there gaps?

Writing
exercise



How DOES the board make decisions following community input?



How SHOULD the board make decisions following community input?



What is the gap between these two?



Writing exercise

- What is the WHY of community engagement?

Communications/leg staff

Alex
Pulaski

Rachel
Baker

Lori
Sattenspiel

Discuss
with a
partner



How DOES the board make decisions following community input?



How SHOULD the board make decisions following community input?



What is the gap between these two?

Barriers to
board
accessibility

- What do we know exists?
- From whom do we need more information?

Messaging to the public

- Conveying the board's response to mandates
- Conveying the rationale for decisions based on the board's broader view of the community and student body



What is next in your work as a team?



To what can you commit?

Next steps

Did we meet the objectives?

- Identify the WHY of community engagement
- Identify the WHAT – overall plan for the MSP project
- Identify the HOW:
 - Articulate a process for community engagement, including what exists and what is desired
 - Align goals from the self-eval with the overall MSP project
 - Identify next steps and commitments to action

Questions and discussion

Contact

Kristen Miles, OSBA

503.400.3042

kmiles@osba.org

1. Areas of strength
 2. Areas of improvement
 3. Commitments/goal-setting aligned with the self-evaluation
- D. Dianne Efseaff Memorial Scholarship Program Project Planning: Community Engagement
1. Review progress from last year's MSP -- where did we leave off?
 2. Objectives of the day
 - a. Identify the WHY of community engagement
 - b. Identify the WHAT -- overall plan for the MSP project
 - c. Identify the HOW
 - 1) Articulate a process for community engagement
 - 2) Align goals from the self-evaluation with the overall MSP project
 - 3) Identify next steps and commitments to action

IV. BREAK (4:00 p.m.)*

V. BOARD BUSINESS ITEMS (4:15 p.m.)*

- A. Online Curriculum Adoption
1. Staff Responses to Board Member Questions



Prepared for: Corvallis School Board

Prepared by:

Nikki McFarland, Secondary Teaching and Learning Coordinator
Amy Lesan, Elementary Teaching and Learning Coordinator
Melissa Harder, Assistant Superintendent
Byron Bethards, Mt. View Elementary School Principal
Mark Henderson, Crescent Valley High School Assistant Principal

Meeting Date: August 19, 2021

Corvallis Online Curriculum Adoption – Answers to Board Member Questions

NO ACTION REQUIRED

Background

At the August 12, 2021 School Board meeting, the Board received a written report regarding the proposed curriculum for Corvallis Online. Due to the size of the agenda at that meeting, there was no time for the Board to ask questions of staff. Instead, Board members submitted their questions to staff. Following are the questions and corresponding answers.

1. What guidance is provided for parents to prepare them to support their child while attending Corvallis Online?

Grades K-5: Scheduled family Zoom meetings to go through beginning the program, set goals and develop individual learning plans. Families will also have an online handbook that helps answer many FAQs.

Grades 6-12: August parent meeting held to go over expectations, how to support their child, class selection, teacher introductions. Parents are also signed up as a “coach” on their child’s account and provided information on what being a “coach” means. Being a coach gives parents weekly updates on their child’s progress.

2. If a student has a question in a unit, how do they get help? Is there a delay? How long? What does that interaction entail?

Grades K-5: Teachers setup systems for communication with families and students. Students can chat with teachers on google chat or through canvas. Teachers will develop individual learning plans for students and can monitor their progress virtually and often intervene before a student has a need to come to them with a question.

Grades 6-12: Teachers hold office hours every week. Students are taught how to communicate with their teachers. This is done through phone calls, emails, and messaging within the Apex system. Often a teacher will set up individual zoom meetings for students that are struggling or that reach out for help. There can be a delay but it’s never more than a day. With the low student numbers this year we don’t expect there to be much delay at all.

3. Because these are online units they seem rigid. What are the approaches being used to differentiate class content based on student need?

Grades K-5: Teachers will work to develop individual learning plans for each student. In this way, synchronous and individualized instruction can be given. At the same time, teachers can adjust the pacing and parts of online modules visible that are available to students.

Grades 6-12: Teachers in the Apex system have the ability to excuse any assignment, assessment or unit.

4. For students that are struggling, how are interventions applied? What does RTI look like for Corvallis Online?

Grades K-12: Struggling students are identified by the teachers and referred to our Student Support Team. The SST will determine what interventions best suit the student. The SST team is comprised of the principal, teacher, counselor and special education case manager.

5. What were the student outcomes for Corvallis Online compared to CDL last year. How does Corvallis Online compare to overall student performance in the 2019 school year?

We are in the process of analyzing data from last year and don't have results ready to share at this point.

6. What has been parent feedback from last year?

At the district level, we received no complaints about Corvallis Online and many families expressed interest in continuing this year. We currently have 75 (38 elementary) students enrolled for the 2021-22 school year. While we did not survey families we did survey students with Youth Truth. YT participation for CO students was low compared to on-site learner participation. In order to have some level of confidence about representation we need better data as their student voices are missing.

7. For students in elementary school attending Corvallis Online, what curriculum are we using to deliver subjects other than language arts and math?

- a. Newsela (Reading and Social Studies)
- b. IXL for supplemental math
- c. Caring School Community for Social Emotional Learning
- d. Mystery Science (possible for science)
- e. PE module
- f. Equity Lessons - Social Justice Standards

2. Action to Adopt Online Curriculum



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator; Amy Lesan, Elementary Teaching and Learning Coordinator; Melissa Harder, Assistant Superintendent; Byron Bethards, Mt. View Elementary School Principal; Mark Henderson, CVHS Assistant Principal

Meeting Date: August 19, 2021

Corvallis Online Curriculum Adoption

ACTION REQUESTED

Background

The Board received a [written report](#) at its August 12, 2021 meeting. No discussion or action was taken at that meeting. Instead, Board members were asked to submit their questions to staff by August 16 so their answers could be presented at this meeting.

ACTION REQUESTED

Adopt Florida Virtual Learning School (FVLS) curriculum for Corvallis Online K-5 grade courses for:

- English Language Arts
- Mathematics courses

Adopt Apex Learning curriculum for Corvallis Online 6-12 grade courses for:

- Math
- Science
- English
- Social studies
- World languages
- Electives
- Career and Technical Education (CTE)
- Advanced Placement (AP)

MOTION REQUESTED

“I move to adopt Florida Virtual Learning School curriculum for Corvallis Online K-5 for English Language Arts and Mathematics, and to adopt Apex Learning curriculum for Corvallis Online 6-12 for Math, Science, English, Social Studies, World Languages, Electives, Career and Technical Education, and Advanced Placement.”

Corvallis Online Curriculum Adoption

August 19, 2021

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VI. **BOARD MEMBER COMMENTS (4:45 p.m.)***

VII. **ADJOURNMENT OF PUBLIC MEETING (5:00 p.m.)***

VIII. **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)(d) to consult with persons designated for labor negotiations.**

*All times are approximate.

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

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 Julie Catala 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.

SCHOOL BOARD MEMBERS			
Vincent Adams	541-738-4324	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Tina Baker	541-223-1997	Luhui Whitebear, Co-Vice Chair	541-632-3568
Sarah Finger McDonald, Chair	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Olivia Meyers Buch, Finance and Operations Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841