



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, October 25, 2018 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> 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, October 25, 2018
6:30 PM

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

Meeting Details: Thursday, October 25, 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.

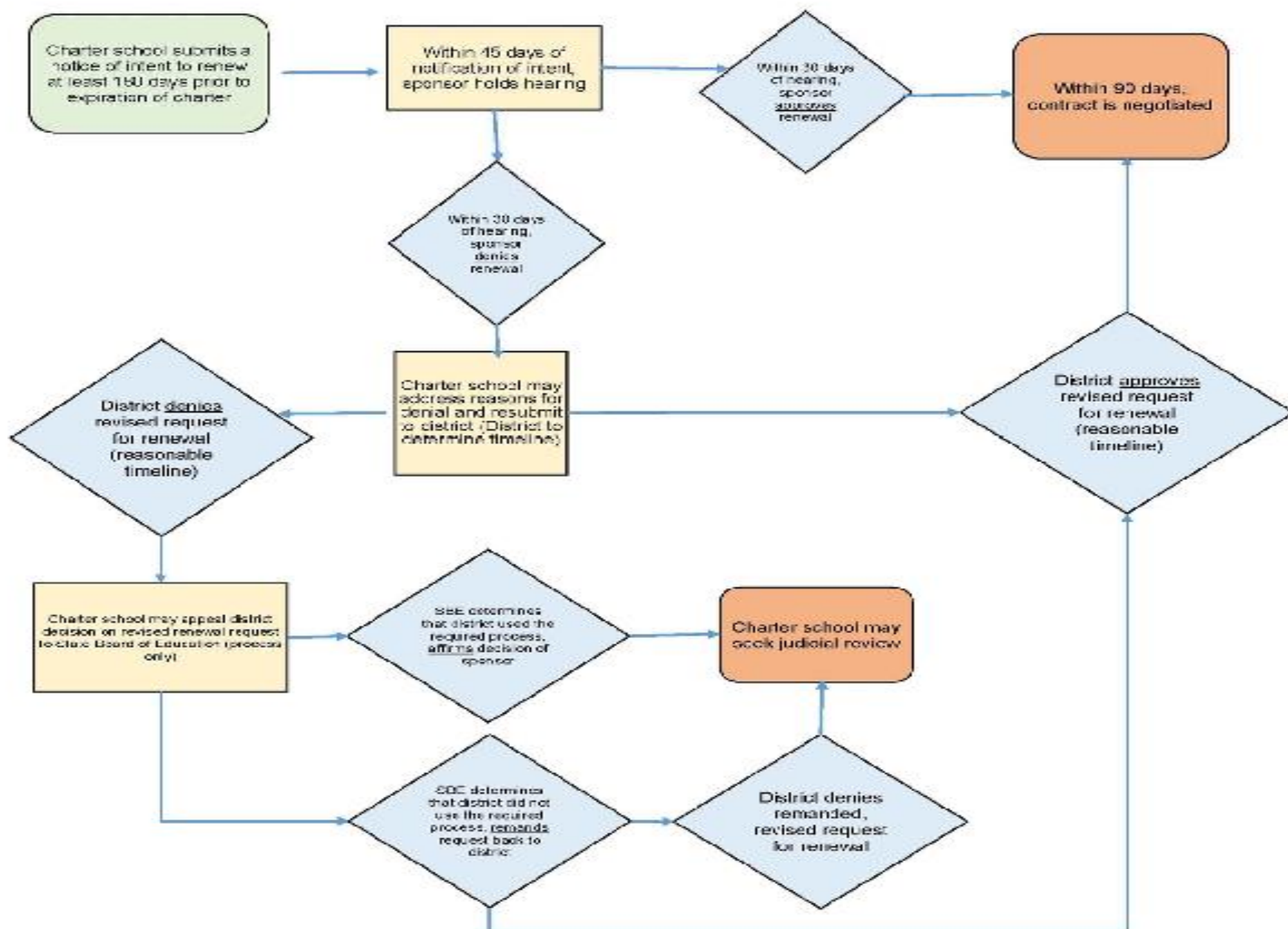
- I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)
- II. PLEDGE OF ALLEGIANCE
- III. JOINT TRAINING WITH MUDDY CREEK CHARTER SCHOOL BOARD

The board's role in charter renewal

CORVALLIS SCHOOL BOARD

OCTOBER, 2018

Oregon Charter School Renewal Flow Chart



Renewal

Receive charter renewal requests	Negotiate a new contract within 90 days of renewal decision
Hold public hearing regarding renewal within 45 days	Approve or disapprove any remanded denied renewals
Approve renewal or state reasons for denial within 30 days of hearing	

Renewal criteria in statute: ORS 338.065

- ▶ (A) Is in compliance with this chapter and all other applicable state and federal laws;
- ▶ (B) Is in compliance with the charter of the public charter school;
- ▶ (C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;
- ▶ (D) Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section; and
- ▶ (E) Is in compliance with any renewal criteria specified in the charter of the public charter school.
- ▶ (b) The sponsor shall base the renewal evaluation described in paragraph (a) of this subsection primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor.

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Evaluation is key!

▶ WHAT TO LOOK FOR

ACADEMIC

STUDENT ACHIEVEMENT DATA
(DISAGGREGATED)

▶ WHAT TO LOOK FOR

ACADEMIC

**STUDENT ACHIEVEMENT DATA
(DISAGGREGATED)**

RELEVANT INTERNAL ASSESSMENTS

▶ WHAT TO LOOK FOR

ACADEMIC

STUDENT ACHIEVEMENT DATA
(DISAGGREGATED)

RELEVANT INTERNAL ASSESSMENTS

**ALIGNMENT OF CURRICULUM TO STATE
STANDARDS**

▶ WHAT TO LOOK FOR

ACADEMIC

STUDENT ACHIEVEMENT DATA
(DISAGGREGATED)

RELEVANT INTERNAL ASSESSMENTS

ALIGNMENT OF CURRICULUM TO STATE
STANDARDS

FOLLOW-UP ON CORRECTIVE ACTION

▶ WHAT TO LOOK FOR

FINANCIAL

LOOK BEYOND THE AUDIT! THIS MEANS:

- **CASH FLOW**
- **BALANCE SHEETS**
- **BUDGET TO ACTUAL**
- **ENROLLMENT VARIANCE**
- **DEBT**
- **PERS REMITTANCE**

▶ WHAT TO LOOK FOR

ORGANIZATIONAL

INSTRUCTIONAL TIME

▶ WHAT TO LOOK FOR

ORGANIZATIONAL

INSTRUCTIONAL TIME

ELL PLAN

▶ WHAT TO LOOK FOR

ORGANIZATIONAL

INSTRUCTIONAL TIME

ELL PLAN

TEACHER/DIRECTOR EVALUATION

▶ WHAT TO LOOK FOR

ORGANIZATIONAL

INSTRUCTIONAL TIME

ELL PLAN

TEACHER/DIRECTOR EVALUATION

TEACHER QUALIFICATIONS

▶ WHAT TO LOOK FOR

ORGANIZATIONAL

INSTRUCTIONAL TIME

ELL PLAN

TEACHER/DIRECTOR EVALUATION

TEACHER QUALIFICATIONS

REQUIRED INSURANCE

▶ WHAT TO LOOK FOR

ORGANIZATIONAL

INSTRUCTIONAL TIME

ELL PLAN

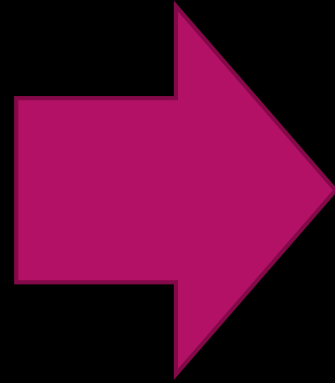
TEACHER/DIRECTOR EVALUATION

TEACHER QUALIFICATIONS

REQUIRED INSURANCE

PUBLIC MEETING LAWS

EVALUATION



RENEWAL

Other considerations

- ▶ Timeline extensions do not require a waiver from the State Board.
- ▶ The charter school should make it VERY clear what they want in the new contract.
- ▶ Old contract stays in place until new one is negotiated.
- ▶ Public hearing should be more than just testimony.
- ▶ 5-year contracts are national best practice.

What's in your
contract?

?

Kristen Miles

OSBA

503.588.2800

kmiles@osba.org



Corvallis

SCHOOL DISTRICT

IV. CORVALLIS PUBLIC SCHOOLS FOUNDATION UPDATE (7:30 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Liv Gifford, Executive Director, Corvallis Public Schools Foundation

Meeting Date: October 25, 2018

Corvallis Public Schools Foundation Update

NO ACTION REQUIRED

Background

The Corvallis Public Schools Foundation supports local k-12 schools and inspires a lifetime of learning in all students. Our major areas of focus are **reducing barriers** to education, **creating pathways** to graduation, and **expanding excellence** through enrichment.

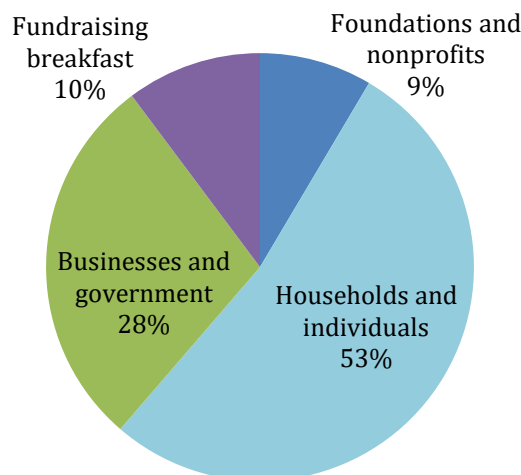
The Foundation has a staff of 1.6 FTE (full-time equivalent) and a Board of Trustees made up of 14 community members. We have monthly board meetings and four committees: Finance, Governance, Grants and Scholarships, and Development.

2017-18 Financial Overview

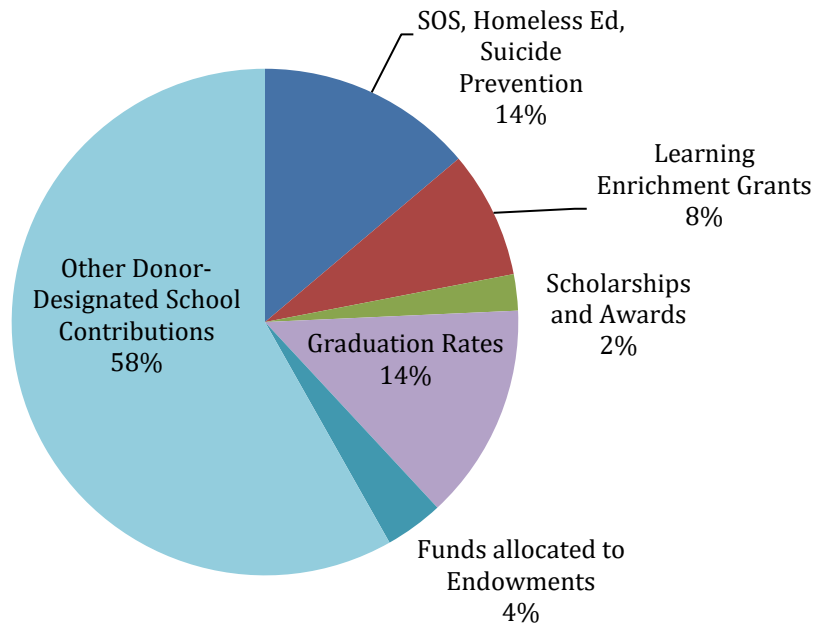
In the past three years, we have more than tripled our fundraising, doubled our endowed funds, and increased our net assets by 45 percent. Our assets total \$1,523,402 (\$213,398 in cash and \$1,310,004 in investments). We have no liabilities. Our assets are distributed in the following manner:

- Unrestricted, \$306,971
- Temporarily restricted, \$576,965
- Permanently restricted, \$639,466

Total contributions received during the 2017-18 fiscal year were \$704,451.



Major allocations during the 2017-18 fiscal year totaled \$502,681.



Major 2018-19 Development Activities

- Real-World Learning Summit, 11:30 – 1:30, October 30, Crescent Valley High School
- Fall mailing (~650 households)
- Hands Across Corvallis Breakfast (7:30 – 8:30, January 31 at Corvallis High School)
- Spring solicitation for graduation rate interventions

2018 Summer Programs Overview*

The Foundation has been supporting summer programs since 2013 as part of our focus on graduation rates. This year our total investment was \$62,000.

School(s)	Summer Program
Adams, Garfield, Lincoln, Mt. View and Wilson	Kindergarten Academy
Wilson	Summer Skill Boost
Linus Pauling/Cheldelin Middle Schools	Woodshop Palooza
	Summer Math Camp
Corvallis High School	English Credit Recovery
	AVID Summer Camp
	ELD Literacy Camp
College Hill High School (hosted at CHS)	Credit Recovery
Crescent Valley High School	Passing Camp for English
	AVID Summer Camp
	Math Essential Skills Camp

*A special thanks to Laurie Corliss for her assistance with data collection.

Student Profile I: Students Served & Demographics (Excluding Kindergarten)

- 360 unique students served
- 36% students of color
- 24% students with disabilities
- 45% students navigating poverty (includes 14 students experiencing homelessness)
- 10% multilingual students (11 languages represented)

Elementary boost

11 students in grades 1-3 participated in a two-week program hosted at Wilson.

Middle school math

70 fifth graders participated in 2-week programs hosted at Cheldelin and Linus Pauling to help them prepare for middle school math classes.

Middle School Women of the Woods: Woodshop Palooza

62 sixth grade girls experienced a hands-on afterschool wood shop camp for one week at CHS and CVHS to introduce them to STEM education and help them feel more comfortable choosing STEM courses as electives.



High school programs

High school offerings included the following major categories:

- Programs designed to cover entire course content (credit recovery)
- Programs designed to allow extra time to finish course requirements for credit
- A credit-bearing program for emerging bilinguals
- Programs for math and writing Essential Skills
- AVID (Advancement Via Individual Determination)

Twenty-three students participated in more than one high school program.

Credit-bearing programs

158 students participated in 184 credit-bearing opportunities, earning a total of 156 half-credits.

Content Area	Course Credits (0.5) Attempted*
English	125
Social Studies	19
Science	11
Math	12
Health	15
Other	2
Total	184

*Reflects 18 students who pursued more than one course credit. (One student completed 5 courses.)

Graduation Impact

Of the 13 senior participants:

- 2 graduated as a result of the summer programs
- 8 are continuing enrollment in 18-19

Students of Color	58 (37%)
Students with Disabilities	52 (33%)
Students Experiencing Poverty*	82 (52%)
Multilingual Students**	29 (18%)
Number of Languages other than English	6

*Includes 8 homeless students

**Includes 12 emerging bilingual students

Essential Skills

Eleven juniors participated in a three-day program after school was out in June. Four students completed their Math essential skill requirement, three students partially completed the Writing essential skill, and one student used the opportunity to finish an English credit requirement.



AVID (Advancement Via Individual Determination)

Forty-seven eighth grade students participated in 2-day camps hosted at Corvallis High School (27) and Crescent Valley High School (20).

Students of Color	25 (53%)
Students with Disabilities	10 (21%)
Students Experiencing Poverty	20 (43%)
Multilingual Students	14 (30%)
Number of Languages other than English	4

Student Profile II: Kindergarten students served

Unlike the other summer program demographics, which are based on 2017-18 data, the following counts are based on incoming kindergartners and their 2018-19 data, as of September 27, 2018. The purpose of the Academy was to provide an early start with an emphasis on social and emotional learning. Kindergarten Academy was located at five schools but also drew students who eventually enrolled at other district schools or moved away.

Program Site	Total
Adams	16
Garfield	25
Lincoln	15
Mountain View	10
Wilson	12
Total	78

Students of Color	50 (64%)
Students with Disabilities	13 (17%)
Students Experiencing Poverty	48 (62%)
Multilingual Students	49 (63%)

English	28
Spanish	26
Arabic	7
Chinese, Mandarin	4
Mam	2
Vietnamese	2
Amharic	1
Japanese: Nihongo	1
Kannada	1
Korean	1
Kurdish	1
Mongolian	1
Nepali	1
Pashto, Pushto	1
n/a	1
Total Languages Represented	14



Photo: Amanda Loman, Gazette-Times

Thank you for your interest in the goals and activities of the Corvallis Public Schools Foundation. We look forward to discussion at the School Board meeting on October 25.



Corvallis

SCHOOL DISTRICT

V. CONTINUE DATA REVIEW FROM BOARD RETREAT (7:45 p.m. approx.)

School Board Retreat :: August 23, 2018

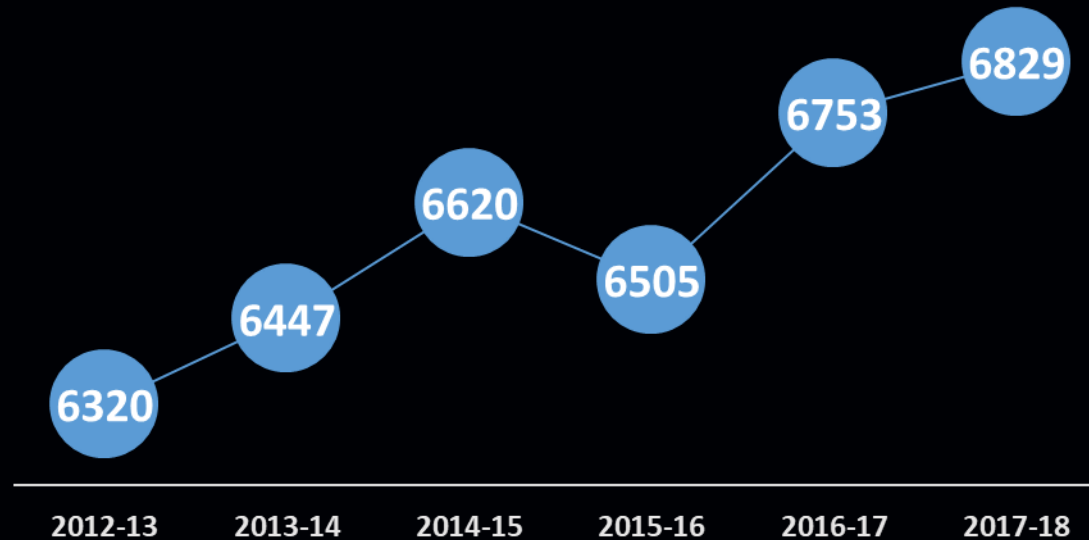
CORVALLIS SCHOOL DISTRICT

District Demographics

The background features a dark blue gradient with abstract white and light blue geometric patterns. These include thin lines forming a grid-like structure, several overlapping circles of varying sizes, and rectangular shapes with some internal divisions. The overall aesthetic is clean and modern.

District Demographics :: Enrollment Trend

↑ 8% in five years



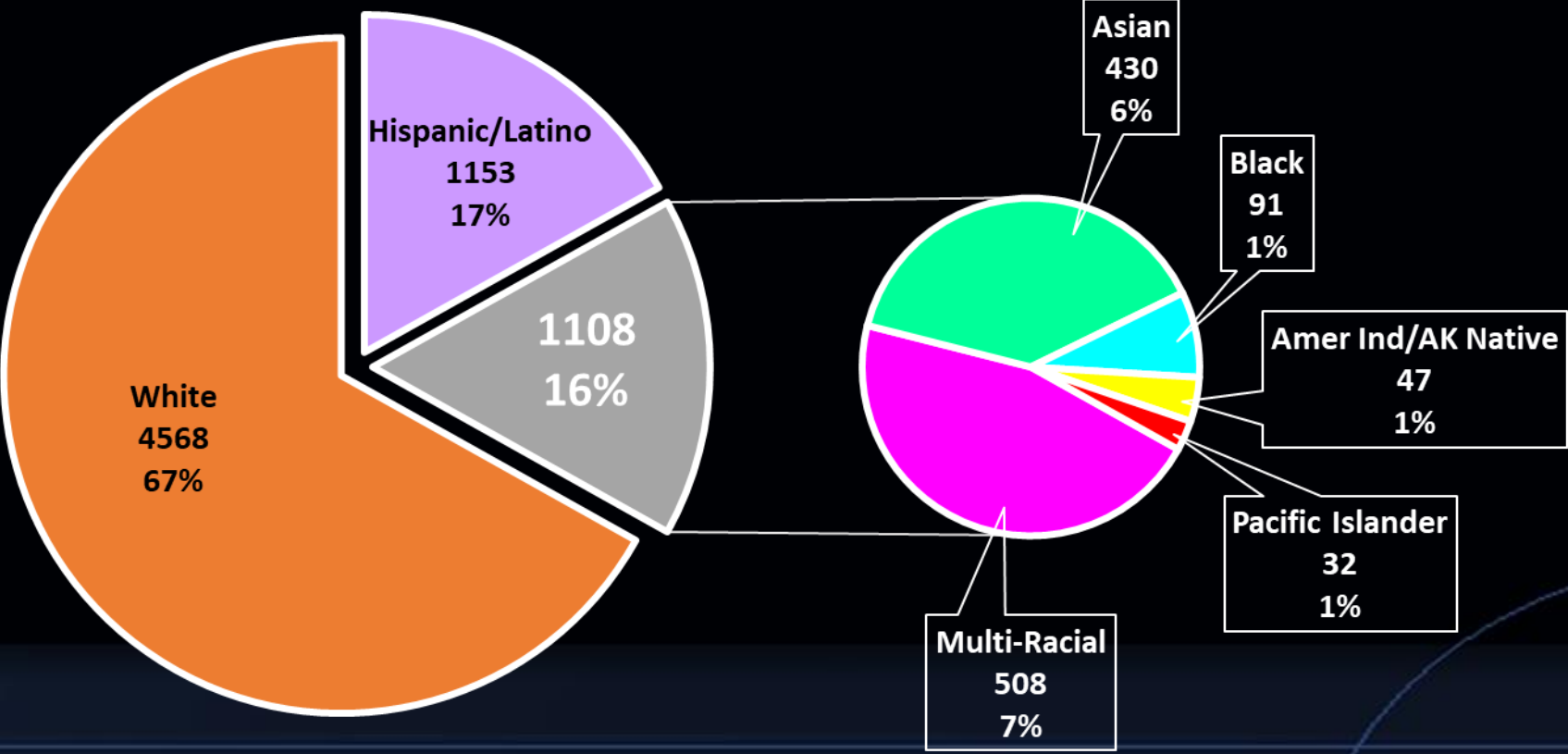
District Demographics :: 2017-18 Enrollment

6829

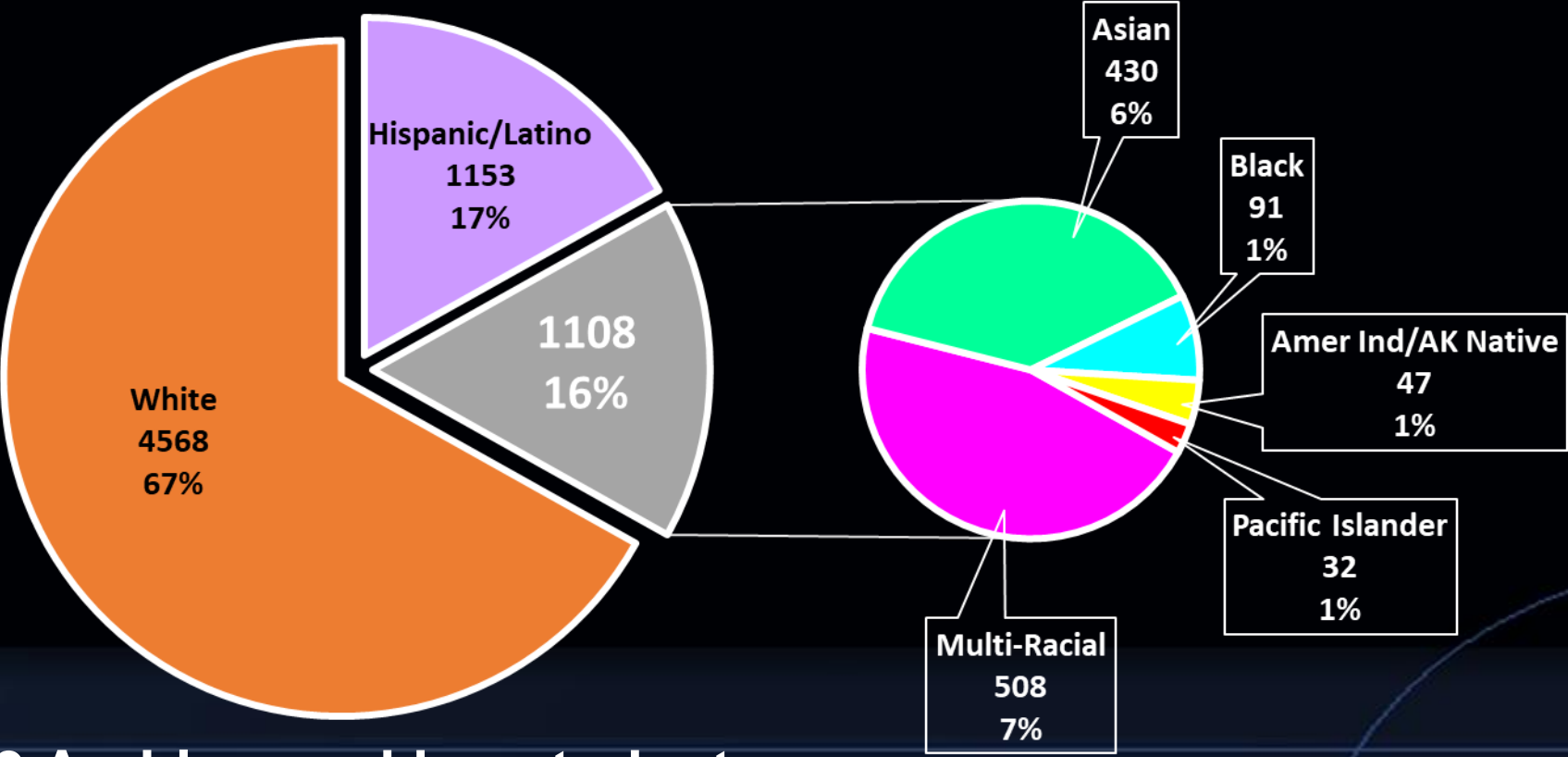
↓ **66.9% White** (70.2% in 2012-13)

↑ **16.9% Hispanic/Latino** (14.5% in 2012-13)

District Demographics :: 2017-18 Race/Ethnicity



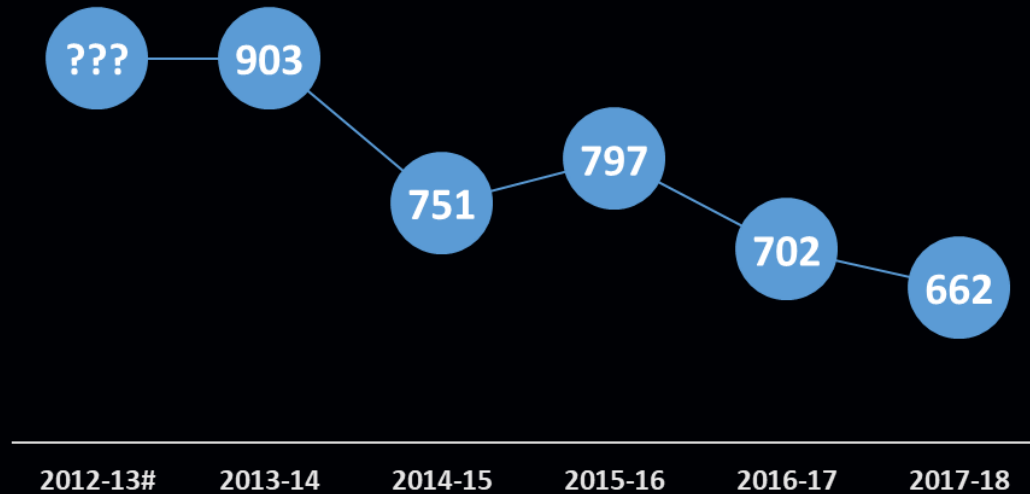
District Demographics :: 2017-18 Race/Ethnicity



- 113 Arabic-speaking students...**
- **100 White**
 - **13 Asian/Black/Multi-Racial**

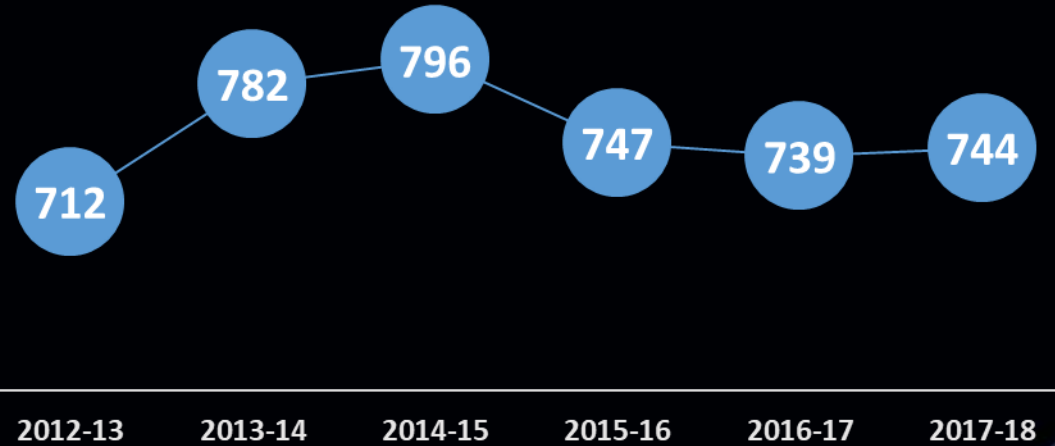
District Demographics :: Talented & Gifted

15% → 10%



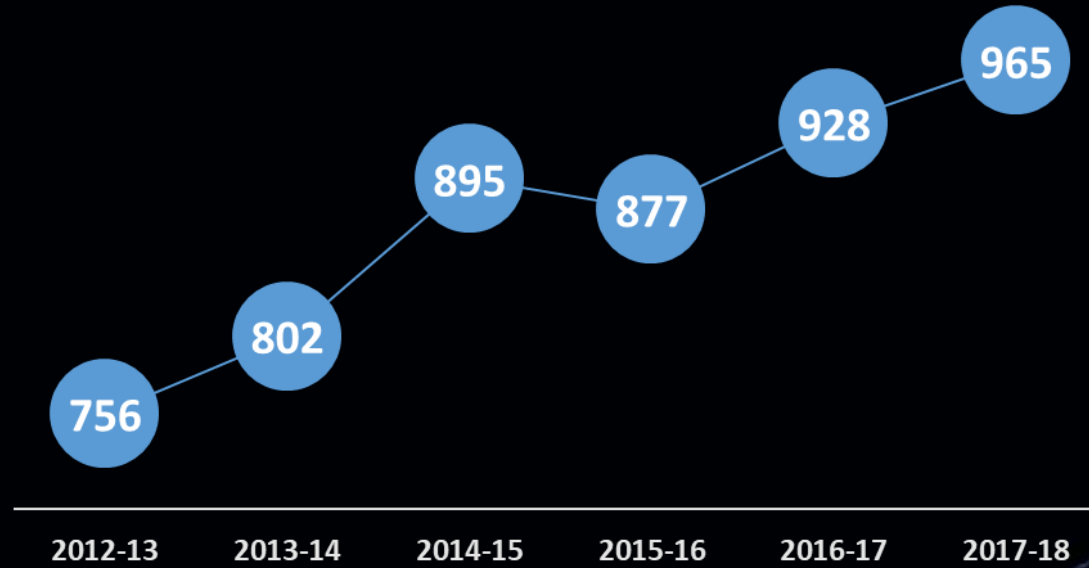
District Demographics :: Special Education

10% - 12%



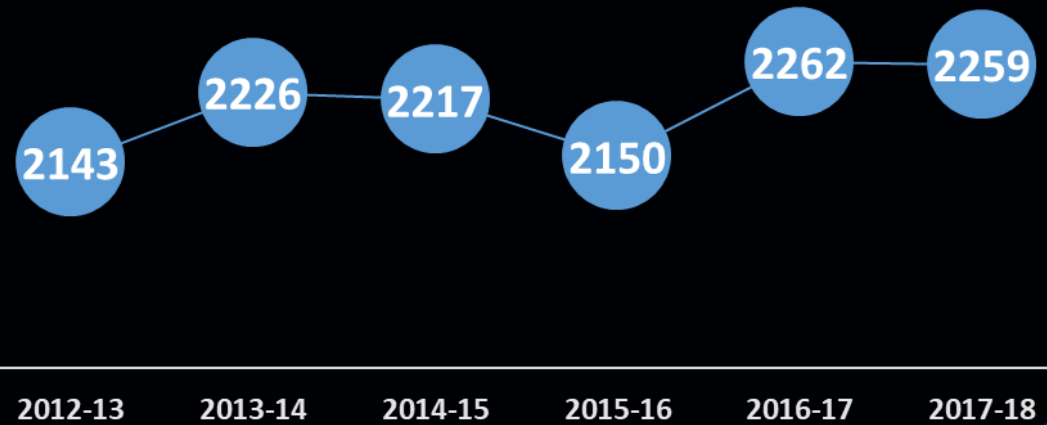
District Demographics :: “Ever-EL”

12% → 14%

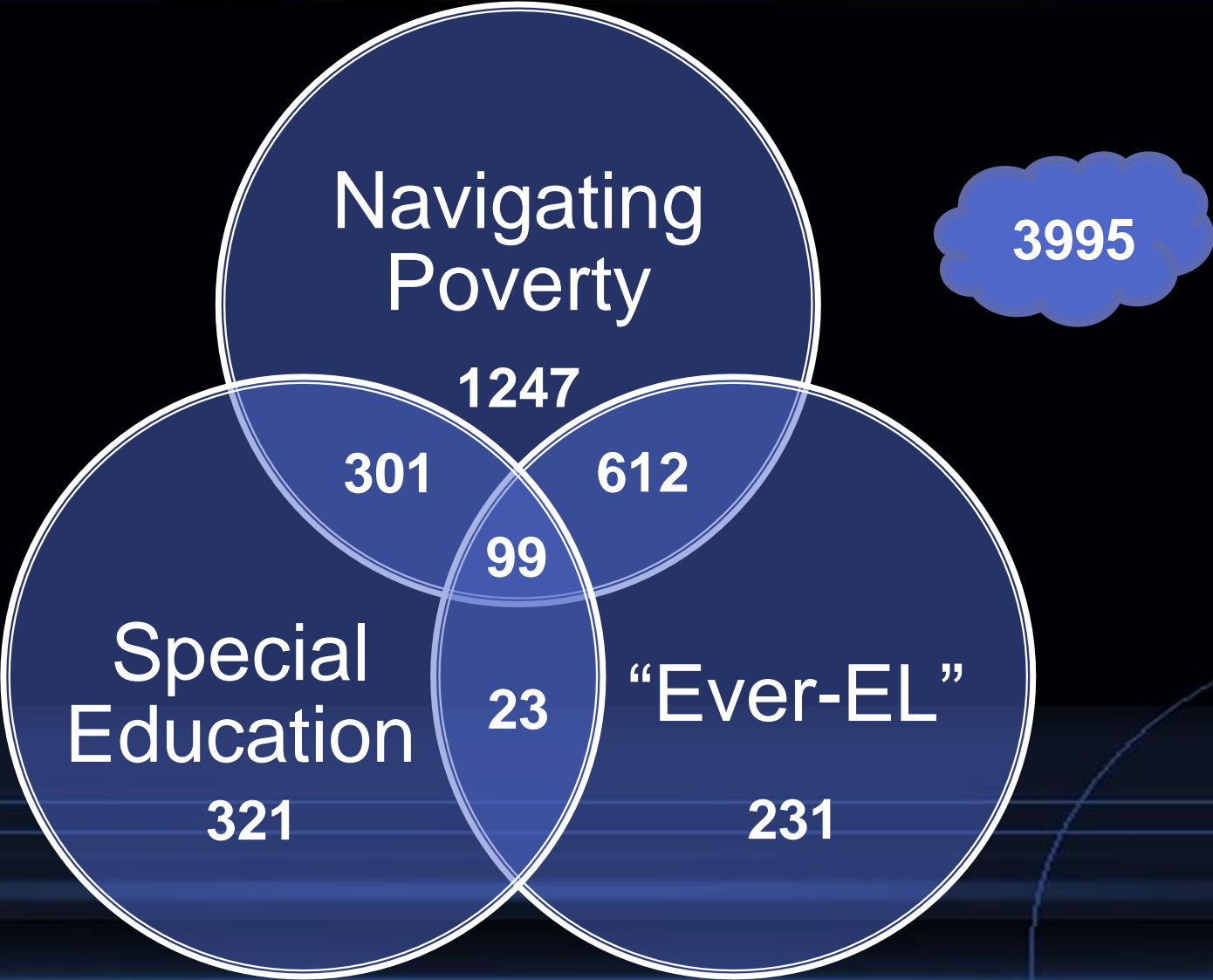


District Demographics :: Poverty

33% - 35%

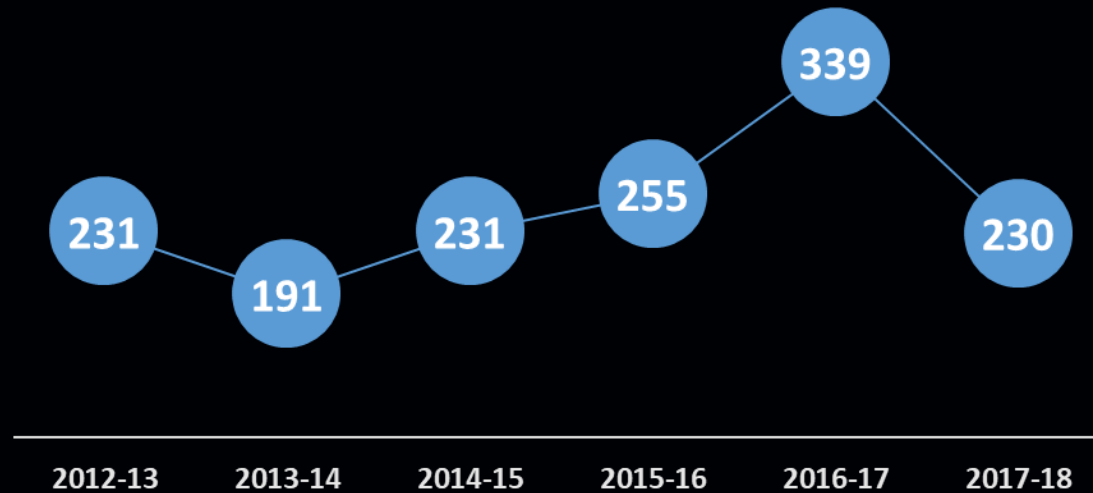


District Demographics :: Intersectionality

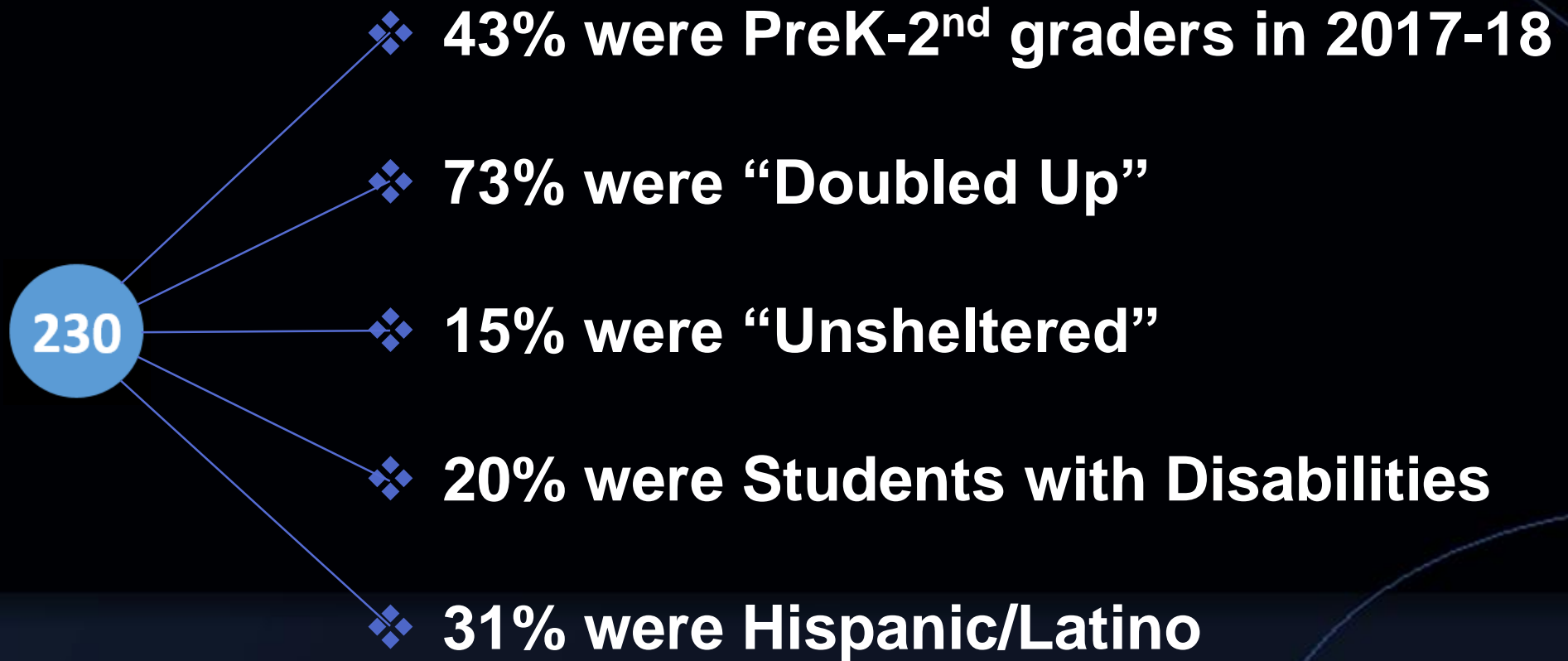


District Demographics :: Homeless

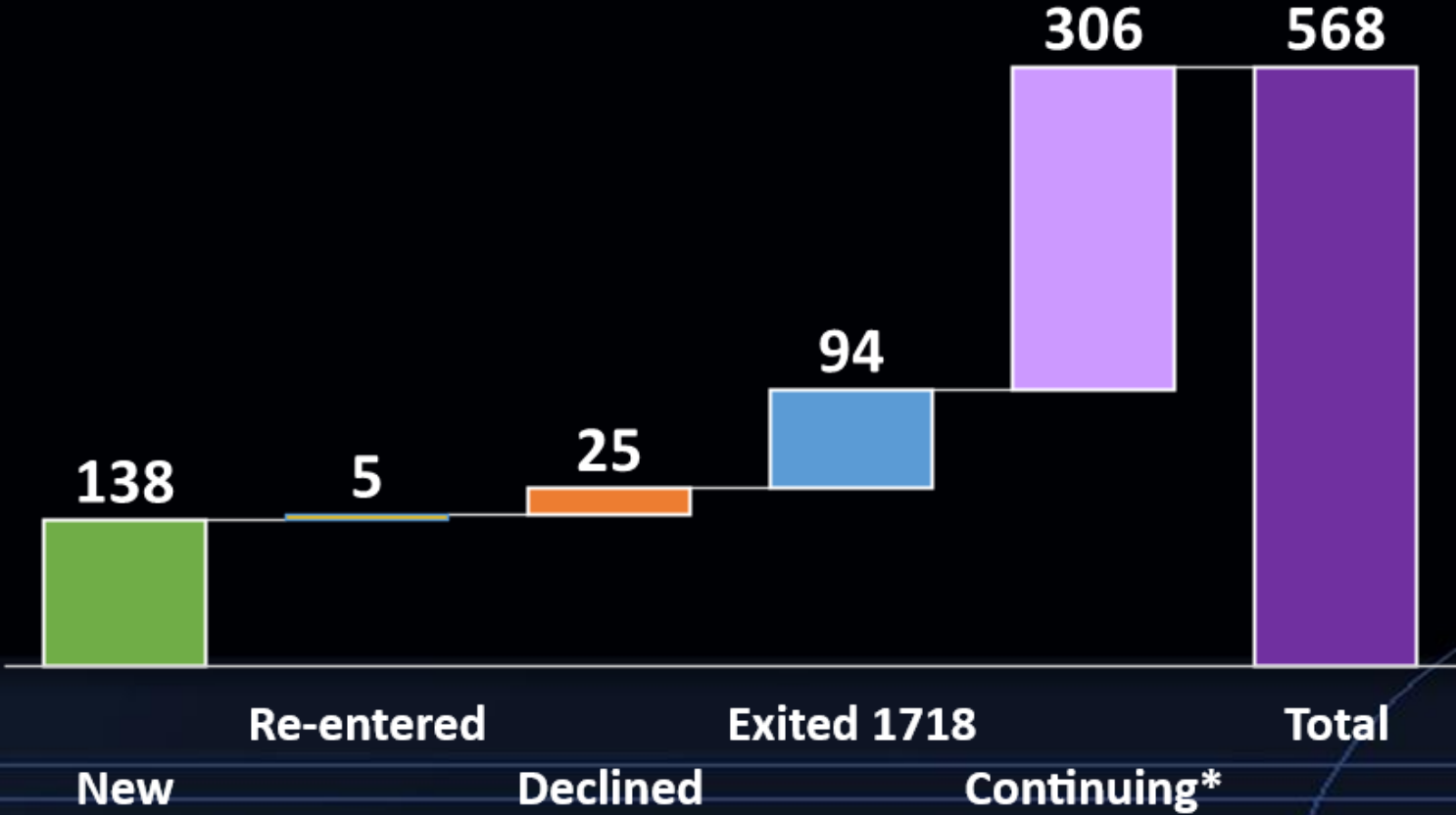
3% - 4%



District Demographics :: Homeless



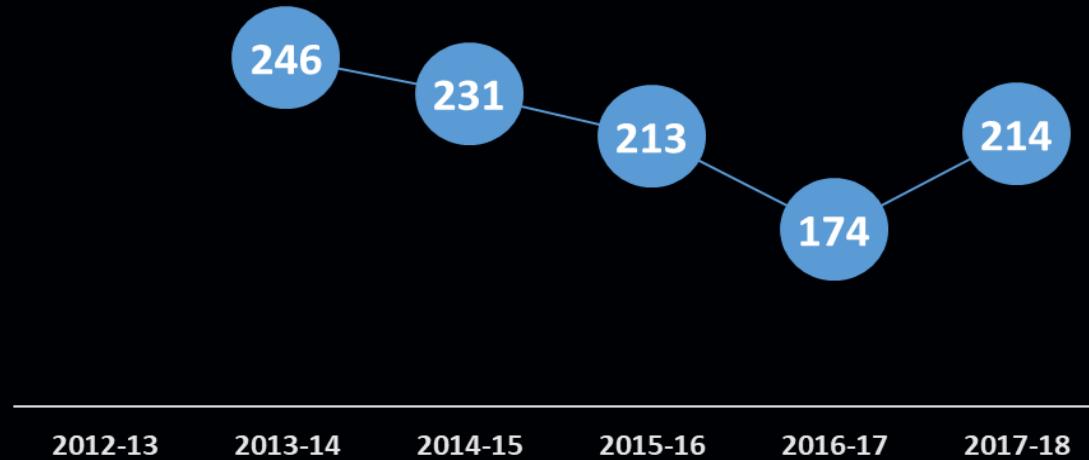
District Demographics :: Emerging Bilinguals



Behavior & Perceptions

The background features a dark blue gradient with abstract white and light blue geometric elements. On the left, there is a vertical line with several horizontal segments, and a circle partially overlapping it. On the right, there are more complex shapes, including a large circle and several overlapping rectangles and lines, creating a technical or architectural feel.

Behavior & Perceptions :: Suspensions

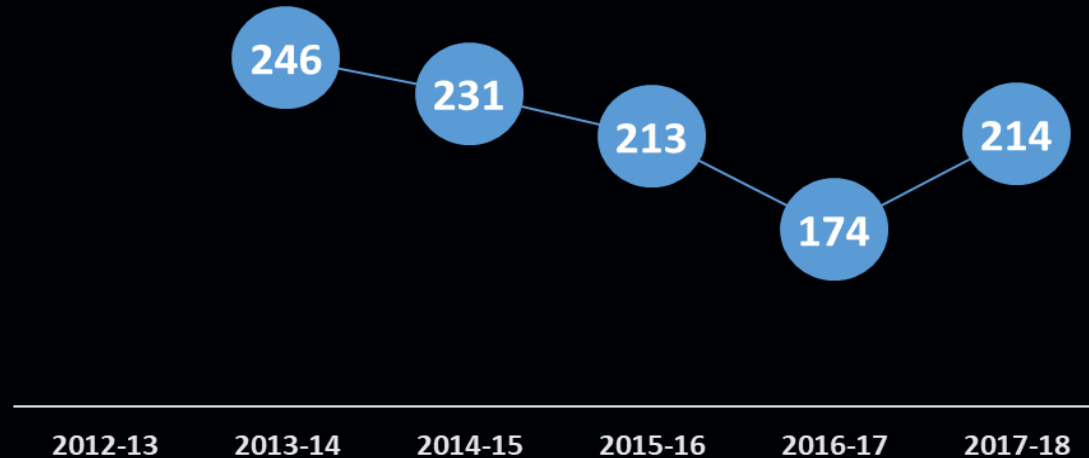


** 2017-18 data are estimates; final results will be available October 11th*

Behavior & Perceptions :: Suspensions

Expelled Students

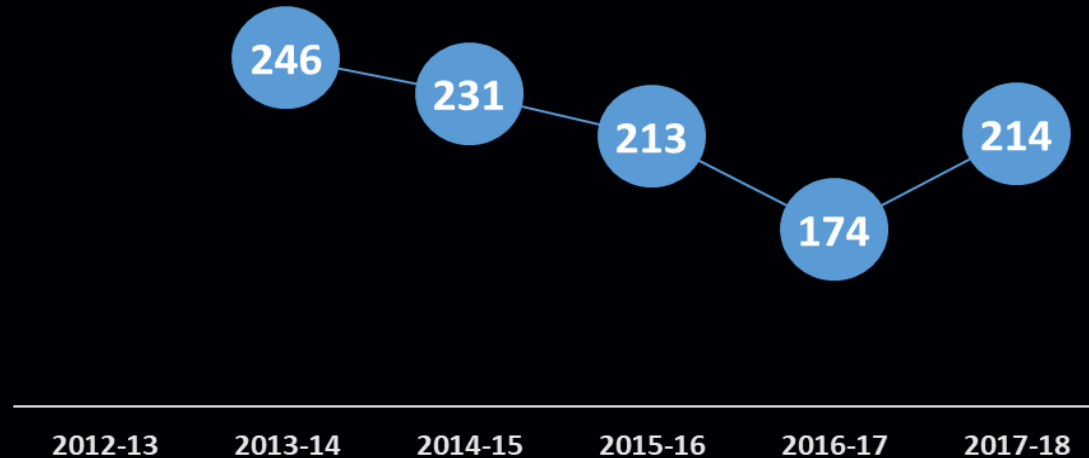
2017-18*	3
2016-17	2
2015-16	3
2014-15	2
2013-14	2



* 2017-18 data are estimates; final results will be available October 11th

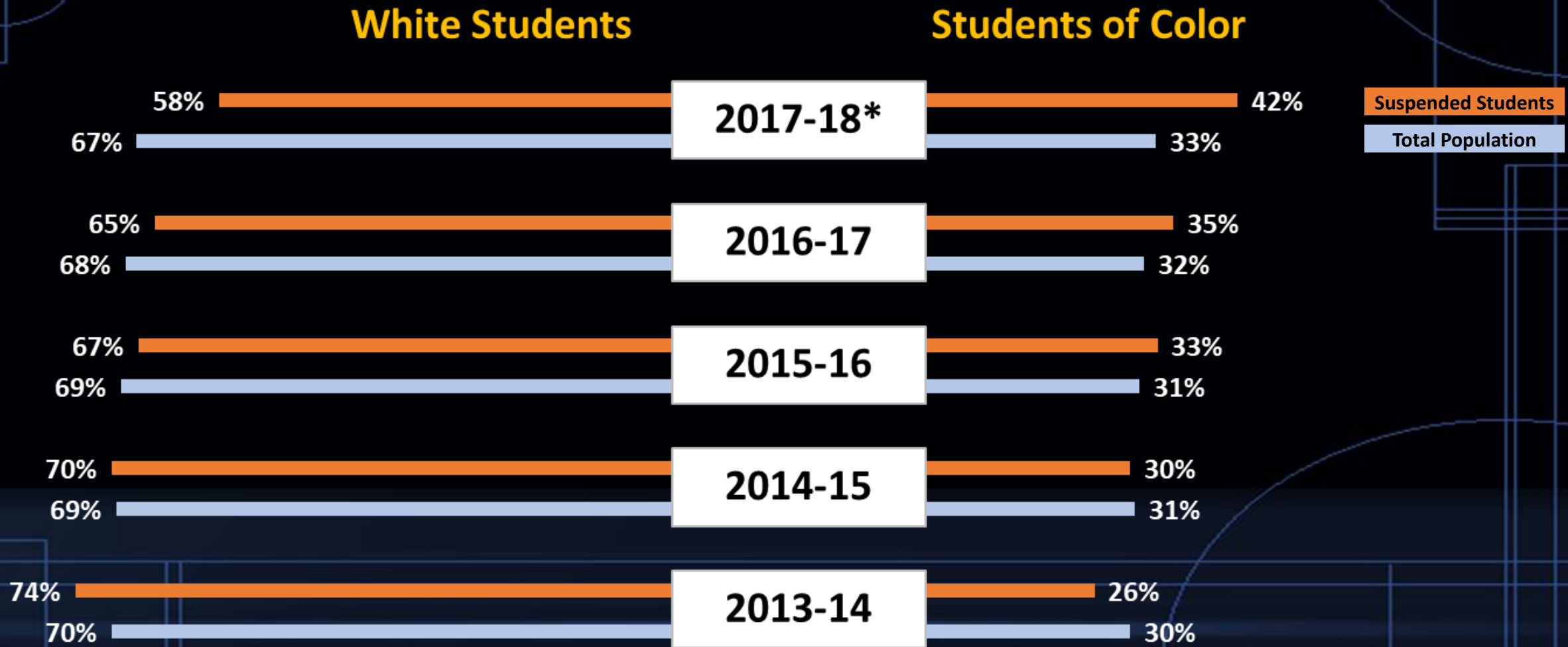
Behavior & Perceptions :: Suspensions

Average 215 / year



** 2017-18 data are estimates; final results will be available October 11th*

Behavior & Perceptions :: Suspensions



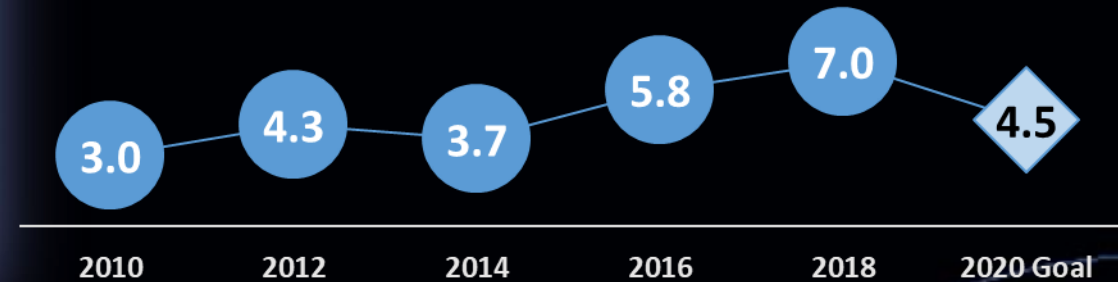
* 2017-18 data are estimates; final results will be available October 11th

Behavior & Perceptions :: **Mental Health**



Behavior & Perceptions :: **Mental Health**

Grade 6



Behavior & Perceptions :: **Mental Health**

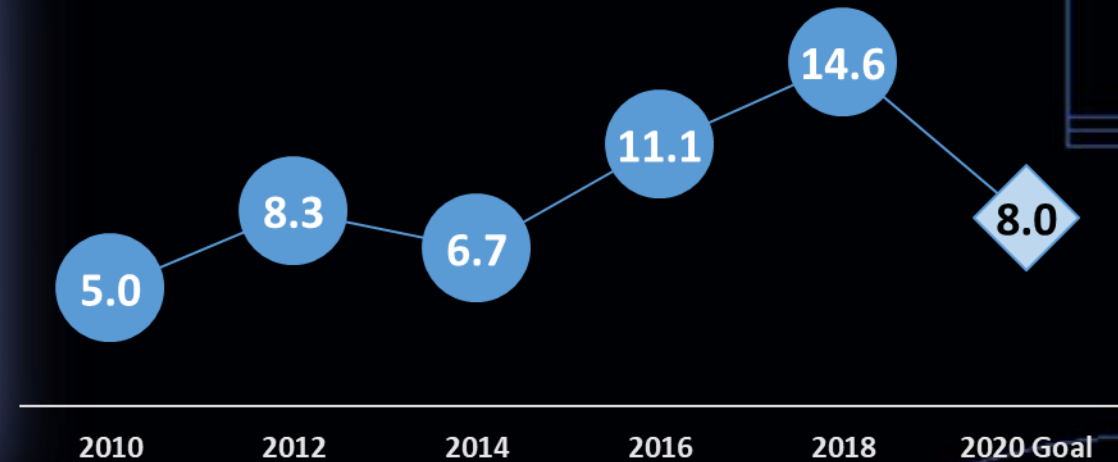
Grade 6

14.0% felt sad or hopeless



Behavior & Perceptions :: **Mental Health**

Grade 8



Behavior & Perceptions :: **Mental Health**

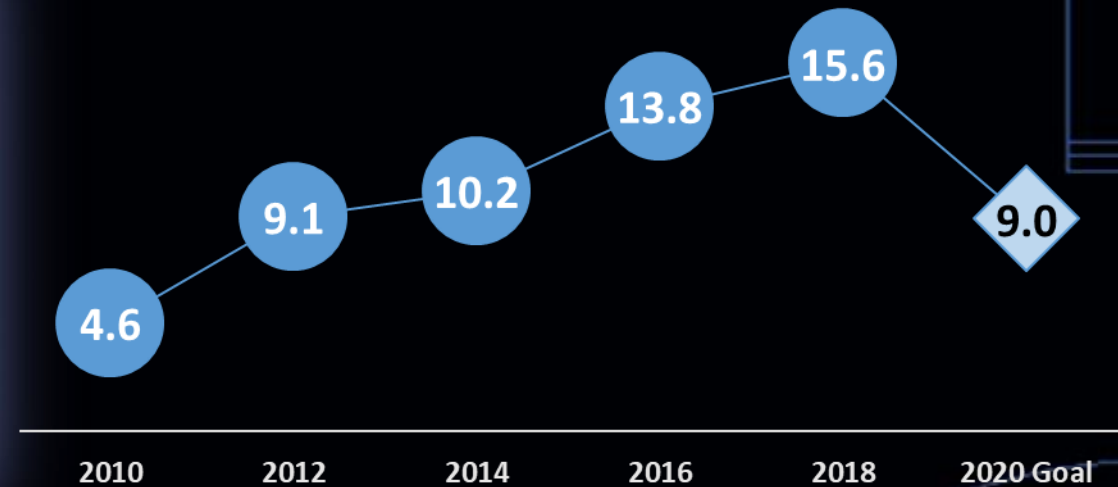
Grade 8

27.9% felt sad or hopeless



Behavior & Perceptions :: **Mental Health**

Grade 11



Behavior & Perceptions :: **Mental Health**

Grade 11

34.5% felt sad or hopeless



Behavior & Perceptions :: **Mental Health**

2019



LOADING...



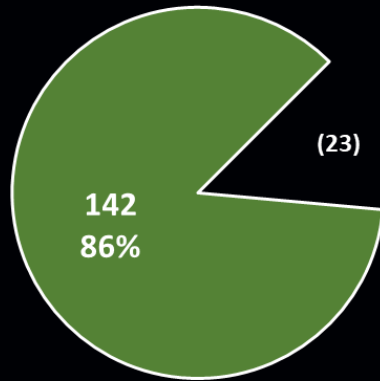
YouthTruth

Student Learning

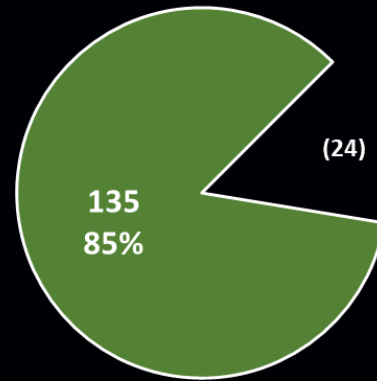
The background features a dark blue gradient with abstract white and light blue geometric patterns. These include thin lines forming rectangles and squares, some overlapping to create a grid-like effect. There are also larger, semi-transparent circles and arcs scattered across the page, particularly on the left and right sides. The overall aesthetic is clean, modern, and technical.

Student Learning :: Logramos

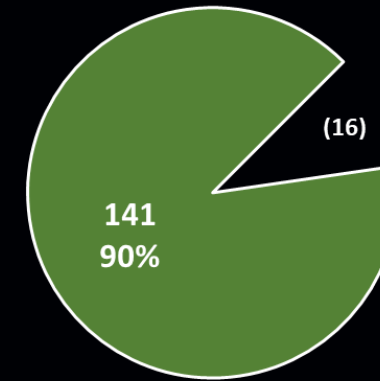
Spanish Grade 3



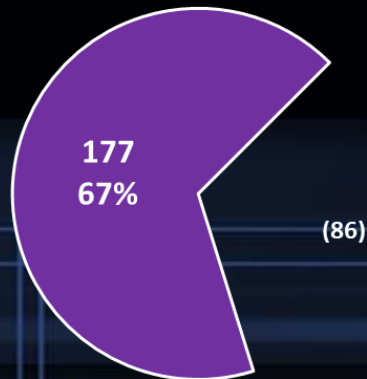
Spanish Grade 4



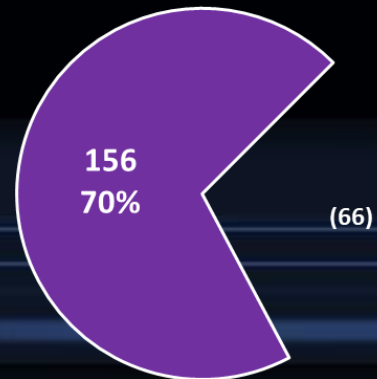
Spanish Grade 5



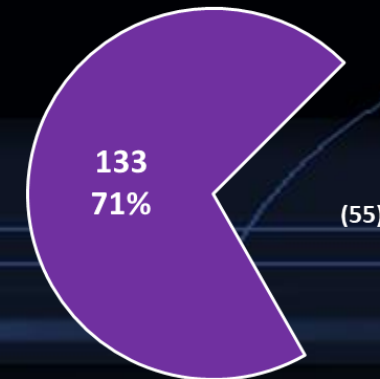
Eng/Other Grade 3



Eng/Other Grade 4

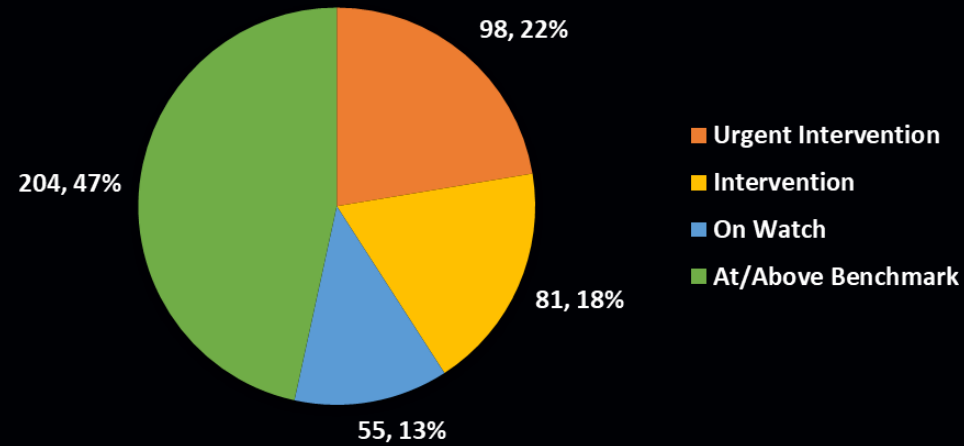


Eng/Other Grade 5

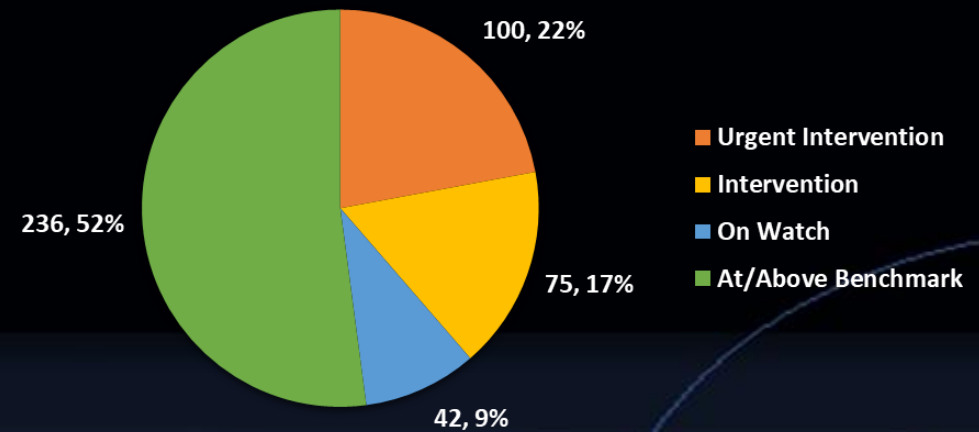


Student Learning :: STAR (Kindergarten)

2017-18 STAR Grade K Fall Early Literacy



2017-18 STAR Grade K Spring Early Literacy



Student Learning :: STAR (Kindergarten)

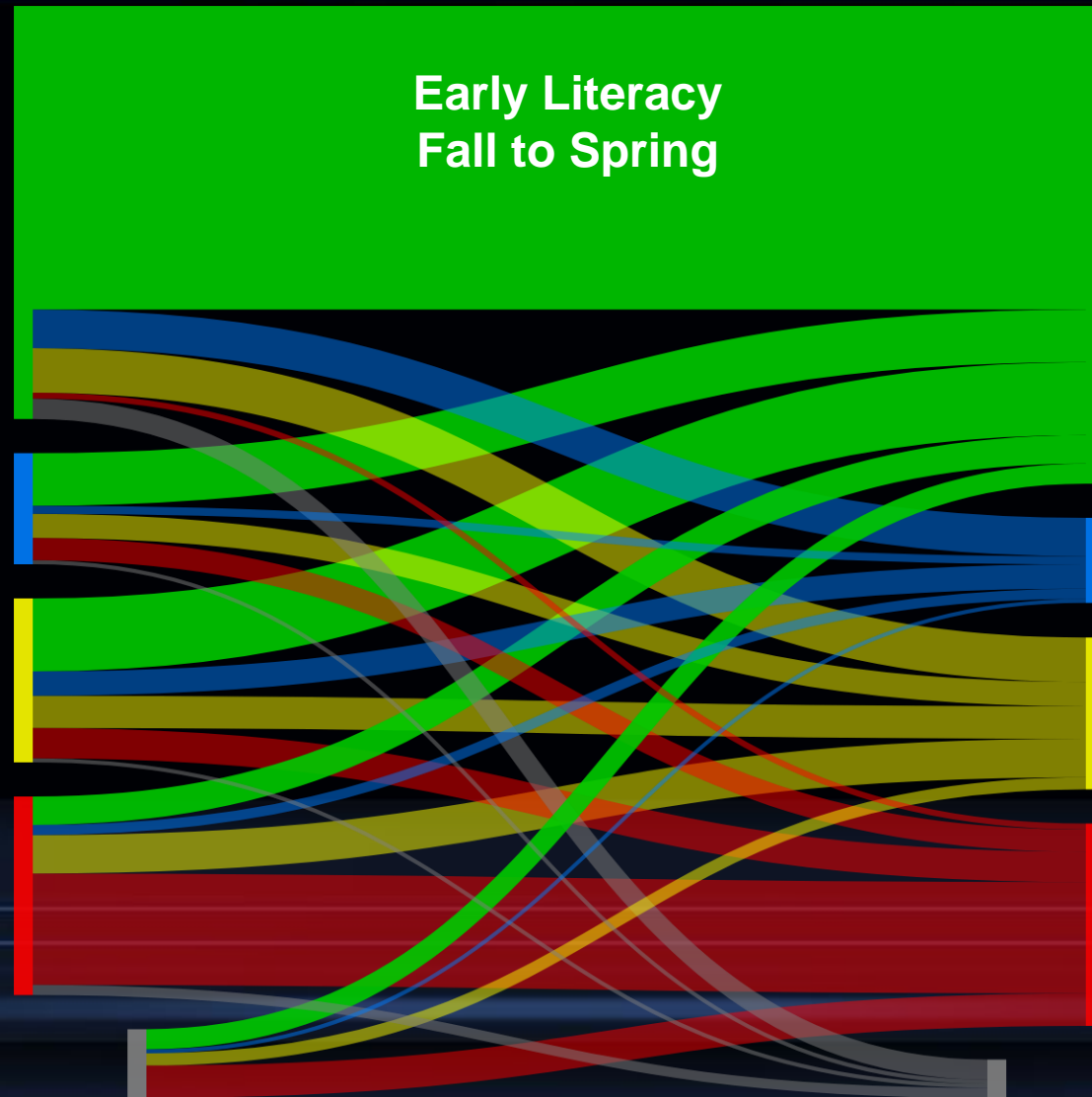
47%
At/Above in Fall

Early Literacy
Fall to Spring

52%
At/Above in Spring

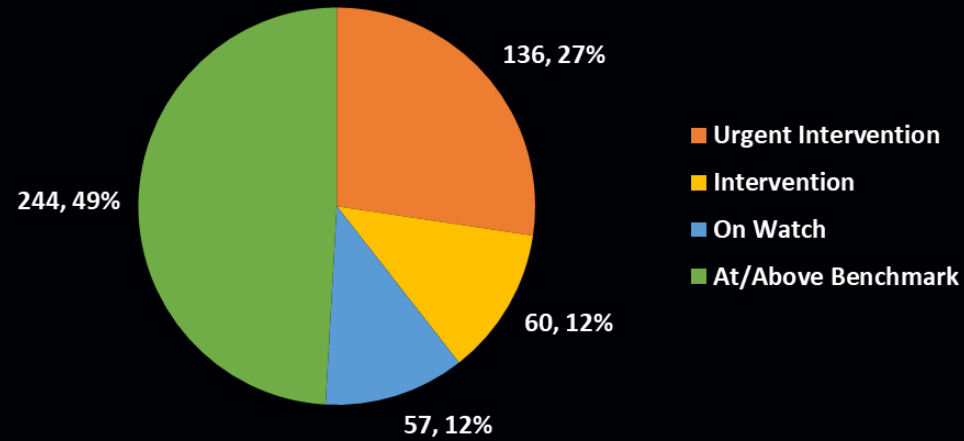
22%
Urgent in Fall

22%
Urgent in Spring

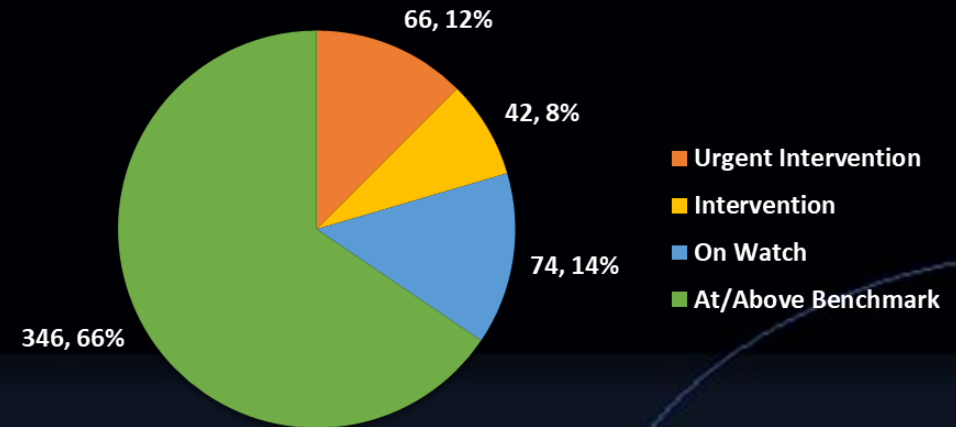


Student Learning :: STAR (1st Grade)

2017-18 STAR Grade 1 Fall Early Literacy



2017-18 STAR Grade 1 Spring EarlyLit/Rdg



Student Learning :: STAR (1st Grade)

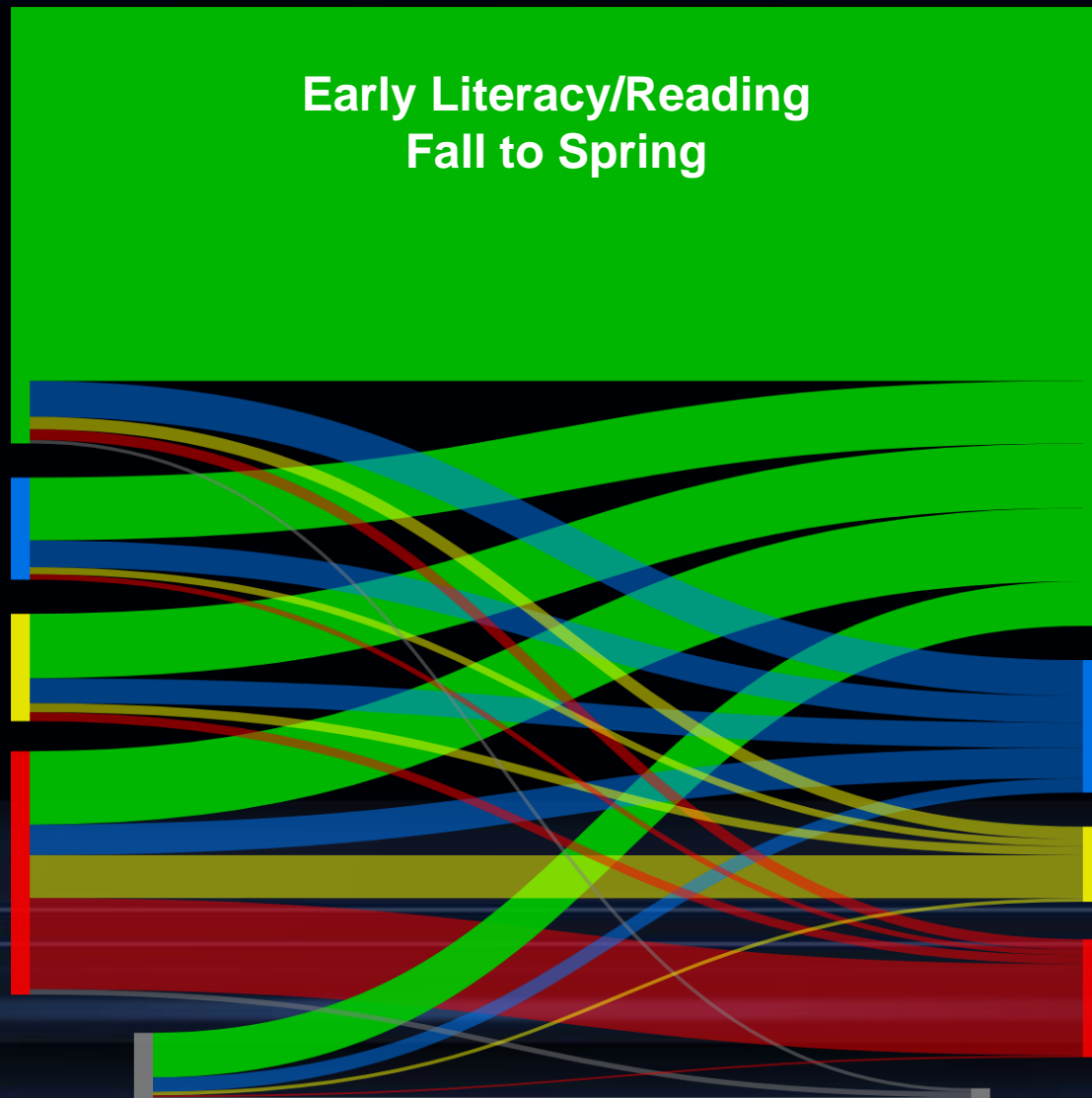
49%
At/Above in Fall

Early Literacy/Reading
Fall to Spring

66%
At/Above in Spring

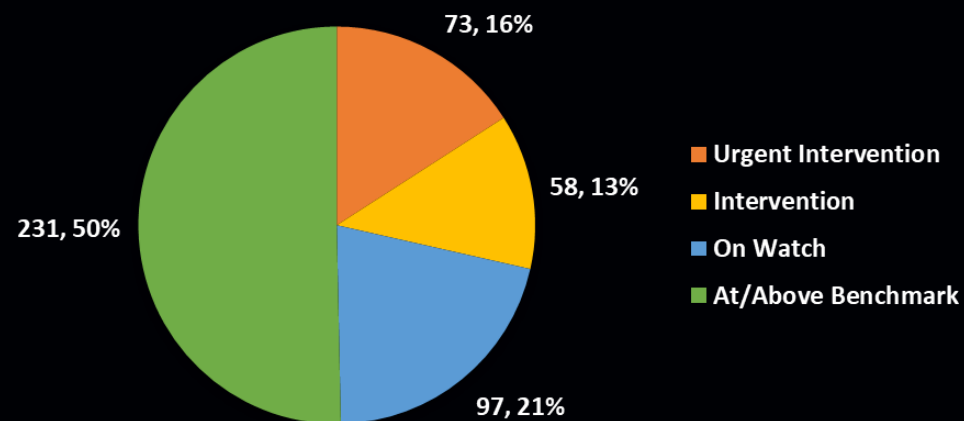
27%
Urgent in Fall

12%
Urgent in Spring

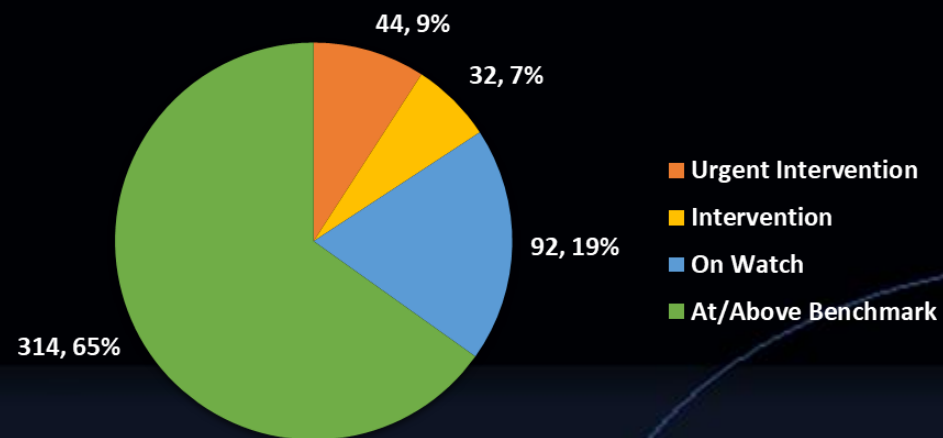


Student Learning :: STAR (2nd Grade Reading)

2017-18 STAR Grade 2 Fall Reading



2017-18 STAR Grade 2 Spring Reading



Student Learning :: STAR (2nd Grade Reading)

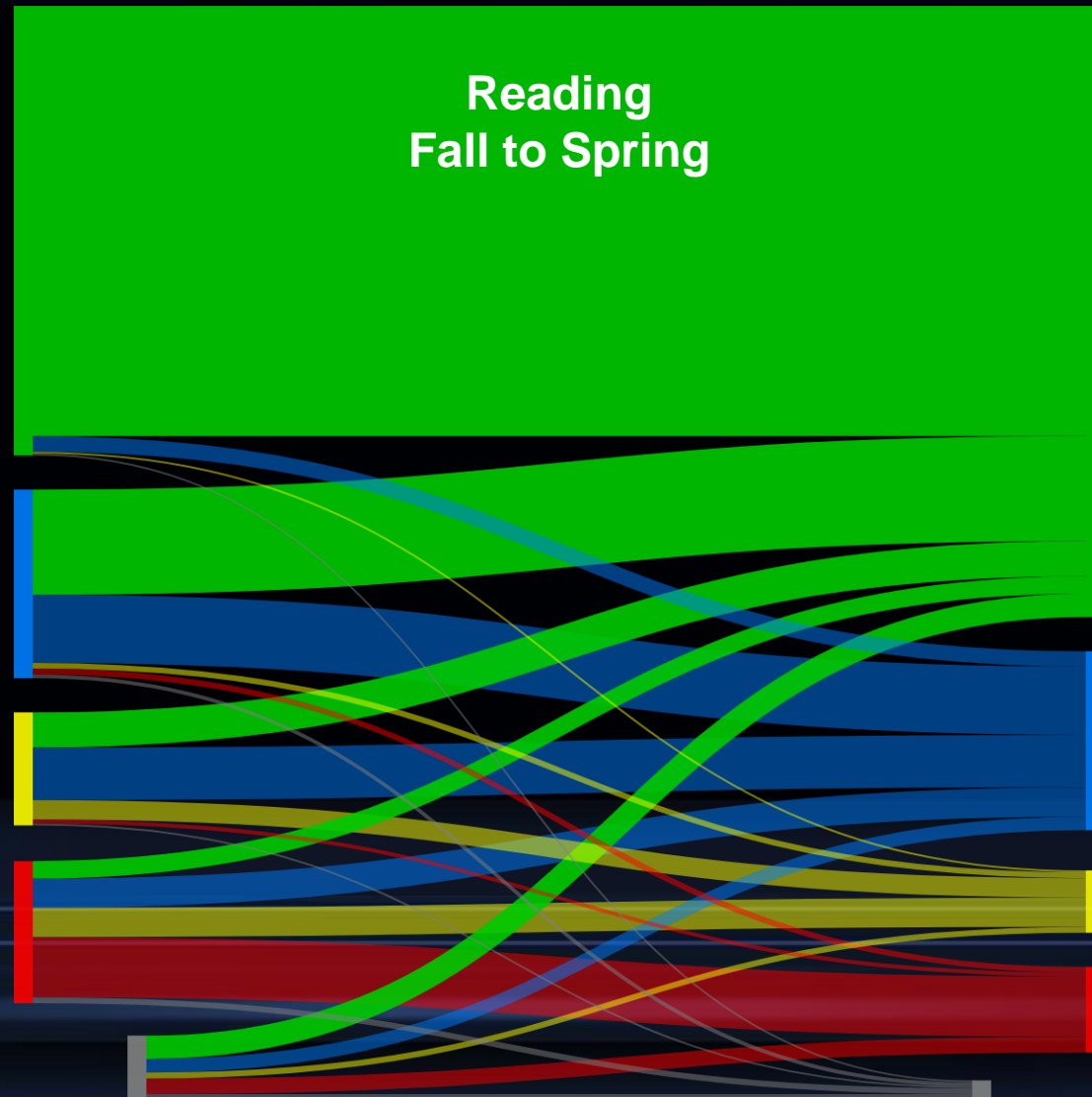
50%
At/Above in Fall

Reading
Fall to Spring

65%
At/Above in Spring

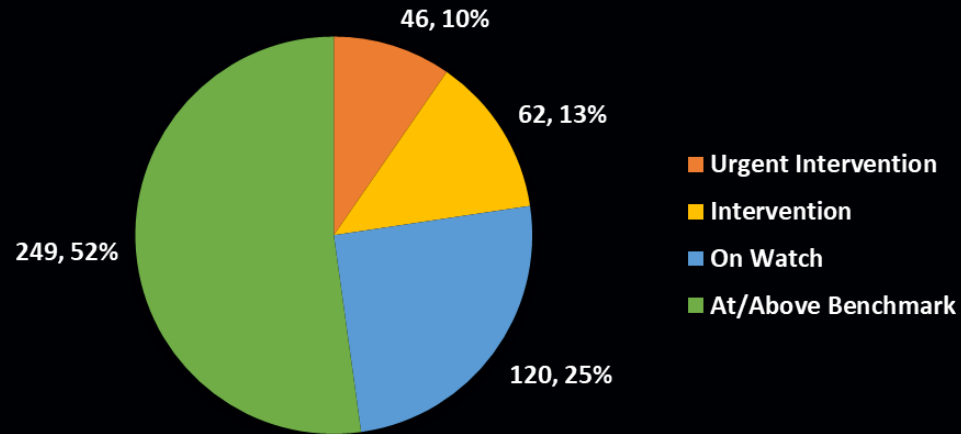
16%
Urgent in Fall

9%
Urgent in Spring

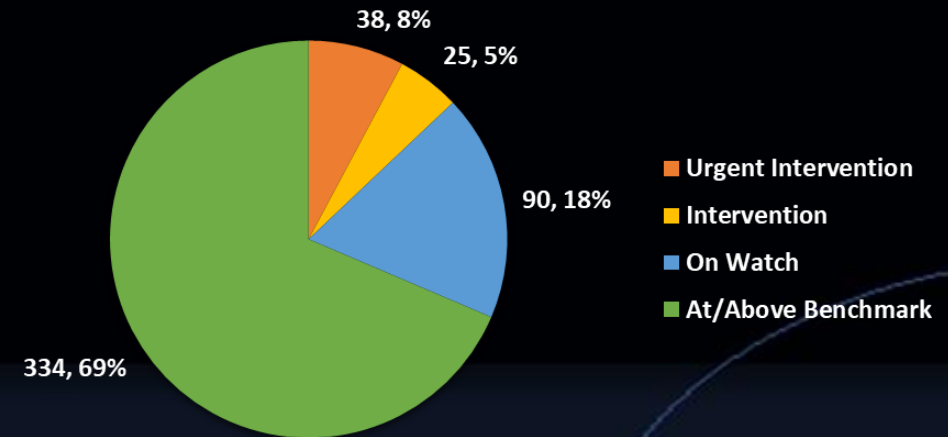


Student Learning :: STAR (2nd Grade Math)

2017-18 STAR Grade 2 Fall Math



2017-18 STAR Grade 2 Spring Math



Student Learning :: STAR (2nd Grade Math)

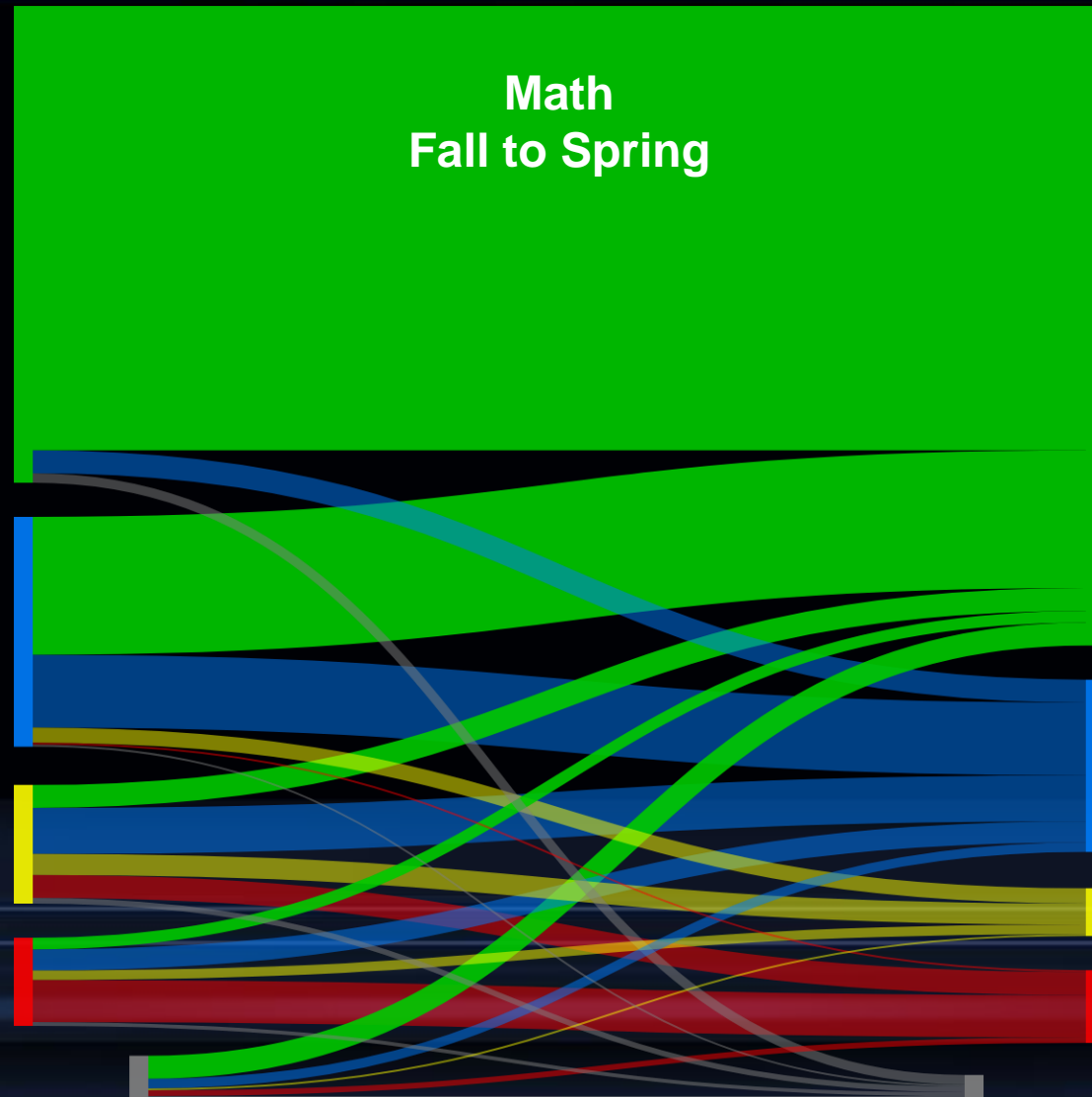
52%
At/Above in Fall

Math
Fall to Spring

69%
At/Above in Spring

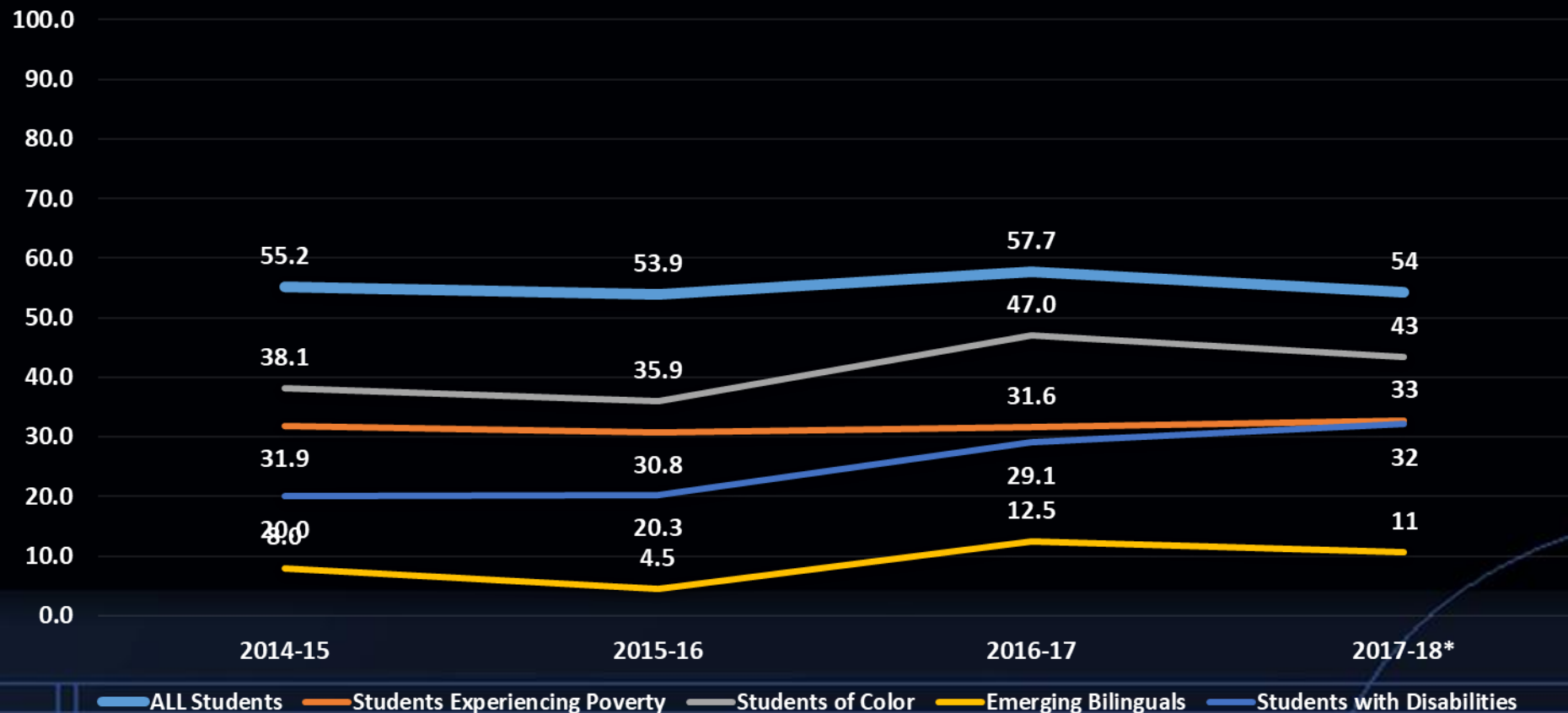
10%
Urgent in Fall

8%
Urgent in Spring



Student Learning :: State Assessments

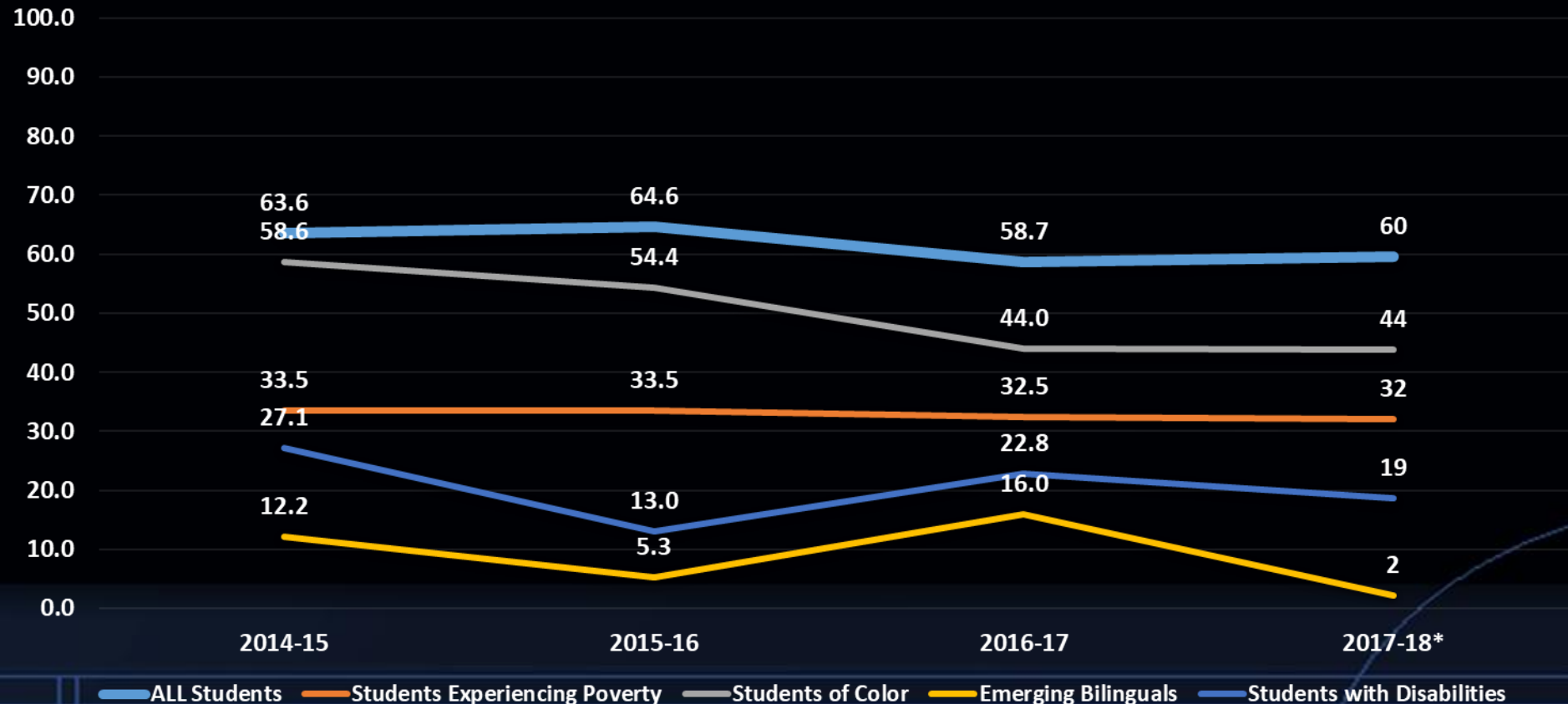
Grade 3 ELA Performance (Percent at Level 3/4) on Smarter Balanced



* 2017-18 data are estimates; final test results will be available September 13th

Student Learning :: State Assessments

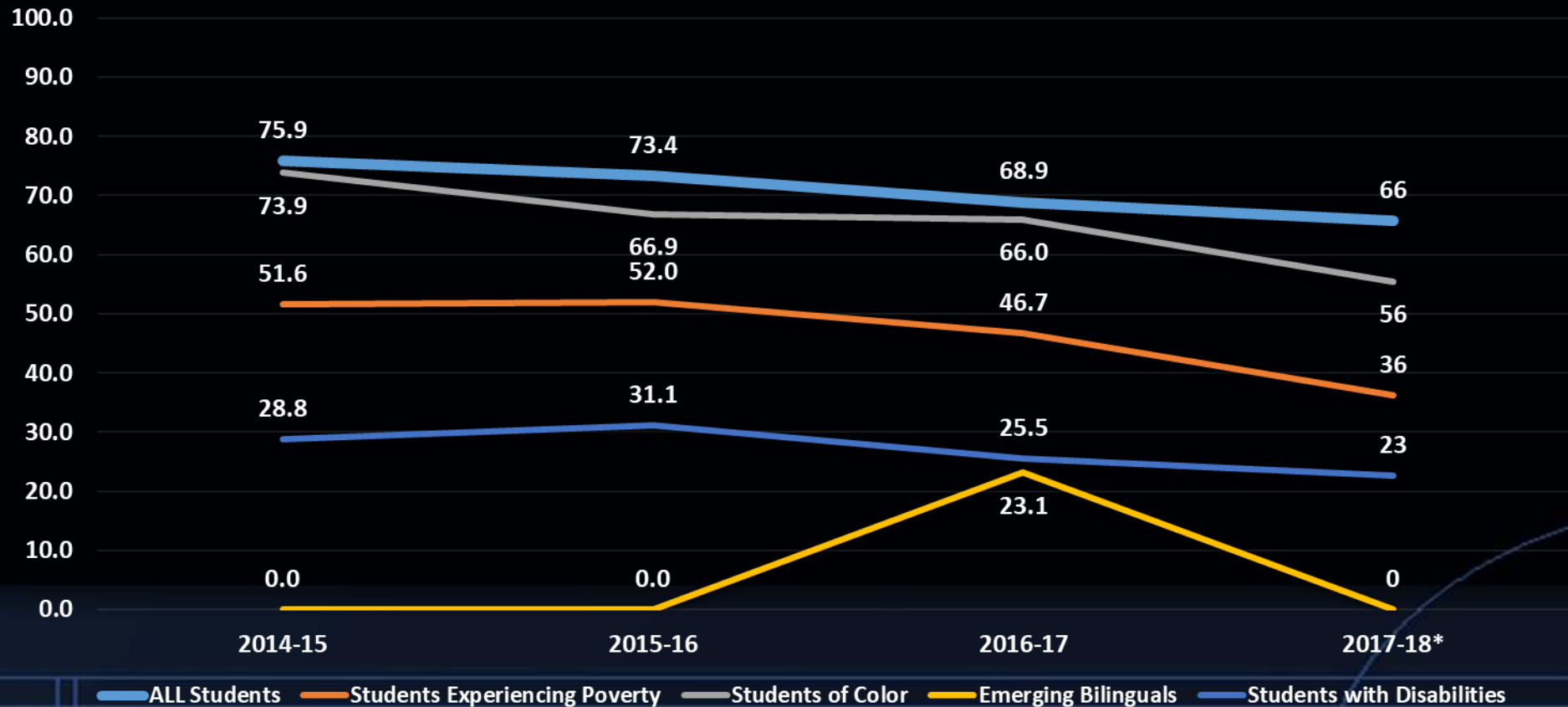
Grade 5 ELA Performance (Percent at Level 3/4) on Smarter Balanced



* 2017-18 data are estimates; final test results will be available September 13th

Student Learning :: State Assessments

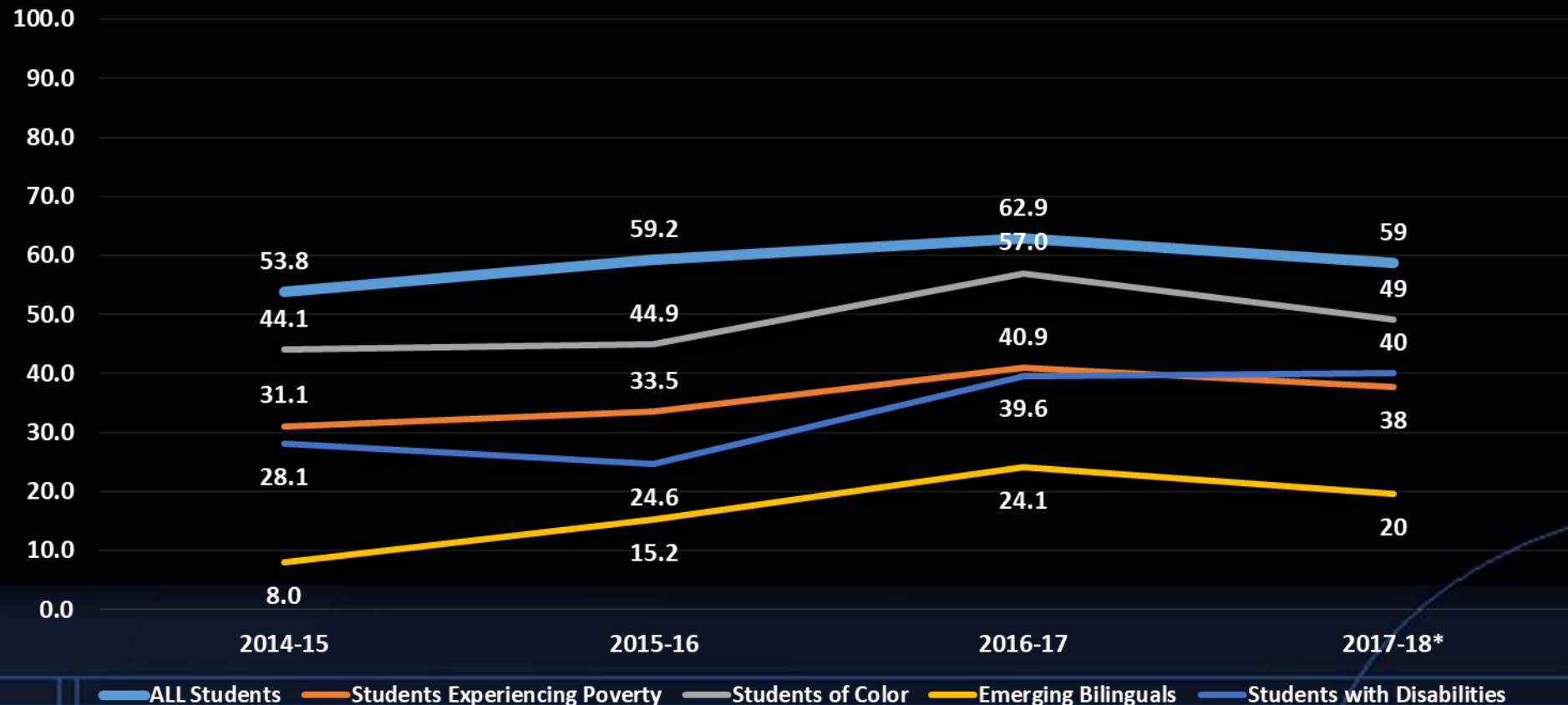
Grade 8 ELA Performance (Percent at Level 3/4) on Smarter Balanced



* 2017-18 data are estimates; final test results will be available September 13th

Student Learning :: State Assessments

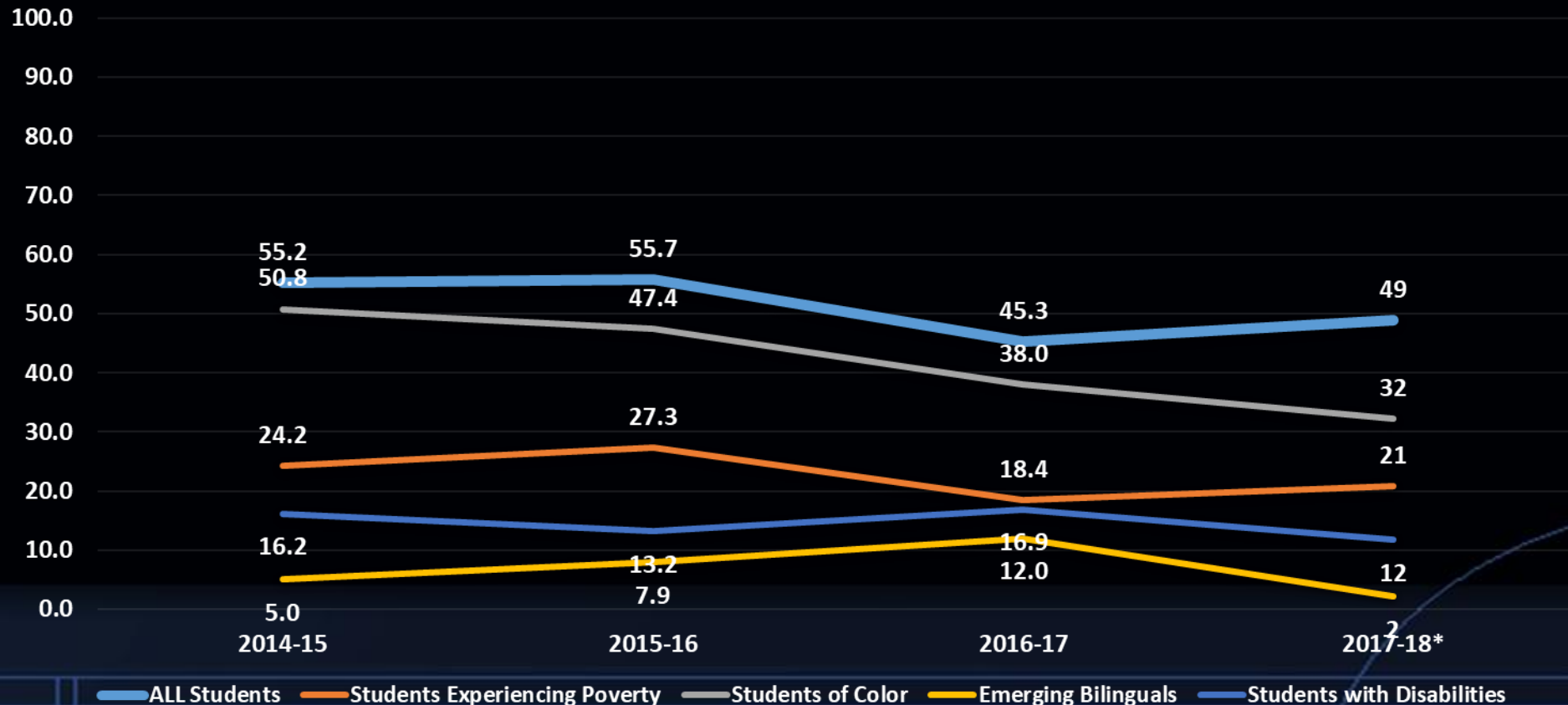
Grade 3 Math Performance (Percent at Level 3/4) on Smarter Balanced



* 2017-18 data are estimates; final test results will be available September 13th

Student Learning :: State Assessments

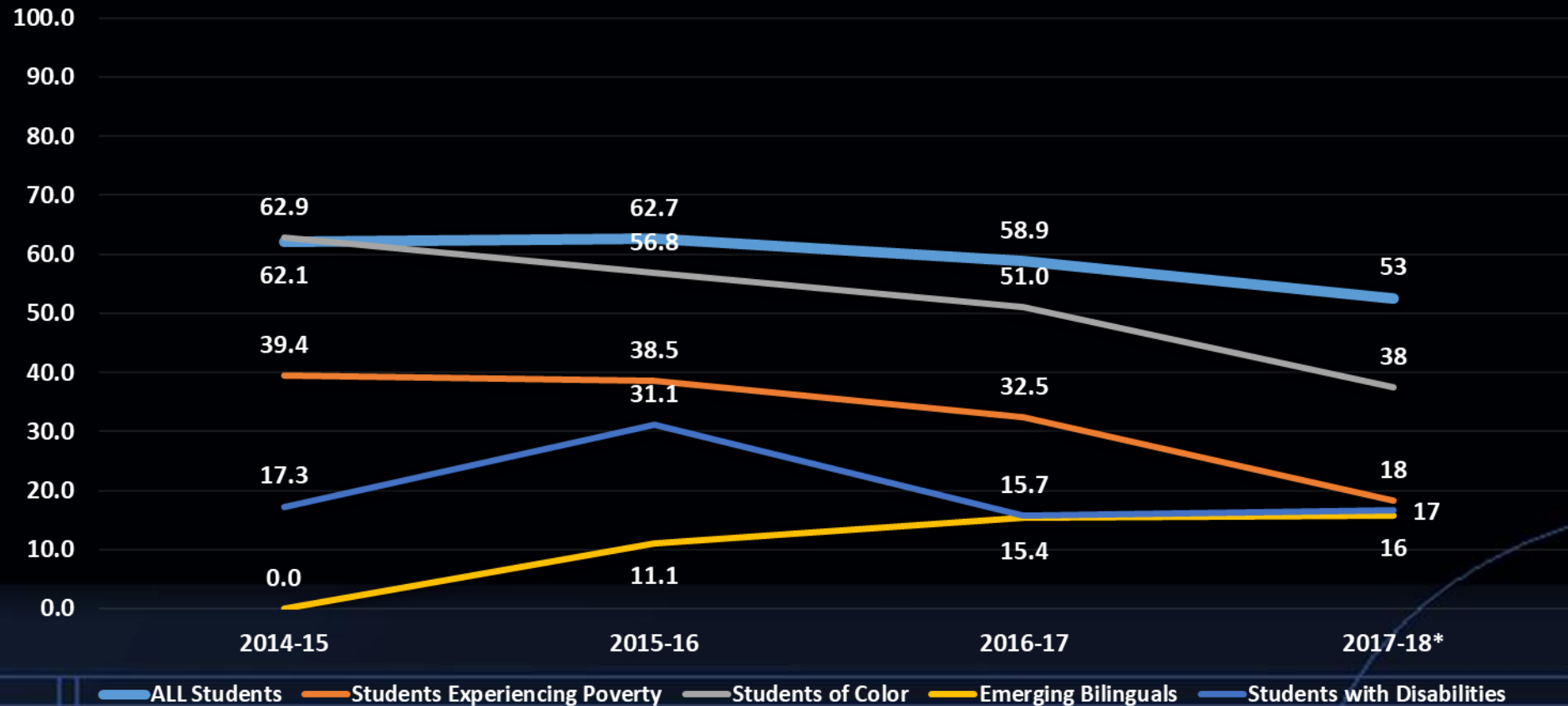
Grade 5 Math Performance (Percent at Level 3/4) on Smarter Balanced



* 2017-18 data are estimates; final test results will be available September 13th

Student Learning :: State Assessments

Grade 8 Math Performance (Percent at Level 3/4) on Smarter Balanced

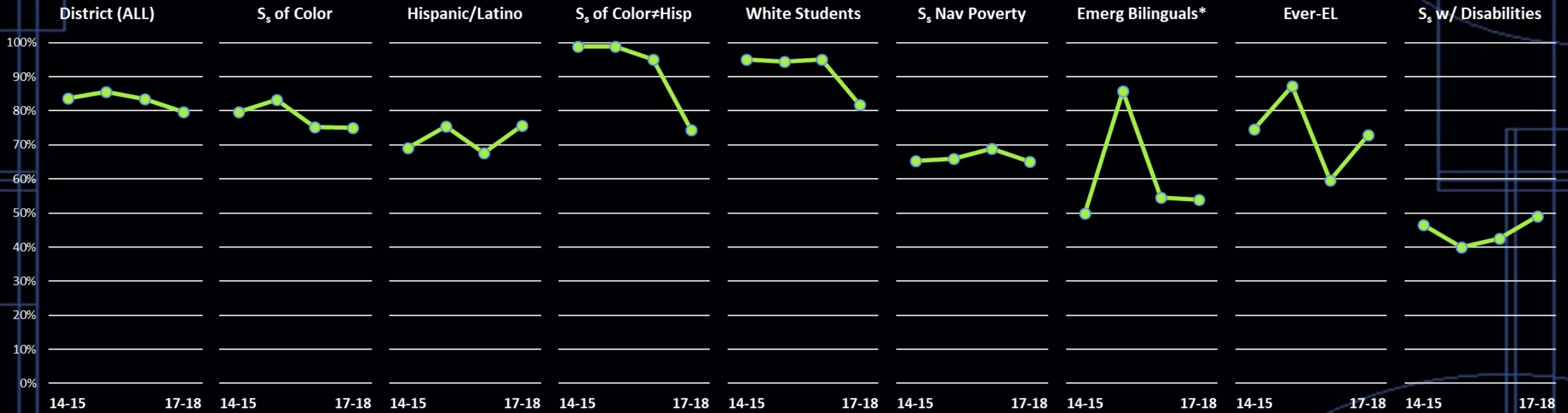


* 2017-18 data are estimates; final test results will be available September 13th

High School & Beyond

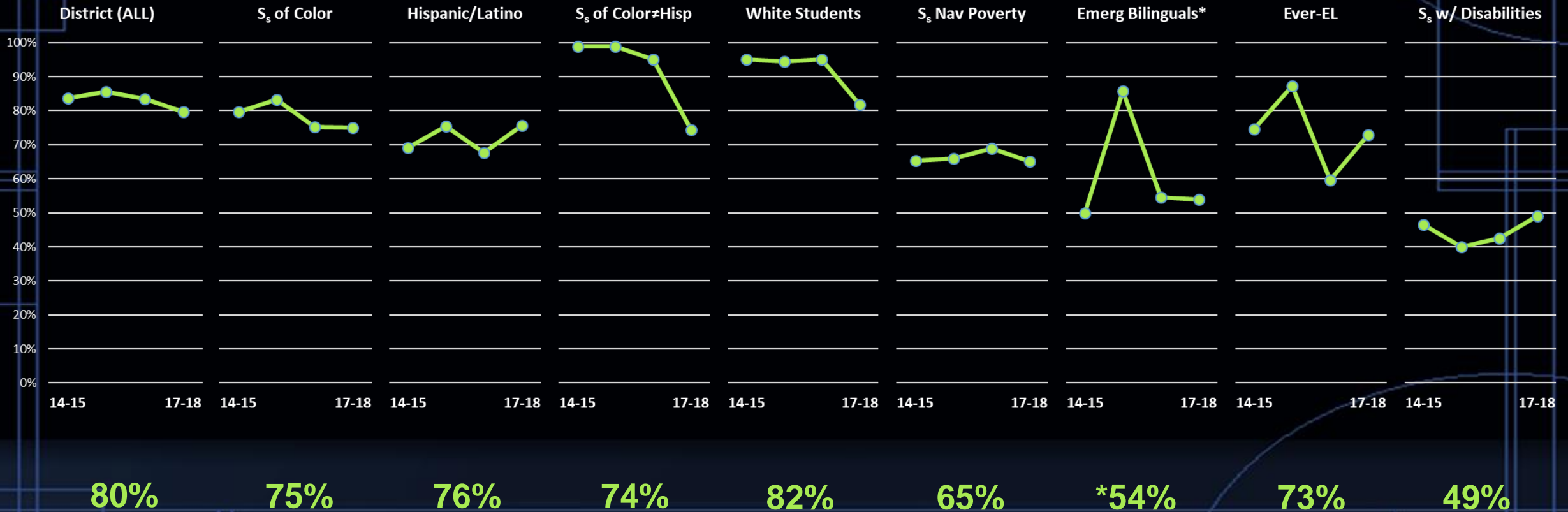
The background features a dark blue gradient with faint, light blue geometric patterns. These patterns include a grid of lines, several overlapping circles, and rectangular shapes, some of which are partially cut off by the edges of the frame. The overall aesthetic is clean and modern.

High School & Beyond :: 9th Algebra Completion



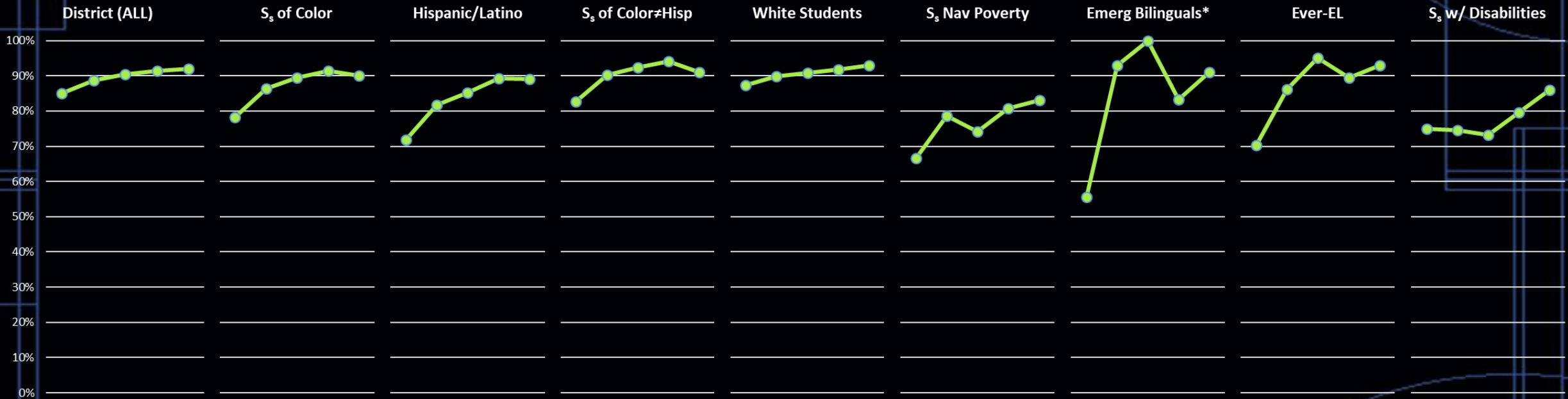
* Emerging Bilinguals represents a very small group

High School & Beyond :: 9th Algebra Completion



* Emerging Bilinguals represent a very small group

High School & Beyond :: 9th On Track 1314-1718*



92%

90%

89%

91%

93%

83%

*91%

93%

86%

* 2017-18 data are estimates; final results will be available October 11th

High School & Beyond :: Career/Tech Ed (CTE)

2019



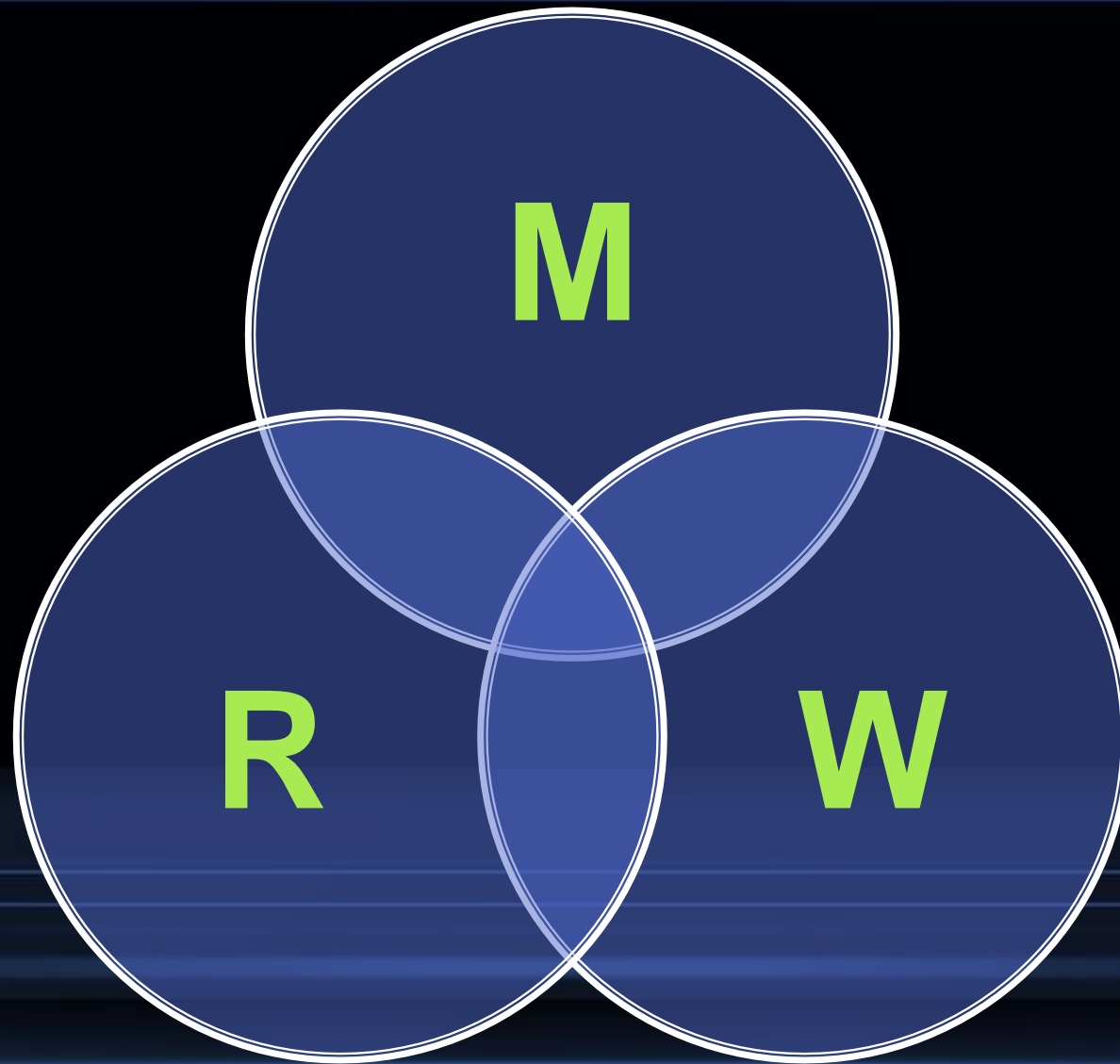
LOADING...

High School & Beyond :: **Essential Skills**

1516 Cohort

543

CHS & CV students
expected to graduate
in 2018-19

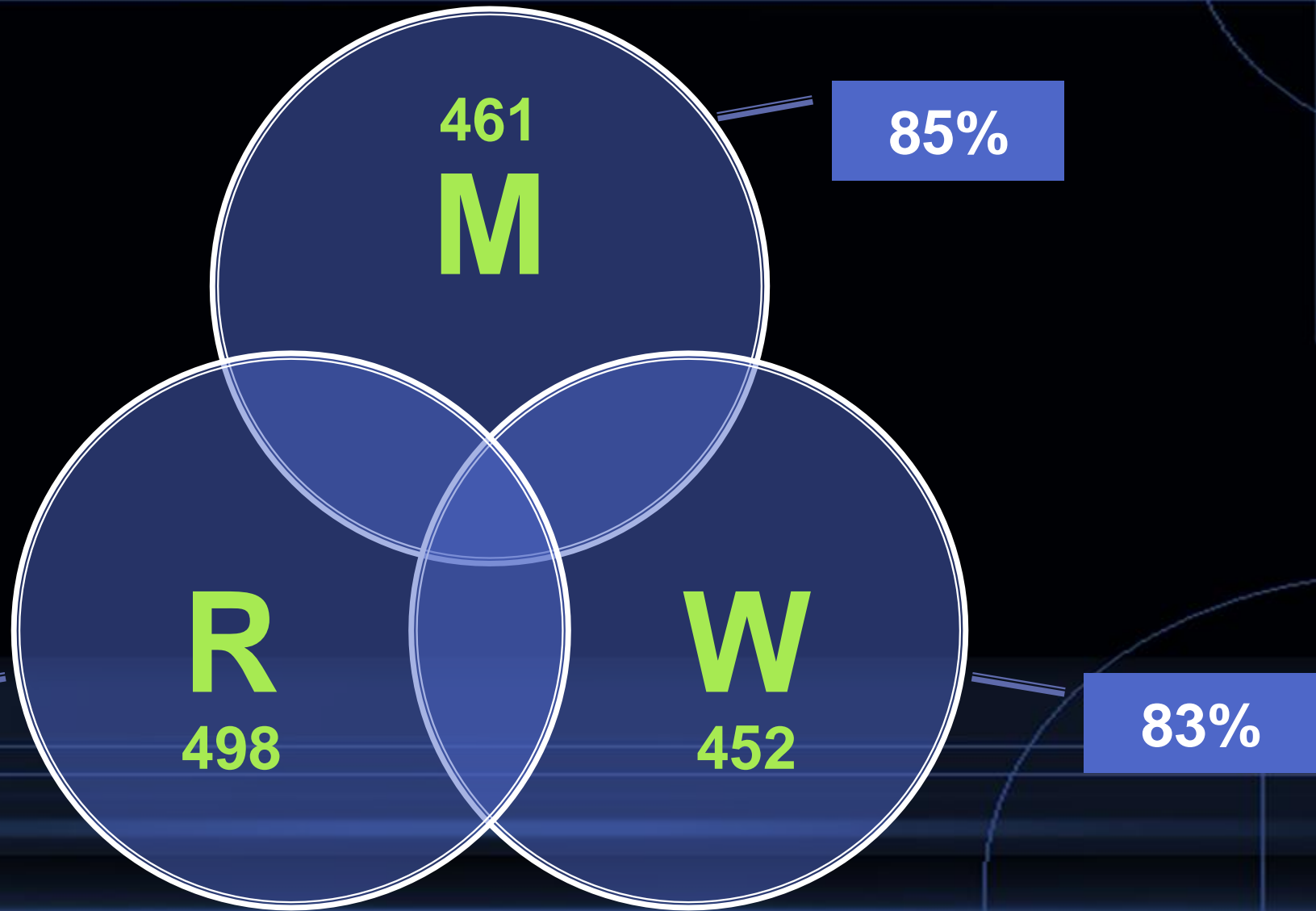


High School & Beyond :: Essential Skills

1516 Cohort

543

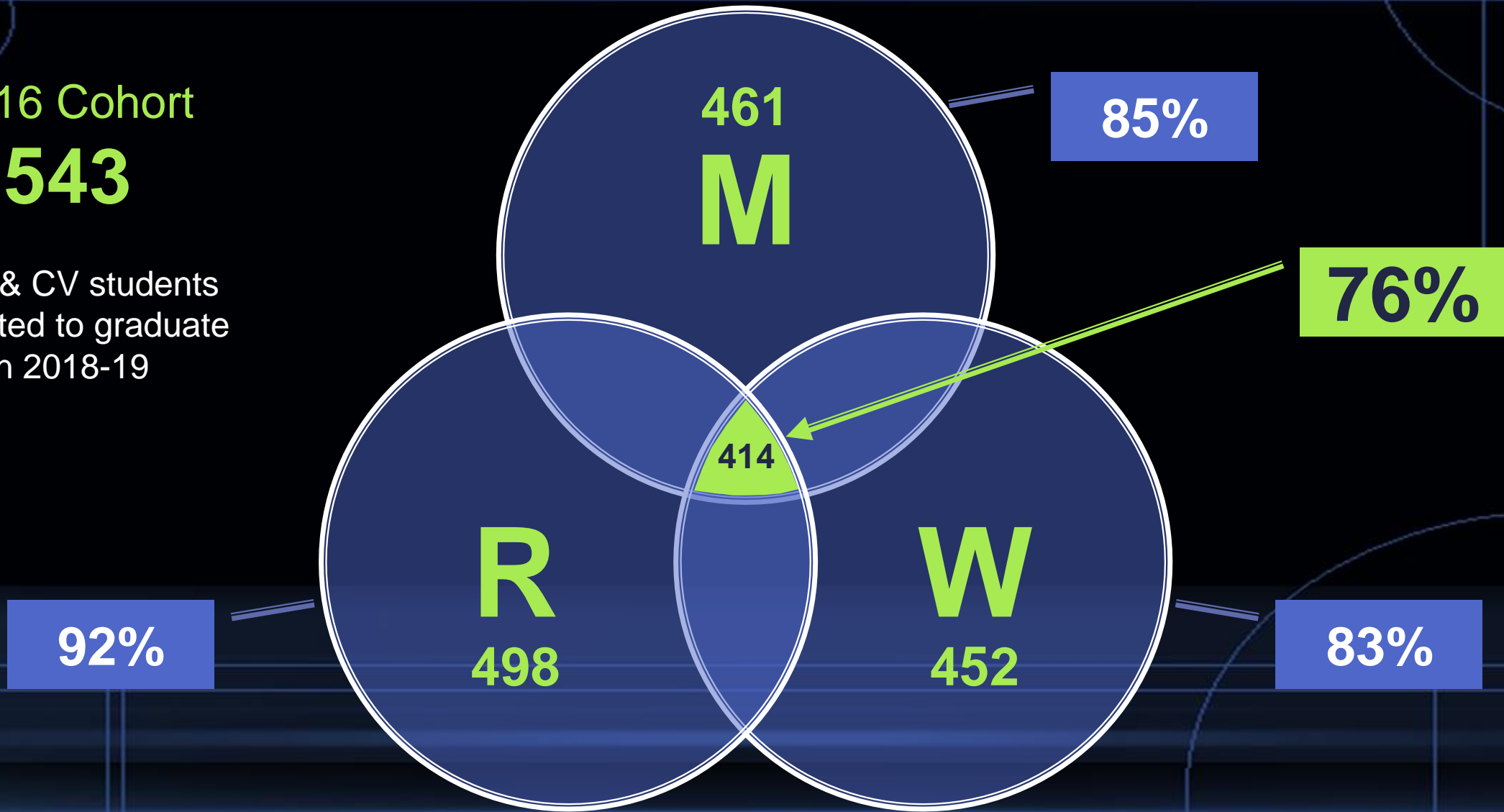
CHS & CV students
expected to graduate
in 2018-19



High School & Beyond :: Essential Skills

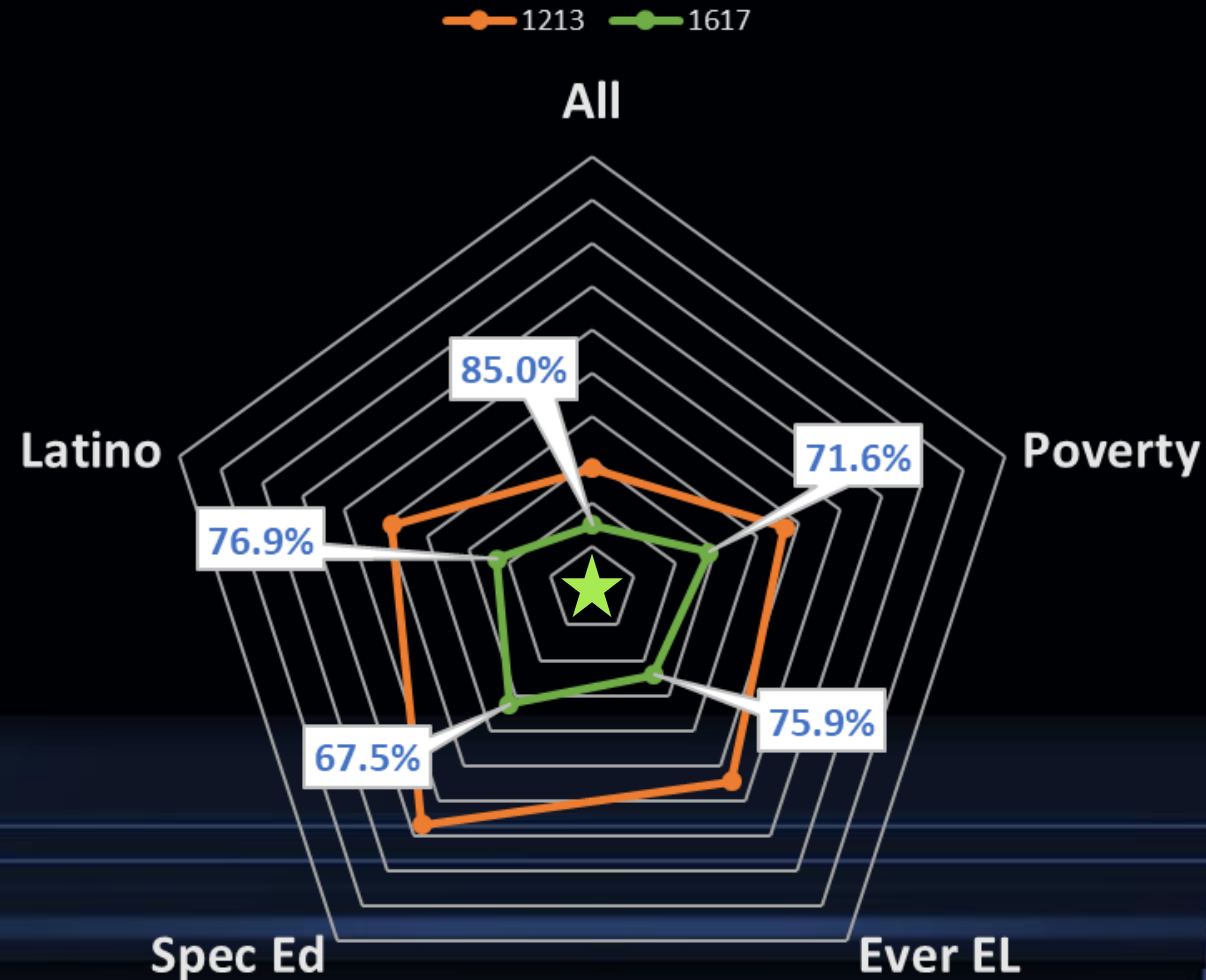
1516 Cohort
543

CHS & CV students
expected to graduate
in 2018-19



High School & Beyond :: 4-Year Graduation Rate

Shifts in Corvallis School District 4-Year Grad Rate



High School & Beyond :: 2017-18 Grad Rate

Shifts in Corvallis School District 4-Year Grad Rate

—●— 1213 —●— 1617

All

2019

Latino

Poverty

LOADING...

Spec Ed

Ever EL

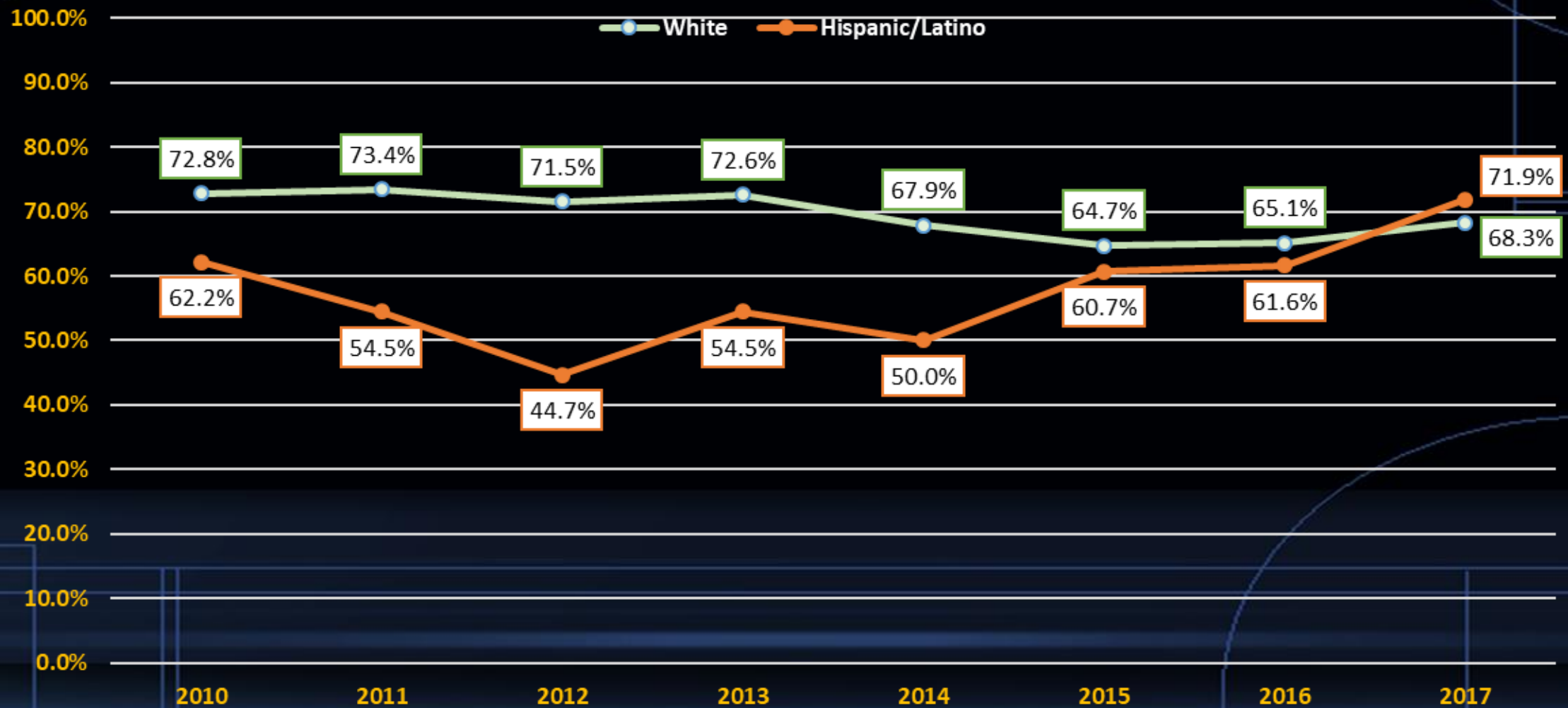
High School & Beyond :: **Post-Secondary**

% of Graduates Enrolled in Post-Secondary Immediately After High School

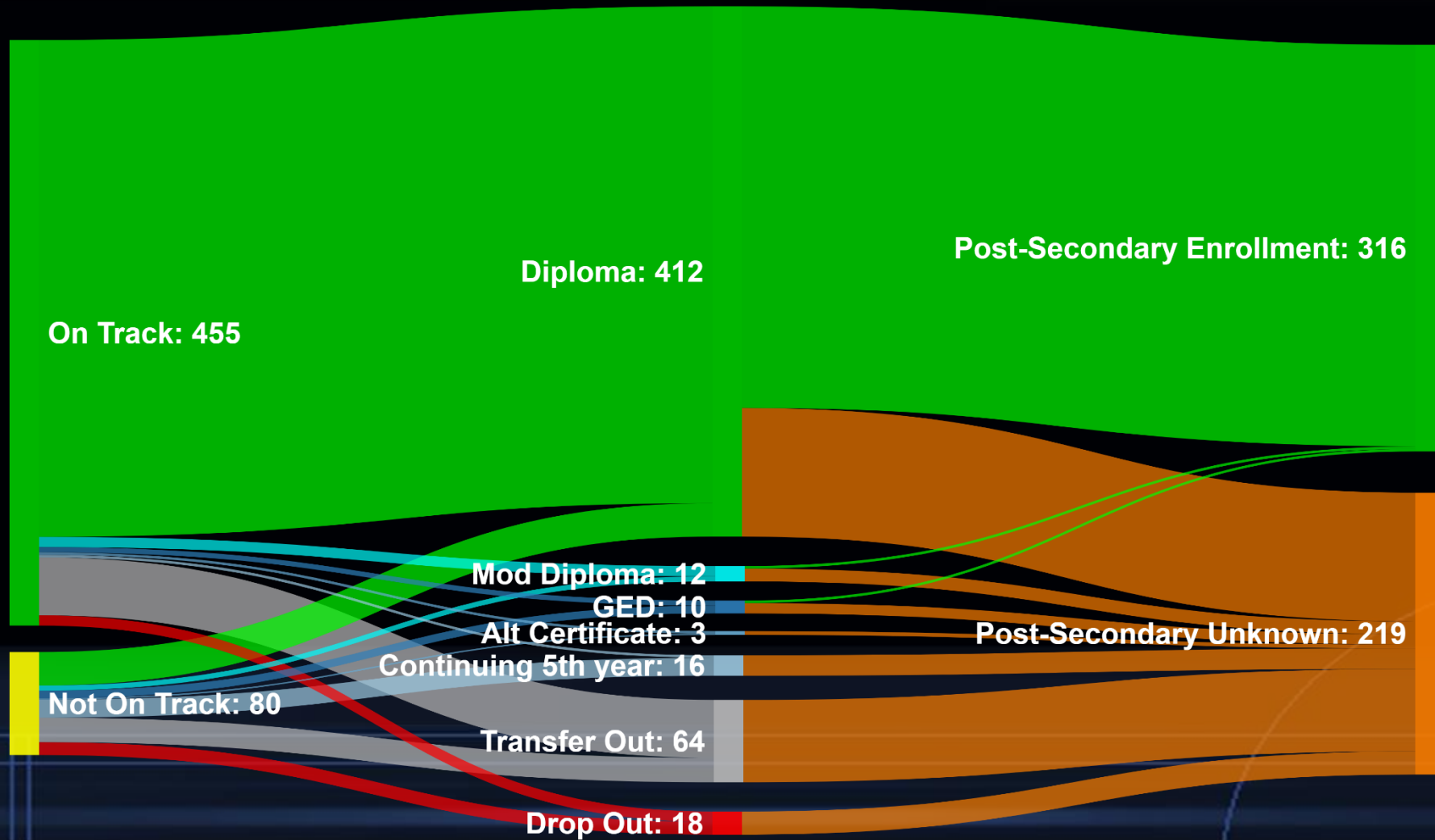


High School & Beyond :: Post-Secondary

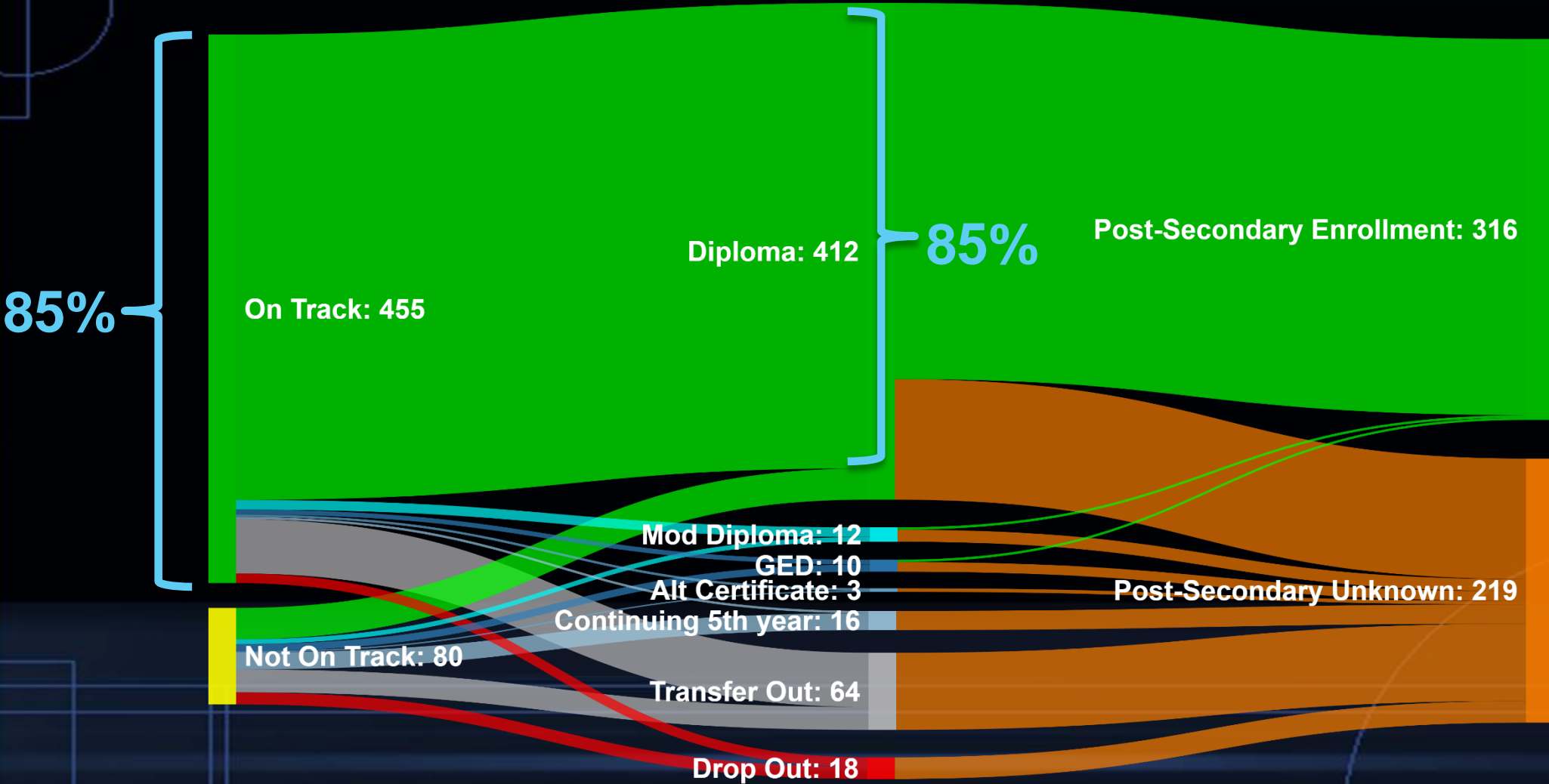
% of Graduates Enrolled in Post-Secondary Immediately After High School



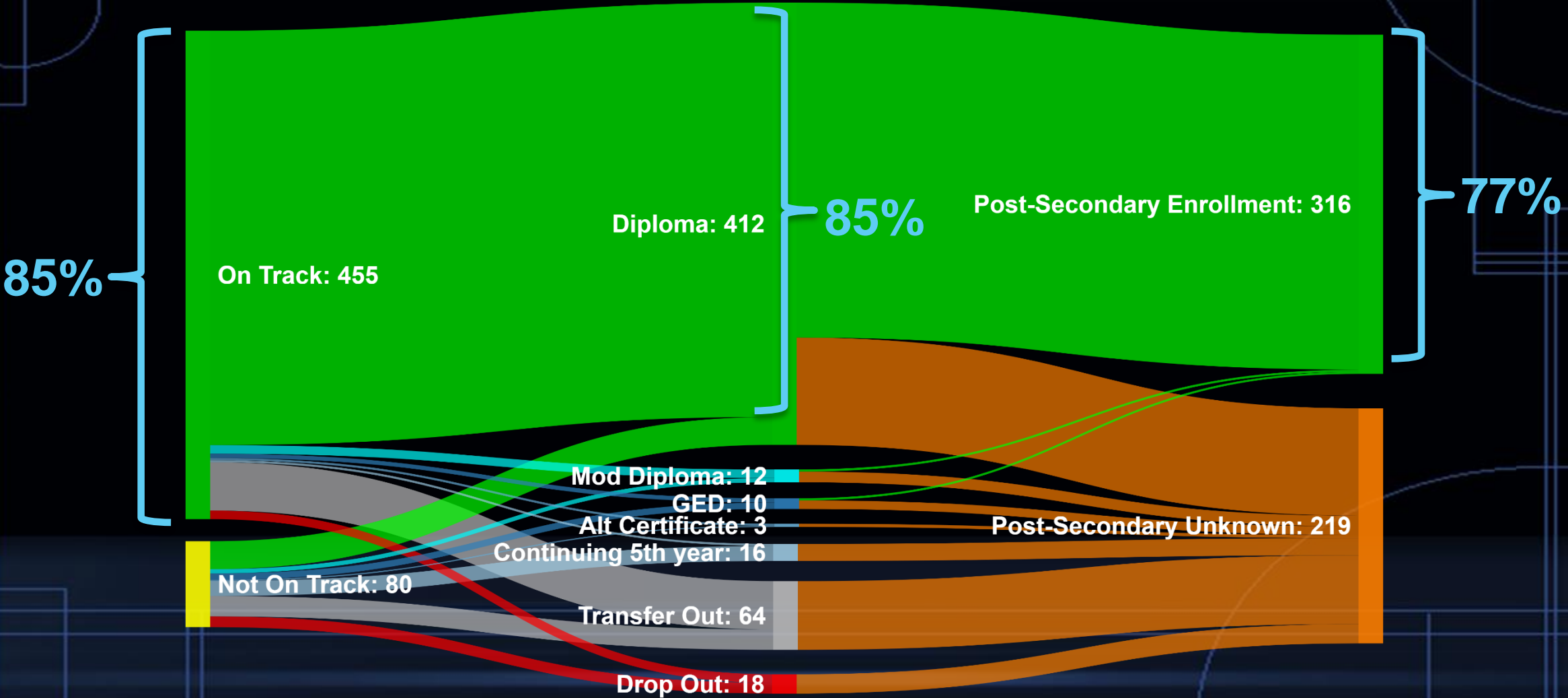
High School & Beyond :: 1314 ... 1617 ... Fall 2017



High School & Beyond :: 1314 ... 1617 ... Fall 2017



High School & Beyond :: 1314 ... 1617 ... Fall 2017





Corvallis

SCHOOL DISTRICT

VI. RESOLUTION NO. 18-1001 IN OPPOSITION TO MEASURE 105 (8:45 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Vincent Adams, Board Chair
Meeting Date: October 25, 2018

Resolution No. 18 - 1001 - Statement of Opposition to Oregon Ballot Measure 105: Repeal of Sanctuary State Law

ACTION REQUESTED

Background

On December 5th, 2016 the Corvallis School Board adopted Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools, which clearly delineated the role that the district plays with regard to immigration law enforcement, how district staff are to interact with law enforcement officials, and directed the superintendent to communicate guidelines for compliance by staff. Resolution No. 16-1201 was reaffirmed by the Board on September 28th, 2017, and is aligned with Oregon’s Sanctuary Law (ORS 181A.820) that was enacted in 1987. Measure 105 will repeal Oregon’s Sanctuary Law if approved by voters in the midterm election on November 6th, 2018. It is permissible for school boards to opine on state-level policies with the stipulation that such action does not use public resources beyond the simple administration of board meetings.

Involvement

Director Sami Al-Abdrabbuh (Sponsor), Director Vincent Adams

Cost Impact

None.

ACTION REQUESTED:

Adopt this resolution.

MOTION REQUESTED:

“I move to adopt Resolution No. 18-1001 – Statement of Opposition to Oregon Ballot Measure 105: Repeal of Sanctuary State Law.”

Corvallis School District 509J

Resolution Number 18-1001

**STATEMENT OF OPPOSITION TO OREGON BALLOT MEASURE 105: REPEAL OF
SANCTUARY STATE LAW**

WHEREAS, the Board of Directors of the Corvallis 509J School District believe diversity makes our country stronger — it's part of what defines our nation.

WHEREAS, since 1982, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202) has required equal access to public education for all children, including those who are undocumented or come from families with members who are undocumented.

WHEREAS, immigrants living in Corvallis are part of our families, communities, workplaces, and schools.

WHEREAS, we believe in fairness, looking out for each other, and treating others as one would hope to be treated. Schools should welcome others, including those who may seem to be different, and build bridges of understanding. We are committed to the success and safety of every student who attends our district's schools.

WHEREAS, measure 105 is in violation of these values because it would repeal Oregon's sanctuary law.

WHEREAS, measure 105 would make us less safe. Trust is the foundation of good education and policing. People in Oregon, especially children, should feel secure when reaching out to public institutions, including schools and law enforcement.

WHEREAS, state and local government already face a tight budgets, including the Corvallis School District. Taxpayer money should not be spent doing the job of federal immigration agents.

LET IT BE RESOLVED, that the Corvallis School Board OPPOSES Measure 105.

ADOPTED, by the Board of Directors of the Corvallis School District 509J, Benton and Linn Counties, Oregon this 25th day of October, 2018.



Corvallis

SCHOOL DISTRICT

VII. ADJOURNMENT (9:00 p.m. 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