



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

**NOTICE IS HEREBY GIVEN** of a meeting of the Corvallis School District Board of Directors.

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Thursday, December 19, 2024 5:30 PM	Special	Linus Pauling Middle School - Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330	See attached.

**Accessibility:** *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto: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](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Thursday, December 19, 2024  
5:30 PM

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

Meeting Details: Thursday, December 19, 2024, 5:30 PM in the Linus Pauling Middle School - Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330.

*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/UC9Jtpe5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.*

- I. CALL TO ORDER AND ROLL CALL (5:30 p.m.)\*
- II. STUDENT REPRESENTATIVE REPORTS
- III. DISTRICT PROGRESS MONITORING



# Vision: Building trust, inclusivity, and engagement through culturally relevant, real-world learning experiences



Student voice is a core tenet of the Corvallis School Board. Students' identity (race, culture, socioeconomic and family status, national origin, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

## Excellent Learning Experience

We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

### Strategies:

- 1 Adopt and implement culturally relevant curricula while monitoring and adjusting practices and curricula based on student outcomes.
- 2 Implementation of the 5 Dimensions of Teaching and Learning Framework.
- 3 Develop a profile of a graduate that includes academic outcome measures.
- 4 Provide high-quality professional development for staff.
- 5 Track key academic indicators and growth targets from the Oregon Department of Education.

Goal One

## Equitable Systems

We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families.

### Strategies:

- 1 Elevate and center voices of institutionally underserved students in both decisions and actions.
- 2 Work in community to enhance student, family, and community engagement in meaningful ways to inform district decision-making.
- 3 Develop and implement an equity plan to support students and staff.
- 4 Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.

Goal Two

## Relevant and Engaging Learning

Students will participate in relevant learning experiences that support their short and long-term goals towards an evolving future.

### Strategies:

- 1 Create and sustain strong career-technical, music, and arts education.
- 2 Support learning that focuses on ecoliteracy, stewardship, and sustainability.
- 3 Support multilingualism across our school system.
- 4 Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
- 5 Create and sustain community partnerships that integrate relevant experiential learning in the community in all grades.

Goal Three

## Healthy Communities

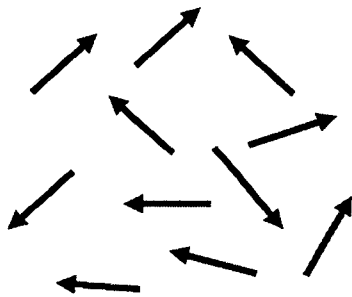
We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

### Strategies:

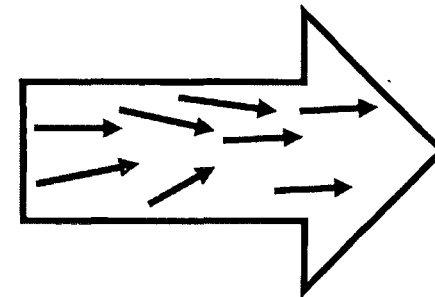
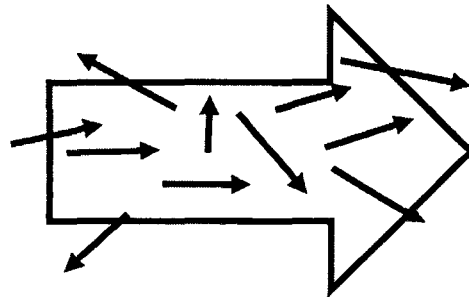
- 1 Foster student and staff belonging through the implementation of SEL standards.
- 2 Foster student education in areas of health and wellbeing.
- 3 Foster student and staff identity and agency.
- 4 Support staff well-being and retention efforts.
- 5 Foster collaboration with families in the learning process with emphasis on families navigating poverty.

Goal Four

# SYSTEMS THINKING AND ALIGNMENT



**FROM RANDOM  
ACTS OF  
IMPROVEMENT**



**TO ALIGNED  
IMPACT**



# Corvallis

SCHOOL DISTRICT

- IV. SCHOOL SCORECARD REPORTS
  - IV.A. Adams Elementary School

# Adams Elementary



## Priority Area

### Excellent Learning Experience:

By June 2025, OSAS Reading scores will increase from 55% to 58%

### Strategic Actions

- Reading curriculum implementation with a K-3 focus.
- SIPPS intervention 4 days per week in grades 2-5 as a double dose.
- Double dose interventions in grades K-1 based on Amplify data.

### Progress Measures (every 6 weeks)

- Walk Through data
- SIPPS Mastery tests
- Amplify data

## Priority Area

### Healthy Communities:

By June 2025, the regular attendance rate will increase from 72% to 75%.

### Strategic Actions

- School-wide attendance incentives as part of PBIS
- Family support plans for students with chronic absences

### Progress Measures (every 6 weeks)

- Attendance data (74% as of November)



### Priority Area

#### Healthy Communities:

By June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase in the following question: Do you feel like an important part of your school? 30% to 35%.

#### Strategic Actions

- Equity Team will conduct regular empathy interviews to ask if they feel like an important part of our school.
- School teacher teaches a series of lessons on what it means to be an important part of our school.

#### Progress Measures (every 6 weeks)

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# Corvallis

SCHOOL DISTRICT

IV.B. Bessie Coleman Elementary School



# Bessie Coleman Elementary

2024-2025



## Excellent Learning Experience

*Vision: We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.*

### Annual Goals

#### Corvallis School District

By June 2025, 3rd-grade reading scores as measured by OSAS will grow from 50% to 53%.

Growth for focal groups will also be 3% (overall and disaggregated).

- ELL: 11% to 14%
- Students with Disabilities: 16% to 19%
- Students navigating poverty: 24% to 27%
- \*Students of Color: 23% to 26%

#### Bessie Coleman Elementary

By June 2025, 3rd-5th grade reading scores as measured by OSAS will grow from 62% to 65%.

Growth for focal groups will be 4% (overall and disaggregated).

- Students with Disabilities: 22% to 26%
- Students navigating poverty: 32% to 36%
- \*Students of Color
  - Hispanic/Latino: 47% to 51%
  - Multiracial: 59% to 63%

#### Strategic Actions

##### Data-Driven Decision Making

- 6-week data cycles to review progress measure including duration of intervention
- The use of academic data in SST teams

#### Progress Measures (every 6 weeks)

##### Mastery Tests SIPPS

- Percentage of students receiving intervention (K-3)
- Monitor passing/not passing data

Amplify

<ul style="list-style-type: none"> <li>• Reading Curriculum Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 not met, met, exceed</li> </ul>
<p>Walkthrough and Coaching Feedback</p> <ul style="list-style-type: none"> <li>• Feedback on instruction</li> <li>• Use of MTSS guidance and implementation tools</li> <li>• Collaboration with MTSS Specialist in observations</li> </ul>	<p>Walkthrough Data</p> <p>Staff Professional Learning Feedback</p>
<p>Equitable Practices</p> <ul style="list-style-type: none"> <li>• Focus on high level practices to meet the needs of each student</li> <li>• Focus on Universal Design for Learning</li> </ul>	

\*Students of Color include American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, and multiracial students.

## Equitable Systems

*Vision: We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families.*

Annual Goals
<p><b>Corvallis School District</b> By June 2025, the Corvallis School District will formalize a district equity committee as required by Senate Bill 732.</p>
<p>By June 2025, the percent positive responses to the question, "My school puts practices in place that include staff of diverse backgrounds in decision-making processes" will increase by 2% at each level as described below.</p> <ul style="list-style-type: none"> <li>● Elementary from 66% to 68%</li> <li>● Middle from 61% to 63%</li> <li>● High school from 68% to 70%</li> </ul>
<p><b>Bessie Coleman Elementary</b> By June 2025, Bessie Coleman's School Equity Team will support increased use of Equity Lens and Equity Look-Fors in decision making and in decision making.</p>

Strategic Actions	Progress Measures (every 6 weeks)
Documented Use of Equity Lens Questions and Equity Look-Fors during MTSS, SST, and leadership meetings	Self assessments including the SST assessment tool
Equity team synthesis of grade level standards, equity lessons, and Collaborative Literacy.	Work completion
Data-Driven Decision Making <ul style="list-style-type: none"> <li>● The use of the SST assessment tool data in SST teams</li> </ul>	
Professional learning at staff meetings focused on continuous use of Equity Lessons	

## Healthy Communities

*Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.*

Annual Goals
<p><b>Corvallis School District</b> By June 2025, the regular attendance rate in the Corvallis School District will increase by 2% from 70% to 72%.</p>
<p>By June 2025, the Corvallis School District will collect baseline data on family perception of engagement in their school using the question, "I feel engaged with my school," on the Youth Truth Family Survey.</p>
<p>By June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase in the following questions:</p> <ul style="list-style-type: none"> <li>● Elementary: Do you feel like an important part of your school? 34% to 39%</li> <li>● Middle: I really feel like a part of my school's community. 46% to 51%</li> <li>● High: I really feel like part of my school's community. 39% to 44%</li> </ul>
<p><b>Bessie Coleman Elementary</b> June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase in the following question: Do you feel like an important part of your school? 32% to 37%</p>

Strategic Actions	Progress Measures (every 6 weeks)
<p>Implementation of Caring Schools Community in Classrooms and Use of Youth Truth questions during morning circles</p>	<p>Student Surveys</p> <p>Attendance data</p>
<p>Student attendance and behavior data review during SST and MTSS meetings</p>	<p>Behavior data</p> <p>Empathy Interviews</p>

Increasing student voice empathy interviews, leadership opportunities, and student groups	
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# Corvallis

SCHOOL DISTRICT

IV.C. Garfield Elementary School

# Garfield Elementary School

## Priority Area

- **Excellent Learning Experiences**

By June 2024 the percent of 3rd-5th grade students proficient on STAR Reading in Spanish or English will increase from 55% to 60% and Amplify will be fully implemented for K-2 to give us baseline data for 25-26

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● 100% Data meetings and 6 week cycles of reviewing intervention data for 20%</li> </ul>	<ul style="list-style-type: none"> <li>○ Amplify</li> <li>○ STAR</li> <li>○ Walkthrough data: Core look-fors</li> <li>○ Work Completion: Unit planning documents for each grade level</li> </ul>
<ul style="list-style-type: none"> <li>● Reading curriculum alignment and implementation with literacy coach</li> </ul>	
<ul style="list-style-type: none"> <li>● Amplify training to build capacity and aligned assessment practices</li> </ul>	

## Priority Area

- **Relevant and Engaging Learning**

By June 2025, the percent of Garfield Elementary 5th graders scoring a 5 or 6 on the STAMP test will increase from 77% to 80%.

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● Dual language: half of the day in Spanish and half of the day in English</li> </ul>	<ul style="list-style-type: none"> <li>○ Work completion</li> <li>○ Walkthrough data</li> </ul>
<ul style="list-style-type: none"> <li>● Reading curriculum implementation and unit planning meetings with literacy coach</li> </ul>	
<ul style="list-style-type: none"> <li>● 100% meetings and 20% meetings</li> </ul>	

## Priority Area

- **Healthy Communities**

By June 2025 the percent of positive student responses in the Belonging section of the Youth Truth survey will increase from 36% to 38% OR By June 2025, the percent of responses of "No, hardly ever" for student belonging on the Youth Truth Student Survey will decrease in the following question:

Do you feel like an important part of your school? 22% to 20% or less.

<b>Strategic Actions</b>	<b>Progress Measures (every 6 weeks)</b>
<ul style="list-style-type: none"> <li>● Monthly assemblies and PBIS systems: Golden Geckos, Gecko Store, Student of the month</li> </ul>	<ul style="list-style-type: none"> <li>○ Attendance data: with a focus on students who have less than 90% attendance</li> <li>○ Work completion</li> <li>○ Empathy interviews</li> </ul>
<ul style="list-style-type: none"> <li>● Develop a supportive system to address attendance concerns.</li> </ul>	
<ul style="list-style-type: none"> <li>● Safe and connected spaces: SAFE group, Pride club, Leadership and 5th Grade clubs</li> </ul>	



# Corvallis

SCHOOL DISTRICT

IV.D. Kathryn Jones Harrison Elementary School



# School Name: Kathryn Jones Harrison

**Priority Area**

- Excellent Learning Experience- By June 2025, grades 3-5 reading scores as measured by OSAS will grow from 52%- 55%.

Strategic Actions	Progress Measures (every 6 weeks)
● Reading Curriculum Implementation	○ Scorecard OSAS 3-5 reading goal- 55%. Fall 2024 STAR reading for 3-5 is 67% at or above grade level compared to fall 2023 STAR reading for 3-5 at 52%. (These are not OSAS scores, but using STAR as checkpoints.)
● The use of academic data in SST teams	
● 6- week data cycles to review progress measure	

**Priority Area**

- Healthy Communities- By June 2025, the regular attendance rate at Kathryn Jones Harrison Elementary School will increase by 2% from 72%- 74%.

Strategic Actions	Progress Measures (every 6 weeks)
● The use of attendance data in SST teams	○ Scorecard attendance goal- 74%. Current attendance rate for the month of November is 94.5%! Data is from Synergy.
● The use of behavior data in SST teams	
● Implementation of Attendance Intervention	

### Priority Area

- Healthy Communities- By June 2025, the percent positive response for student belonging in the Youth Truth Student Survey for Kathryn Jones Harrison will increase by 5% from 30%-35%.

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● Implementation of SEL curriculum</li> </ul>	<ul style="list-style-type: none"> <li>○ Scorecard Sense of Belonging 3-5 Youth Truth goal- 35%. Our latest survey results designed by our counselor and administered by teachers (it should be noted that while this is not Youth Truth results, the questions were pulled from the YT Survey.)</li> </ul> <p style="margin-left: 40px;"> <i>1. I feel valued within the Kathryn Jones Harrison Community. 3-5- 89.7% agree</i>  <i>2. If there is a problem at school, there is a trusted adult here I can talk to. 3-5- 89.7% agree</i>  <i>3. I feel like I can be myself with other students. 3-5- 81.2%</i> </p>
<ul style="list-style-type: none"> <li>● The use of attendance data in SST teams</li> </ul>	
<ul style="list-style-type: none"> <li>● Regular check-ins with classrooms and/or students</li> </ul>	



# Corvallis

SCHOOL DISTRICT

IV.E. Letitia Carson Elementary School

## Letitia Carson Elementary School

Priority Area
<ul style="list-style-type: none"> <li>● By June 2025, reading growth for focal groups will increase by 3% (with overall moving from 46.6% to 50%)                             <ul style="list-style-type: none"> <li>○ -ELL: 21% to 24%</li> <li>○ -Students with Disabilities: 22% to 25%</li> <li>○ -Students navigating poverty: 25% to 28%</li> <li>○ -Students of Color: 15% to 18%"</li> </ul> </li> </ul>

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● Feedback on implementing Collaborative Literacy following MTSS guidance</li> </ul>	<ul style="list-style-type: none"> <li>○ Walkthrough Data</li> <li>○ Mastery Tests for SIPPS and BAR</li> <li>○ Amplify Reports</li> </ul>
<ul style="list-style-type: none"> <li>● Provide regular training for SIPPS instructors.</li> </ul>	
<ul style="list-style-type: none"> <li>● Implement co-teaching supporting ELL pathway classes.</li> </ul>	
<ul style="list-style-type: none"> <li>● Progress monitor monthly with Amplify, BAR Sets and/or SIPPS Mastery tests and adjust.</li> </ul>	

Priority Area
<ul style="list-style-type: none"> <li>● By June 2025, the regular attendance rate (of 90%) at Letitia Carson will increase by 2% (with overall moving from 69.8 to 72%)</li> </ul>

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● Add attendance to tier III meetings, with weekly check-ins.</li> </ul>	<ul style="list-style-type: none"> <li>○ Attendance Data</li> <li>○ Work Completion</li> </ul>
<ul style="list-style-type: none"> <li>● Clarify our tiered attendance support with PBIS team</li> <li>● -Tier III</li> <li>● -Tier II</li> </ul>	
<ul style="list-style-type: none"> <li>● "Share attendance data monthly with staff and next steps for follow-up.</li> </ul>	

### Priority Area

- By June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase in the following question: Do you feel like an important part of your school? 34% to 39%.

### Strategic Actions

- Class Meetings: What does it feel like to be an important part of your school? Listen to students for feedback and ideas
- Counselor-led Conversations (or provided conversation starters): Why do we need everyone here? How are we part of a collective?
- Leadership opportunities and clubs for students (SAFE, Choir, Intramurals, Pride, 5th Leadership, Sustainability, Cafeteria Captains)

### Progress Measures (every 6 weeks)

- Student Survey
- Walkthrough Data
- Student Interviews



# Corvallis

SCHOOL DISTRICT

IV.F. Lincoln Elementary School

# Lincoln Elementary

## Priority Area

- By June 2025, 65% of students in grade 3-5 will be proficient either Spanish or English as measured by STAR (baseline 55%) AND 50% of students in grades K-2 will be proficient (on grade level) in either language according to Amplify composite scores (baseline is 39%).

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● Implement Benchmark/Adelante curriculum K-5 and use backwards design approach during PLCs to implement common assessments tied to standards.</li> </ul>	<ul style="list-style-type: none"> <li>○ Work completion: Unit planning documents for each unit completed. Progress/pacing in schoolwide pacing document.</li> <li>○ Walk through data core “look fors”</li> <li>○ Amplify Data (BOY data, January MOY data and small group progress monitoring).</li> <li>○ Work completion: Dec. 2 grade level core review docs with goals and strategies for each grade level.</li> </ul>
<ul style="list-style-type: none"> <li>● Use diagnostic data to monitor growth and plan for both whole group and small group instruction.</li> </ul>	
<ul style="list-style-type: none"> <li>● Implement grade level core review meetings and goals as way of focusing on and improving the core (tied to diagnostic data)</li> </ul>	

## Priority Area

- By June 2025, Lincoln Elementary 5th graders will increase composite score of 4 or above on the STAMP test from 56.4% to 60%.

Strategic Actions	Progress Measures (every 6 weeks)
<ul style="list-style-type: none"> <li>● Strengthen our K-5 Core Spanish instruction through developing and implementing common language learning strategies and scaffolds to be used K-5.</li> </ul>	<ul style="list-style-type: none"> <li>○ Work completion: Professional learning focused on language learning and teaching strategies to use throughout the building.</li> <li>○ Walk through data of language strategies used along with student engagement data.</li> <li>○ Work completion: Instructional rounds and reflection.</li> <li>○ Amplify data in Spanish reading.</li> </ul>
<ul style="list-style-type: none"> <li>● Participate in instructional rounds as a way of calibrating and celebrating oral language development schoolwide.</li> </ul>	

### Priority Area

- By June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase in the following questions: Elementary: Do you feel like an important part of your school? From 41% to 50%.

### Strategic Actions

- Implement SEL teaching and learning through daily Caring Schools Community circle time and monthly green zone SEL lessons with counselor.
- Identify students who need small social skills groups and create system to provide yellow zone, small group SEL groups.
- Counselor, Special education teachers and dean collaborate to identify targeted curriculum and focus for social skills groups.

### Progress Measures (every 6 weeks)

- Walkthrough data during SEL core instruction to ensure green zone SEL is occurring.
- Work completion: administer the DESSA as a screener in December.
- Work completion: small SEL groups occurring, and changing depending on needs every 6-8 weeks.



# Corvallis

SCHOOL DISTRICT

IV.G. Mt. View Elementary School

# Mountain View Elementary



## 2024-2025 Scorecard

### Excellent Learning Experience

By June 2025, increase 3rd-5th Grade grade reading scores as measured by OSAS from 49% to 53% proficient.

Strategic Actions	Progress Measures (every 6 weeks)
6-week data cycles to review progress measure	<ul style="list-style-type: none"> <li>○ Amplify Reports</li> <li>○ SIPPS Mastery Tests</li> <li>○ Classroom Walkthrough Data</li> </ul>
Use academic data in SST teams	
Reading Curriculum Implementation (K-3 focus)	

### Healthy Communities

By June 2025, the regular attendance rate at Mt. View will increase by 3% from 74% to 77%.

Strategic Actions	Progress Measures (every 6 weeks)
Implementation of Attendance Intervention	<ul style="list-style-type: none"> <li>○ Attendance Data</li> </ul>
Plan consistent family engagement	
Use attendance data in SST teams	

### Healthy Communities

By June 2025, the percent positive response for student belonging on the Youth Truth Student Survey will increase from 33% to 39% on the following question:

*Do you feel like an important part of your school?*

Strategic Actions	Progress Measures (every 6 weeks)
Implementation of SEL curriculum	<ul style="list-style-type: none"> <li>○ Classroom Walkthrough Data</li> <li>○ Attendance Data</li> <li>○ Behavior Data</li> <li>○ DESSA Screener</li> </ul>
Use attendance data in SST teams	
Use behavior data in SST teams	





# Corvallis

SCHOOL DISTRICT

- V. REFLECTION
- VI. ADJOURNMENT (8:30 p.m.)\*

\*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](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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