



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, February 19, 2026 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/UC9Jtp5dmilZl9kySBJbVQ?>
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, February 19, 2026
6:30 PM

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

Meeting Details: Thursday, February 19, 2026, 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 (6:30 PM)*
- II. EXECUTIVE SESSION (5:15 P.M. - 6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.
- III. ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

Resolution Number 22-0204

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by all people who identify as women and girls, which includes trans women and girls; and

WHEREAS the Corvallis School District affirms that students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, Women's History Month grew out of local efforts in Santa Rosa, CA began by the Education Task Force of the Sonoma County Commission on the Status of Women by establishing Women's History Week in 1978 for the Sonoma School District and community; and

WHEREAS, International Women's day has occurred globally since 1911 in an effort to celebrate the social, economic, cultural, and political achievements of women; and

WHEREAS, women historically have been denied rights to vote, own property, and serve in political offices and other leadership positions until the twentieth century; and

WHEREAS, trans women's identities have historically been criminalized and continue to be targeted by violence; and

WHEREAS, National Women's History Week was first proclaimed the Week of March 8, 1980; and

WHEREAS, Women's History Month has been proclaimed nationally since 1995; and

WHEREAS, women have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Women's History Month provides an opportunity to continue the District's growth in learning about the many contributions of all women to the nation, world, and local community; and

WHEREAS, education is a necessary component for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has made a commitment to equity and anti-racism; and

WHEREAS, The Corvallis School District has a responsibility to honor and respect the diverse histories of our community; and

WHEREAS, the Corvallis School District believes each and every student must be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs, and values within a school community.

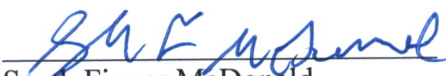
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **March 2022** as well as each March annually, as **Women's History Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade-appropriate ways as well as highlight the contributions of all women to the local community, nation, and beyond both historically and in current times.

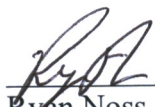
Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 24th day February, 2022.

Signed:



Sarah Finger McDonald
Board Chair

Attested:



Ryan Noss
Superintendent



Corvallis

SCHOOL DISTRICT

- IV. STUDENT REPRESENTATIVE REPORTS
- V. NURSES UPDATE



Corvallis

SCHOOL DISTRICT

2025-2026 District Nursing Report

Prepared for: Corvallis School Board
Prepared by: Emily Muravez, BSN, RN
Meeting Date: February 19, 2026

Background

School District Nursing is a very specialized form of public health nursing that promotes student health and ensures academic access for students experiencing both chronic and acute medical needs. School District Nursing in Oregon is guided by the Oregon State Board of Nursing as well as professional organizations such as; the National School Nurses Association, Oregon School Nurses Association, and the American Nurses Association. Local and Federal law also guides the practice of school nursing.

School District Nurses are the healthcare leaders in our schools that bridge healthcare and education, provide healthcare coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential (ANA & NASN, 2011).

In Oregon, school districts are required to have one registered nurse for every 225 medically complex students, one registered nurse for every 125 medically fragile students, and one registered nurse or one licensed practical nurse under the supervision of a registered nurse, for every nursing dependent student. In addition to the required registered nurse-to-student staffing ratios, it is encouraged to have a registered nurse for every 750 students in the school district (ORS 336.201).

In the 2023-24 school year, ODE and OSNA released a standardized student acuity scoring tool encouraging school district nurses to utilize this tool in an attempt to more accurately recognize and categorize the health needs of students in Oregon. During the 2024-25 school year this acuity scoring tool was updated to include an additional category of health needs, medically non-complex students. The CSD nurses used this updated acuity scoring

tool and the following student acuities were obtained for the 2024-25 school year. The change in data collected makes it difficult to compare student acuity to previous years' data. Data for the 2025-26 school year is not yet available.

2024-25 School Year Acuity Data				
Nursing Dependent Students	Medically Fragile Students	Medically Complex Students	Medically Non-Complex Students	General Student
Students who may have an unstable or life-threatening health condition and who may require daily, direct and continuous professional nursing services.	Students who may have a life-threatening health condition and who may require immediate professional nursing services.	Students who may have an unstable health condition and who may require daily professional nursing services	Students with physical, social emotional, or physiological conditions that may have variable complexity but conditions are stable and predictable with treatment	Students with normal growth and development or intermittent acute illness/injury events; if a condition exists, it is uncomplicated and predictable.
1	13	302	889	4655

Corvallis School District Nursing FTE for 2025-2026 School Year

Emily Muravez, BSN, RN- CSD District Nurse Lead (0.8FTE)

Mandy Ryan, BSN, RN- CSD District Nurse (0.8FTE)

Dawn Grace, BSN, RN- CSD District Nurse (1.0 FTE)

Emma Matteo, RN- CSD District Nurse (1.0 FTE)

Kelly Ward, BSN, RN- CSD District Nurse (1.0 FTE)

In addition to district-employed nurses, the school district contracts two agency nurses to provide direct 1:1 care to nursing dependent students for the 2025-26 school year; there are 2 nursing dependent students for the current school year.

Staff Training Provided by District Nursing for School Year 2025-26

In January 2022, the Corvallis school district nurses began the process to become AHA Basic Life Support CPR instructors and ultimately all 5 nurses became certified. In the

Spring of 2025 CSD nursing department met the rigorous requirements to become an American Heart Association Training Site. To obtain this classification, a site must have a minimum of 5 instructors and must teach at least 250+ students (staff members) annually. To date, 260 staff members have been trained and certified in Heartsaver CPR/first aid/AED in the 2025-26 school year with 8 more training scheduled.

Training	Number of Trainings as of January 2025	Total Staff Members Trained	Number of Remaining Trainings in the 2025-26 school year
Epinephrine Training	8	189	4
Glucagon Training	9	132	1
Medication Basics Training	6	168	4
Heartsaver CPR/First Aid/AED	23	260	8

Delegations and Other Medical Trainings

Delegation of nursing care is necessary in the school setting to meet the needs of students when there is not a nurse available to provide nursing care in all buildings. This school year in the Corvallis School district there are currently 10 students whose care requires a nursing delegation and one student requiring a daily procedure done by a nurse. While the number of nursing delegations is unchanged from last year, several of these are new delegations for students new to our school district or for students with new medical diagnoses.

Medication Safety and Access to Health Room

The CSD nursing team recognizes medication safety as a high priority in our schools to keep our students safe and in school. The nursing team has made it a priority to regularly audit medications in the school health rooms to ensure accurate documentation, medication

dosing, and medication tracking. District Nurses also provide support to the Health Room staff in each building, who provide care to any student who has an injury or illness during the school day.

The nursing team is working towards standardizing health room practices amongst all school building sites to align with evidence based best practice. One way the nursing department is working towards this is through the development of a resource manual for health room staff to reference. This resource manual will be finished by the end of the 2025-26 school year for utilization during the 2026-27 school year.

Epinephrine

Autoinjectable Epinephrine for the treatment of severe allergic reactions has been in place in the Corvallis Schools for many years through the EpiPen4Schools program. There have consistently been barriers to accessing this lifesaving medication for various reasons such as medication shortages. This school year the nursing department is working with the neffyinSchools Program and as of 2026 every school building now has both adult and pediatric Epinephrine nasal spray devices in their buildings.

Electronic Health Record

Several years ago the nursing department began utilizing an electronic health record through Frontline. It was decided to transition to synergy for health documentation. A team of CSD nurses has been working closely with LBL, as well as other area school district nurses, to provide input as the health module has been built. This transition required all health room staff as well as those who cover health room duties to have Synergy health training which was provided by the district nursing department.

School Based Health Center Partnership

The Corvallis School District is fortunate to have a School Based Health Center, Lincoln Health Center, located on Lincoln Elementary grounds. The goals of school based health centers are: improving access to affordable medical care for school aged youth, providing patient centered care for all students regardless of insurance status, reducing costs related to unnecessary hospital visits, improving educational outcomes, and saving parents time by reducing missed work hours [Oregon School-Base Health Centers](#). The Corvallis School District Nursing Department has met with nursing staff as well as administrators from the Lincoln Center to discuss ways we can work together to better serve our school community by improving communication, collaboration, and removing barriers to accessing health care

for our students. The nursing team is excited to continue to build this partnership to improve health care and health outcomes for our students.

Health Screenings

Vision Screenings: State-mandated vision screenings were conducted at all elementary schools. Vision screenings are conducted in partnership with the Lions Club.

Elementary School	Student Enrollment	Total Students Screened	Total Students Passed	Total Students Referred	Referral Rate
Adams	364	314	266	47	15.3%
Bessie Coleman	330	286	248	31	13.29%
Franklin	307	293	259	33	11.6%
Garfield	379	333	263	68	21%
Kathryn Jones Harrison	223	199	164	33	17.6%
Letitia Carson	297	270	218	50	19.3%
Lincoln	304	254	201	52	20.9%
Mountain View	226	195	156	38	20%
Bridges		6	5	1	16%
Cheldelin Middle School	***not yet completed				

Dental Screening: Sealants, fluoride, and silver diamine fluoride (SDF) are offered on an opt-in basis, with parent consent at all elementary and middle school students.

Conclusion

While student enrollment has been decreasing, the health needs of students remain constant. The Corvallis School District Nursing team is committed to improving educational outcomes for our students by supporting their health needs, improving their access to health care, as well as by supporting the health related education of the staff that support students daily.



Corvallis
SCHOOL DISTRICT

VI. EDUCATIONAL PROGRAMMING UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Byron Bethards, Director of Student Growth and Experience

Meeting Date: February 19, 2-26

Educational Programming Update

NO ACTION REQUIRED

Background

Over the past several months, CSD staff have engaged in a comprehensive process to reexamine how we serve our students and make plans to strengthen our instructional program. This work has focused on aligning practices with Oregon standards, Board goals, and strategies while ensuring we meet the academic, social, and developmental needs of every student.

This presentation reflects the outcomes of that collaborative effort. The plan is informed by feedback from students and staff. The programmatic changes outlined represent a clear and intentional path forward. They are shaped by collective input and designed to ensure equitable access to high-quality learning experiences across the district.

The purpose of this presentation is to inform the Board of the District's plan for educational programming, the instructional commitments that will guide implementation moving forward, and the District's next steps in the planning process.



Educational Programming Update

Corvallis School Board

February 19, 2026

Welcome & Overview

The Corvallis Promise

The K-6 Model

The 7-8 Model

The K-8 Model

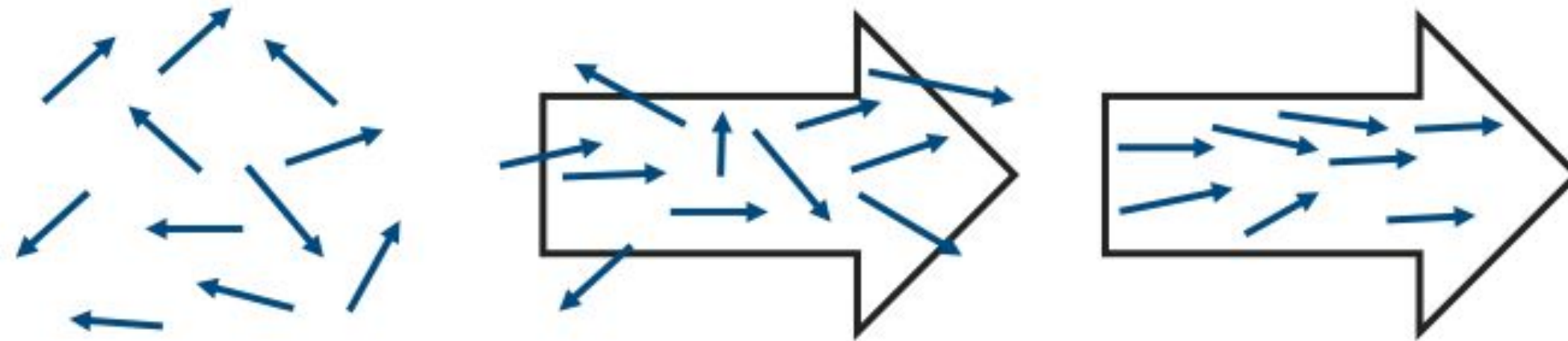
The HS Model

Key Highlights



Planning Process

SYSTEMS THINKING AND ALIGNMENT



**FROM RANDOM
ACTS OF
IMPROVEMENT**

**TO ALIGNED
IMPACT**



Who We Are

Achievement

Students engage in complex thinking and problem-solving paired with high support and intentional scaffolding to build intellectual independence, focusing on how to think rather than what to know.

Connection

Student-teacher relationships are anchored in affirmation, mutual respect, validation, and trust.

Equity

Students receive whatever they need to develop to their full academic and social potential, emphasizing that educational well-being is as vital as academic success.



Our Shared Commitments

5 Core Values

4 Board Goals

3 Instructional Promises

2 Community Commitments

1 Profile of a CSD Graduate

1



Profile of a Graduate

The Corvallis School District's Profile of a Graduate describes the skills and knowledge we want every student to develop by the time they graduate.

Academically Prepared and Future Ready

- Apply strong academic skills in reading, writing, and math.
- Demonstrate digital, media, and information literacy for modern learning.
- Utilize financial, career, and life skills to navigate adulthood.
- Demonstrate agency, motivation, and vision for college, career, and life opportunities.



Critical Thinkers, Problem Solvers, and Innovative Learners

- Use scientific inquiry, data literacy, and evidence-based reasoning.
- Think critically, question assumptions, and consider multiple perspectives.
- Apply knowledge and skills to solve multi-faceted, real-world problems.
- Approach challenges with curiosity, imagination, and a willingness to explore new ideas.



Skilled Communicators and Collaborative Leaders

- Communicate clearly in writing, speaking, and listening.
- Ask for and offer help, using interpersonal skills to support others.
- Resolve conflicts with empathy, compassion, and respect.
- Honor diverse perspectives, maintaining dignity for all.



Culturally Aware, Engaged, and Community-Minded Individuals

- Value cultural diversity, global perspectives, and historical contexts.
- Demonstrate cultural awareness, curiosity, and empathy for people locally and globally.
- Engage thoughtfully with digital and media environments as responsible community members.
- Engage in civic responsibility, contribute to community wellbeing, and reflect on systemic inequities.



Emotionally Intelligent, Healthy, and Well-Balanced Individuals

- Make healthy, balanced decisions that support well-being.
- Practice empathy, compassion, and perspective-taking.
- Demonstrate integrity, honesty, and ethical judgment.
- Identify emotions and manage stress and behavior through self-regulation strategies.



Adaptable, Self-Directed, and Lifelong Learners

- Demonstrate responsibility, time management, and dependable work habits.
- Advocate for themselves through self-awareness and reflection.
- Show resilience, perseverance, and a growth mindset during challenges.
- Set meaningful and attainable goals, monitor progress, and adjust strategies.



Corvallis Promise



CORVALLIS PROMISE

**Real Skills
for Real Life**



All Students Belong

All students belong and each learner is valued, supported, and affirmed as an essential part of our school community.

Every Student a Graduate

Every student graduates, equipped with the knowledge, skills, and confidence to succeed in their next chapter.

Achievement • Connection • Equity

District Programming

Designing learning with **PURPOSE**

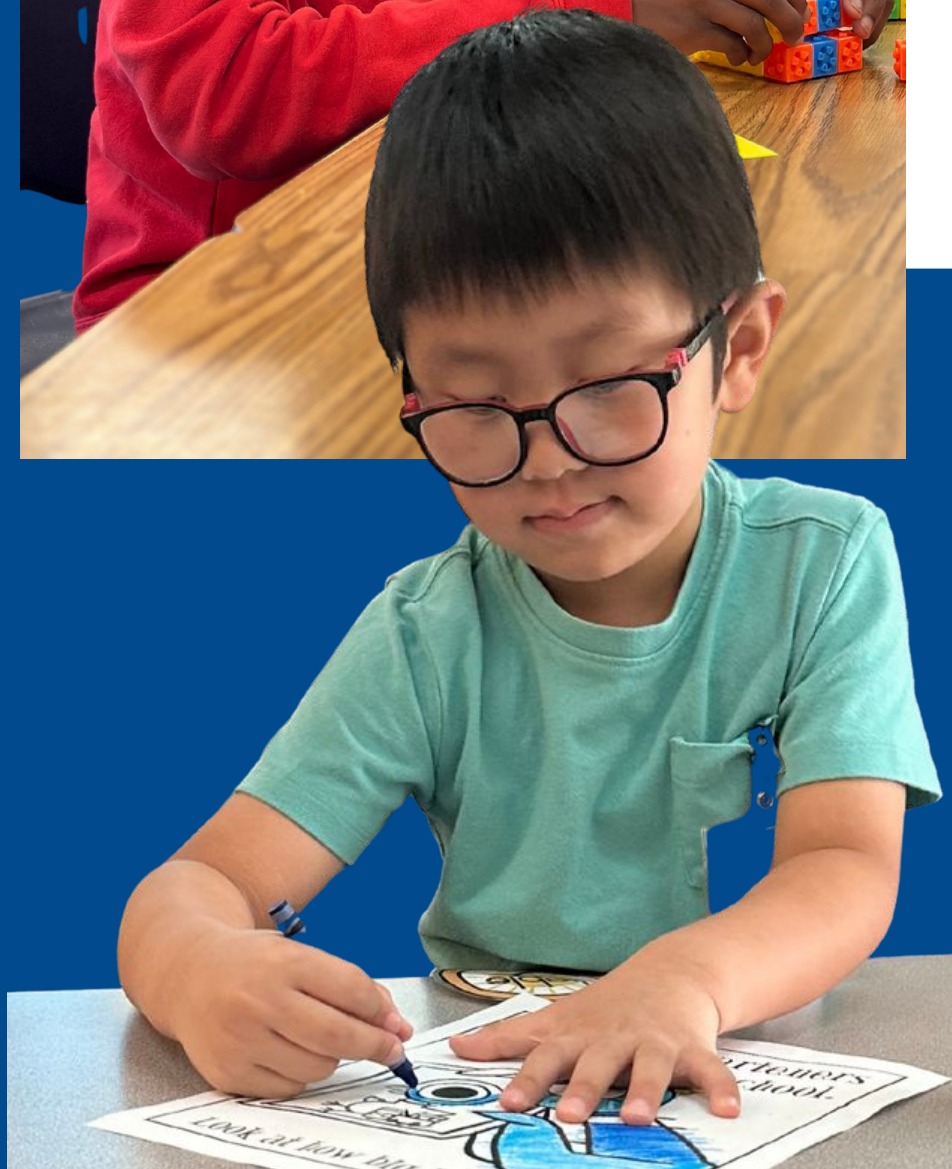
Keeping **STUDENT ENGAGEMENT** at the center

Using high quality **CURRICULUM & PEDAGOGY**

Designing meaningful **ASSESSMENTS** for **LEARNING**

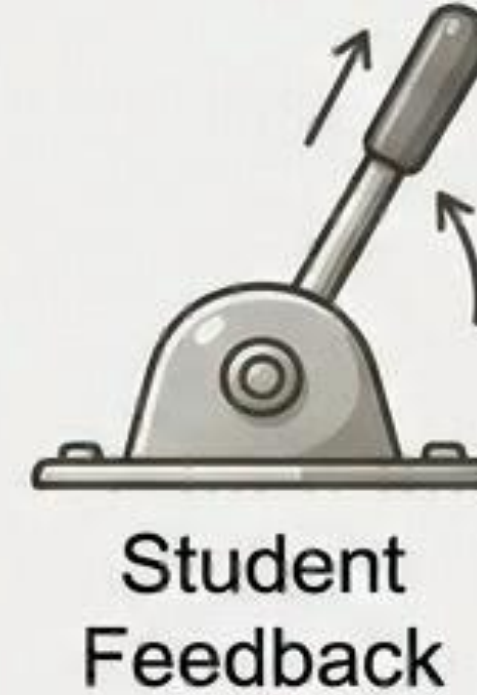
Creating a positive **CLASSROOM ENVIRONMENT & CULTURE**

Fostering **PROFESSIONAL COLLABORATION & FAMILY COMMUNICATION**



Finding Balance

There are many levers we try to balance in our planning



What's Embedded in Our Plans

Intervention Support

SpEd Services

Mental Health Support

Family Advocate Support

Health Navigator Support

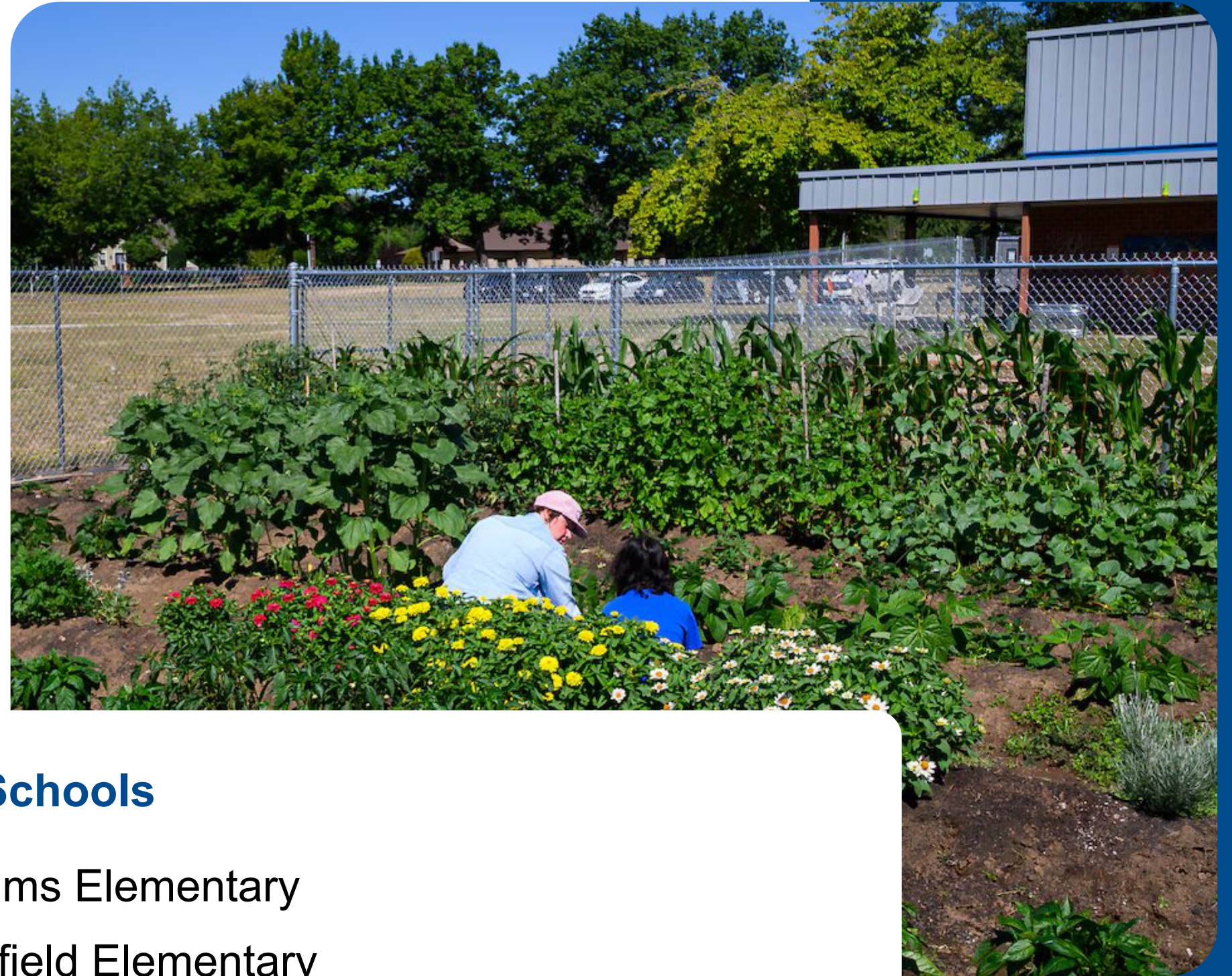
School Counseling

Alternative Education

- (SEG, Bridges, Academies)

Life Skills Programming

Talented And Gifted (TAG)



Title I Schools

- Adams Elementary
- Garfield Elementary
- Kathryn Jones Harrison Elementary
- Lincoln Elementary
- Mountain View K-8

Our Unwavering Commitment to DLI

“ Deeply embedded in our district's core values, the Corvallis School District's Dual Language Immersion program stands as a testament to our vision for educational equity. We remain committed to our Dual Language program and ensure a lasting

legacy that continues to foster a deep sense of pride in bilingualism and preserving heritage languages and cultures.

”



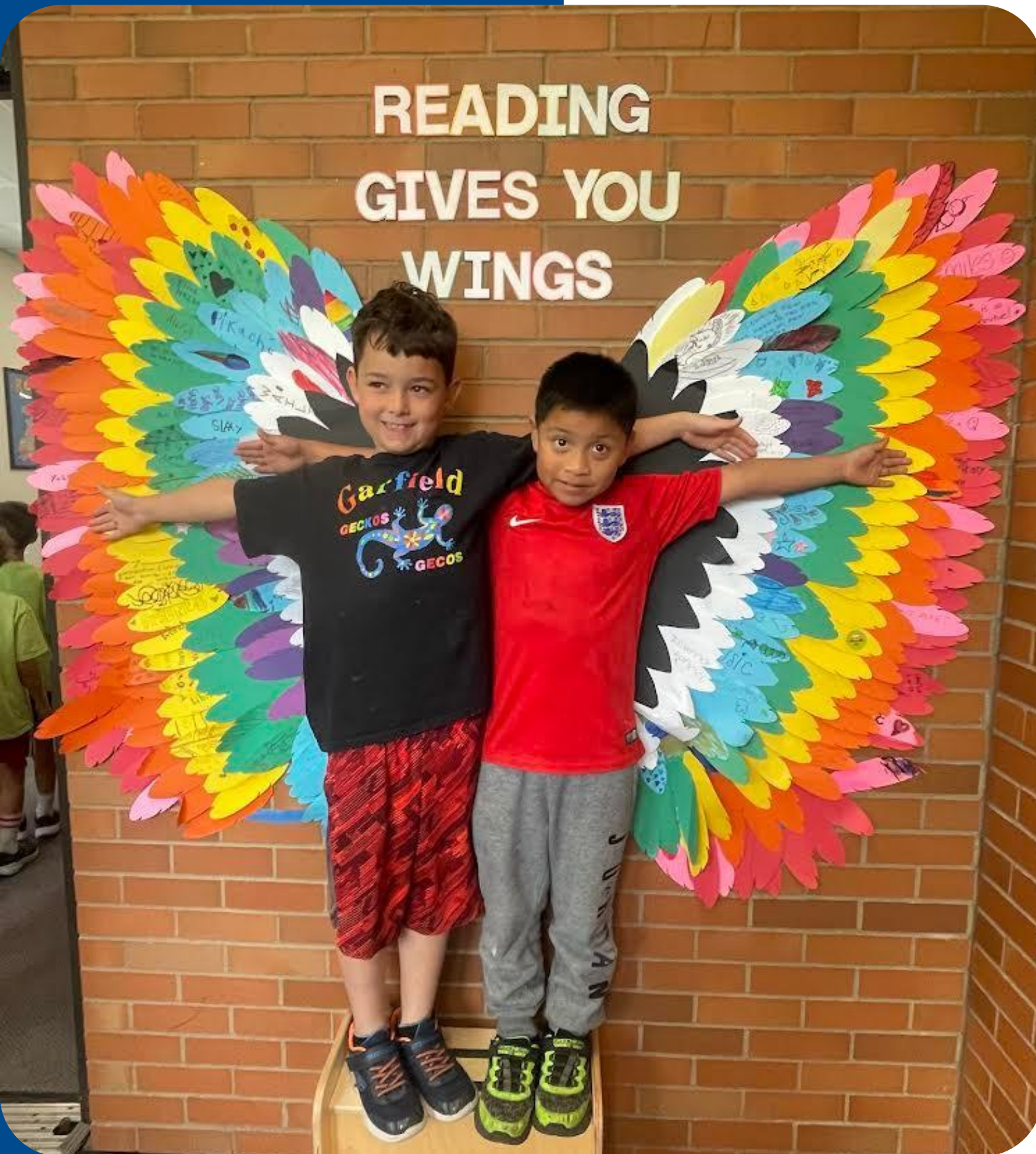
The Foundation: A Legacy of Equity (Est. 2001)

- Cornerstone of Equity
- Identity and Culture
- Our Philosophy
- Social Justice Lens



DLI Program Goals

- 1. Bilingualism and Biliteracy**
- 2. Academic Achievement**
- 3. Sociocultural Competence**



DLI Proven Outcomes

✓ Increased Graduation Rates

Significant,
measurable
growth for Latinx
students

✓ Seal of Biliteracy

Increasing numbers of
students earning the
Oregon State Seal of
Biliteracy

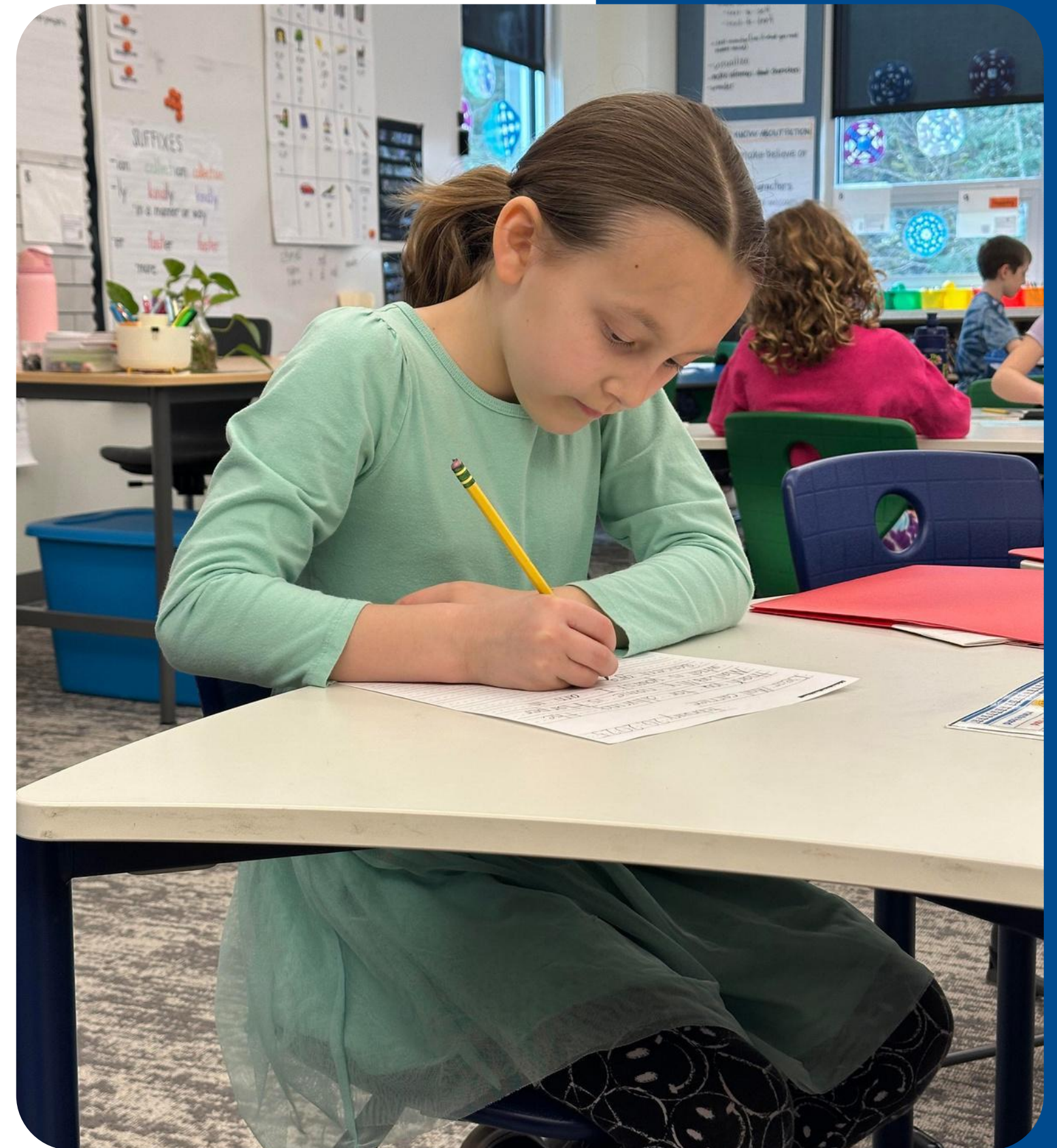


K-6 Overview

- Rigorous core academics
- Aligned with Oregon State Standards
- Embedded Social Emotional Learning (SEL)
- Whole child enrichment
- Educational technology

School Hours:

- Monday - Thursday: 8:00 am - 2:30 pm
- Friday: 8:00 am - 1:30 pm



Grades K-4

Child-focused learning community where curiosity, play, and social-emotional development are essential.

Provides a strong academic foundation and helps students become confident, self-directed learners.



K-4

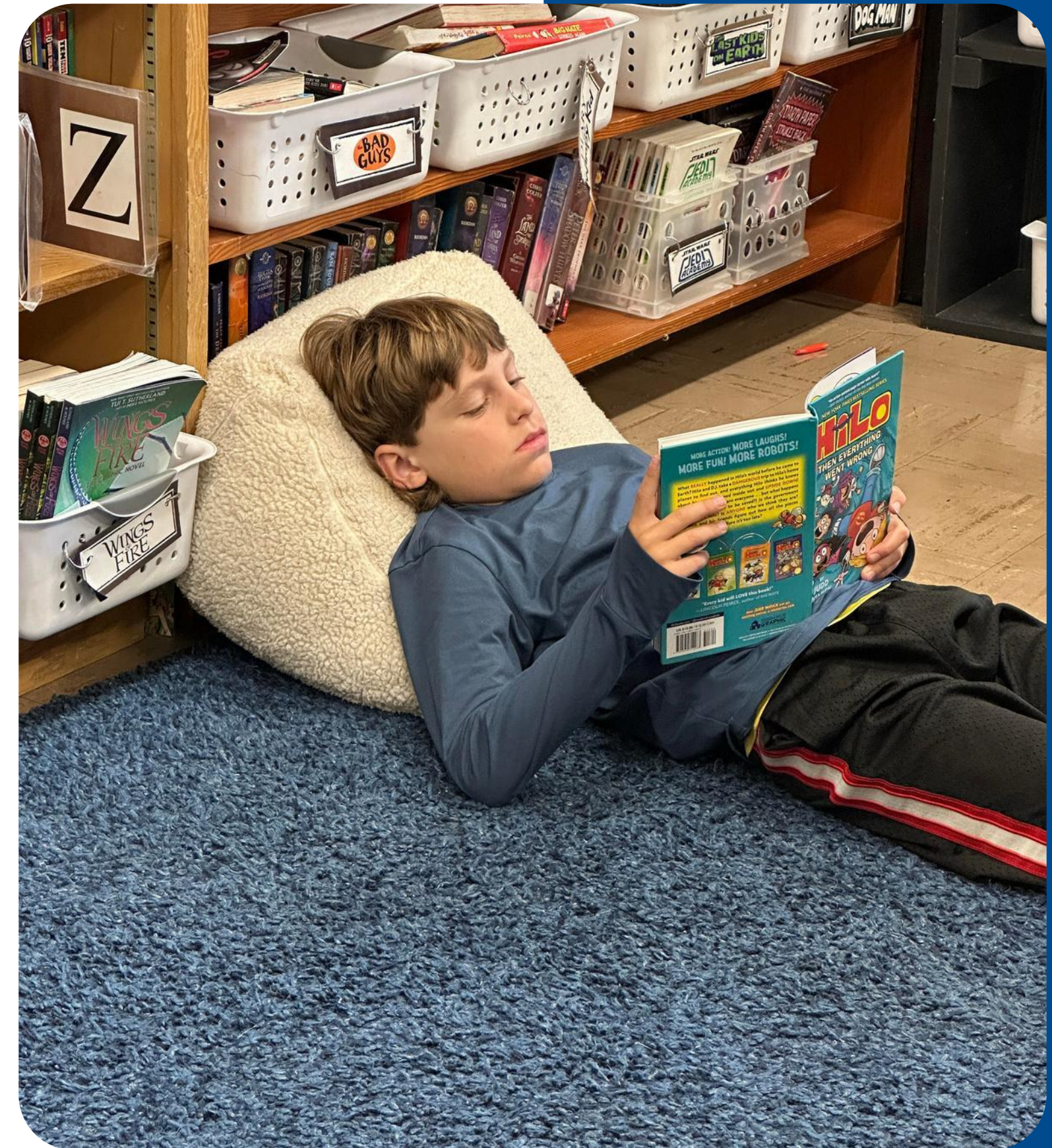
Core Academic Skills Aligned with Oregon Standards

Literacy (120 minutes daily): Using adopted curricula.

- **Dual Language Immersion (DLI):**
Instruction follows the current model.
- **DLI Intervention:** Occurring during the scheduled K-4 flex block because science and social studies are integrated into the DLI core language arts curriculum.

Math (80 minutes daily): Using adopted curricula.

- **DLI:** Follows the current model.



K-4

Connection and Relationships

Social emotional learning is explicitly taught daily.

Every day begins with a Morning Meeting and ends with a Closing Circle.



K-4

Enrichment and Specials

Every class has one 45-minute “Specials” block daily.

In addition, each class has a weekly library visits.

Specials are taught by a licensed content specialist.

- **PE** twice a week
- **Music** once a week
- **Art** once a week
- **STEAM** once a week
 - (Science, Technology, Engineering, Art, and Math)

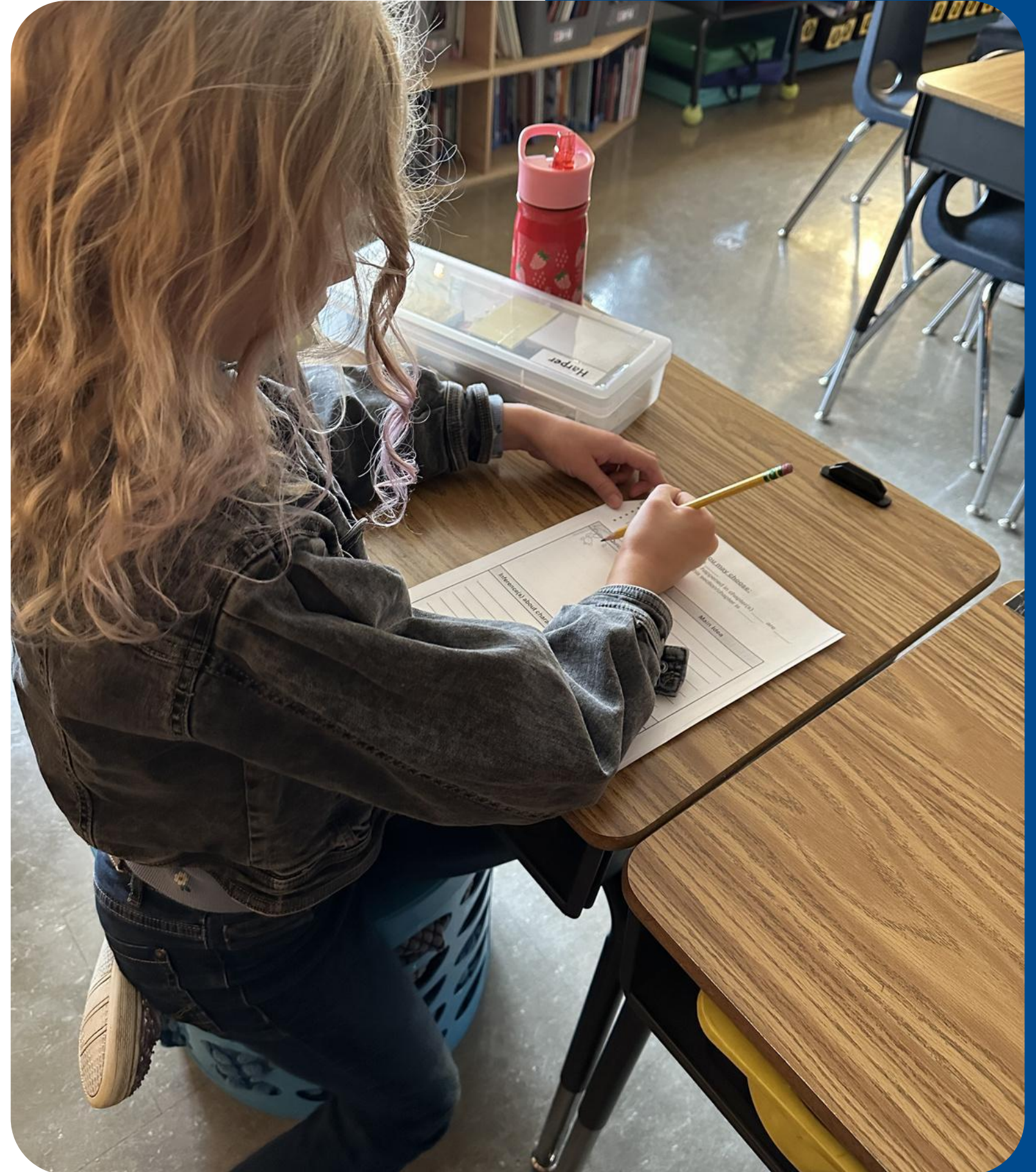


K-4

Content Flex Time Built into Schedule

Classroom teachers have the time and flexibility to design instruction to support student access and engagement.

Flex time ensures space for learning beyond Math and Literacy, and may include: Science, Social Studies, Health and Wellness, District-wide Equity lessons.



K-4

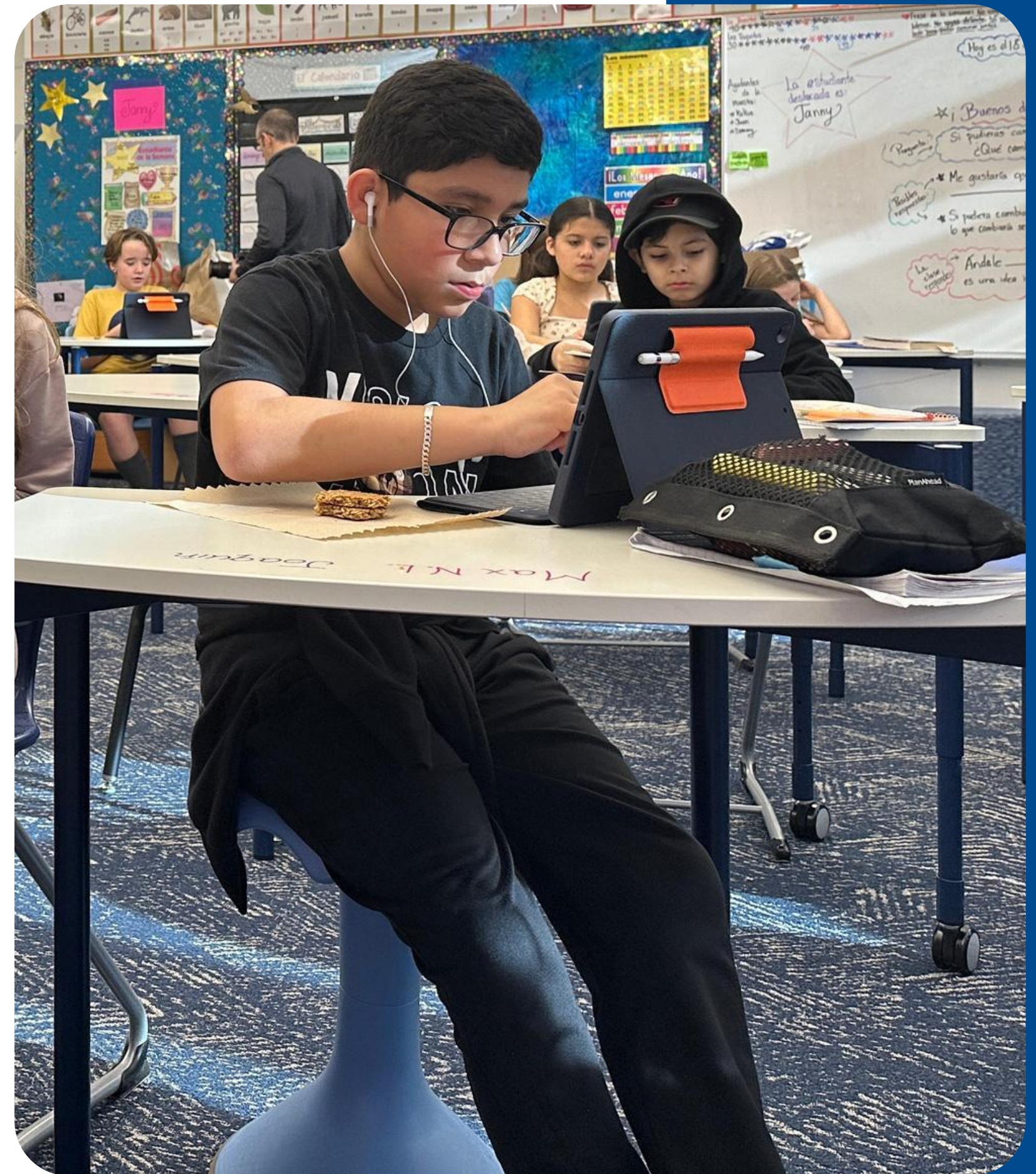
Classroom Technology

Kindergarten

- Shared iPad carts

1st through 4th grade

- 1:1 iPads that stay at school



K-4

Recess and Break Times

Daily dedicated recess time:

- 15 minutes mid-morning
- 20 minutes mid-day (before/after lunch)
- 15-minute afternoon recess at the school's discretion

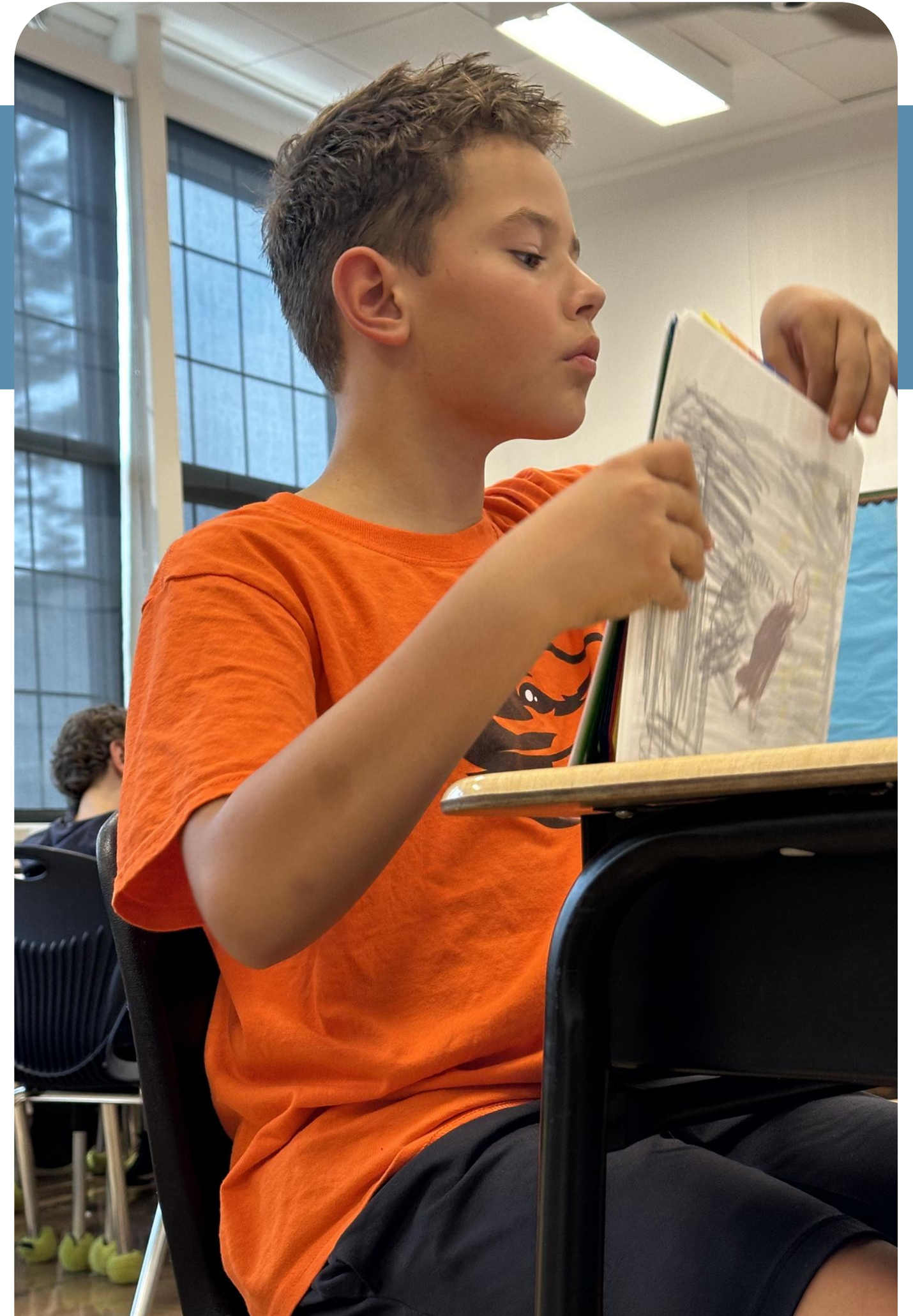
Lunch: 20 minutes daily



Grades 5-6

Students continue to experience the care and sense of community established in K-4 while gaining greater independence and opportunities for exploration.

Purposeful bridge between elementary and junior high, supporting developmental growth and academic readiness.



5-6

Core Academic Skills Aligned with Oregon Standards

All core content is taught by specialized subject-area teachers

Literacy/Humanities Block (120 minutes daily):

Integrated reading, writing, and social studies using adopted curricula.

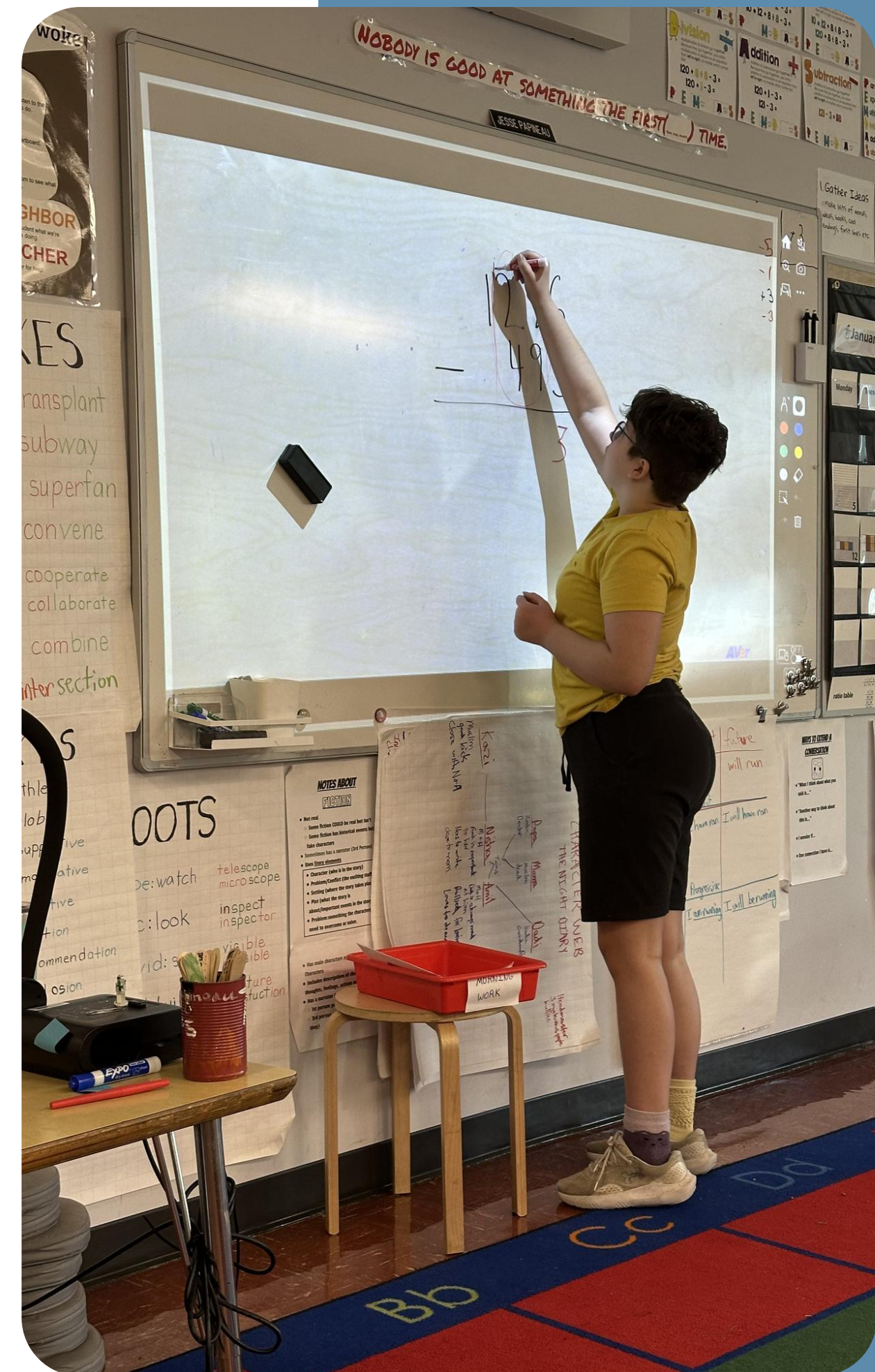
- **DLI:** Follows the current model.

Math Block (80 minutes daily): Using adopted curricula.

- **DLI:** Follows the current model.

Science and Career Exploration Block (40 minutes daily):

- Builds on the K-4 STEAM special and introduces career exploration aligned with Grades 7-12 career exploration and pathway planning.
- In career exploration, students explore different learning pathways directly connected to high school career pathways.



5-6

Connection and Relationships

Social emotional learning is explicitly taught daily.

A daily homeroom period anchors the beginning and end of the day.



5-6

Enrichment and Specials

Specials are taught by a licensed content specialist.

PE twice a week (Incorporating health)

Art once a week

Music once a week

- Plus ensemble electives for grades 5-6

Library once a week

- Focus on digital citizenship

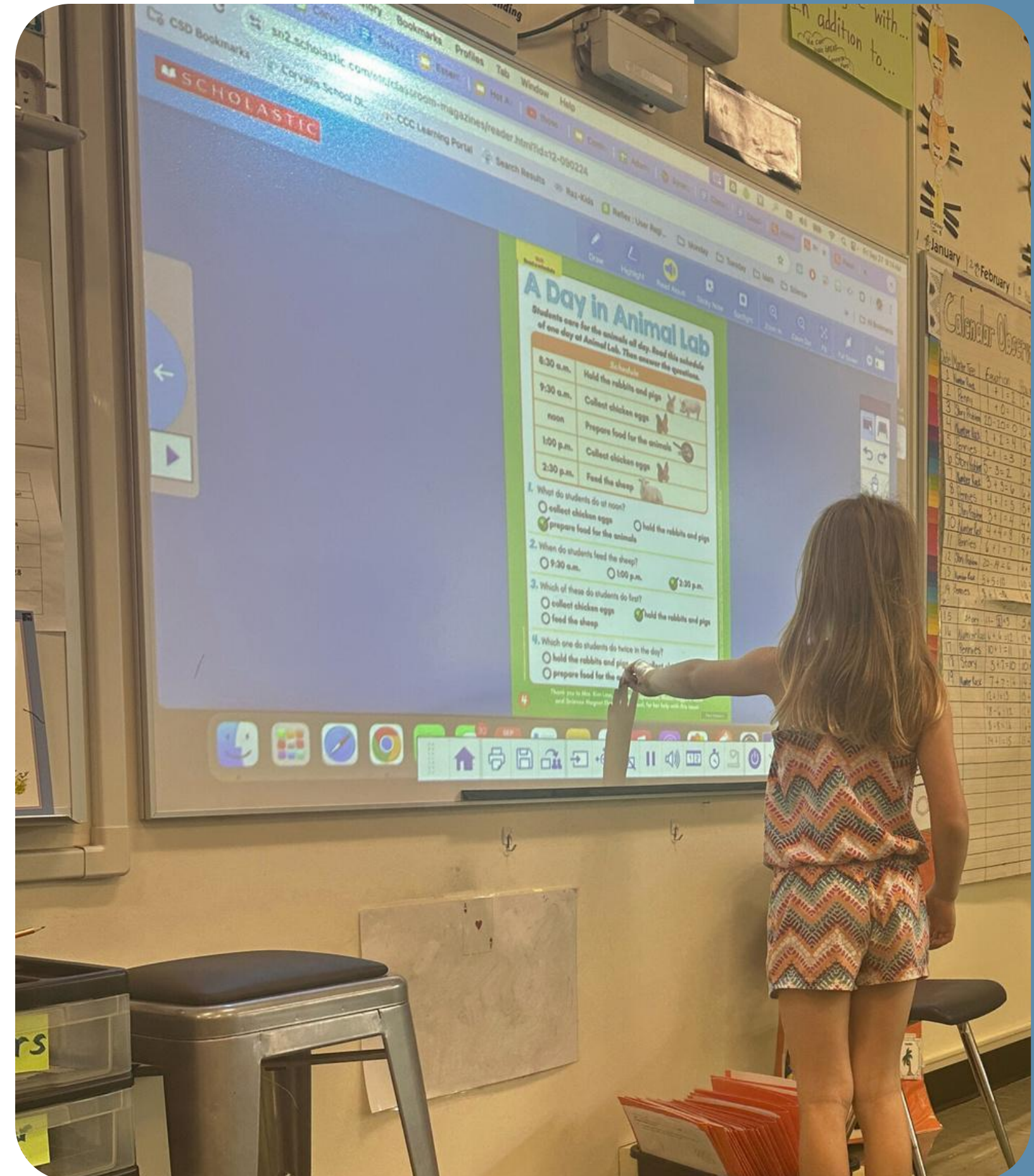


5-6

Classroom Technology

5th through 6th grade:

- 1:1 iPads that stay at school
- iPads may be checked out for special home projects



5-6

Recess and Break Times

Daily dedicated recess:

- 10 minutes mid-morning
- 20 minutes mid-day (before/after lunch)

Lunch: 20 minutes daily



K- 6 Overview

K-4

Time	Content
8 - 8:20	SEL - Morning Circle
8:20 - 10:25	ELA (Reading/Writing)
10:25 - 10:40	Recess
10:40 - 12:00	Mathematics
12:00 - 12:40	Lunch
12:40 - 1:25	Specials (Art, Music, STEAM, PEx2)
1:25 - 2:10	Content Flex (Social Sciences, Health, etc)
2:10 -2:30	SEL -Closing Circle

5-6

5th or 6th Grade Students	
8 - 8:20	SEL/Morning Meeting
8:20 - 9:05	Specials* (Art, Music, PEx2)
9:05 - 10:25	Math
10:25 - 10:40	Recess
10:40 - 11:25	Science/Career Awareness
11:25 - 12:05	Lunch
12:05 - 2:15	ELA/Humanities
2:15 - 2:30	SEL/Closing Circle
*also Library - focus Digital Citizenship	



Grades 7-8 Overview

- Team-based program
- Rigorous core instruction
- Aligned with Oregon Standards
- Designed to support student growth through inclusion, community, and hands-on learning

School Hours:

- Monday - Thursday: 9:15 am - 3:40 pm
- Friday: 9:15 am - 2:40 pm



Corvallis Junior High Overview

Semester calendar

- 7-period schedule
- 30-minute lunch

Each house has consistent, yearlong teachers for:

- Language Arts
- Social Studies
- Math
- Science

Courses are purposely blocked to support special projects, workshops, and deeper learning when needed.



7-8

Core Academic Skills Aligned with Oregon Standards

Literacy and Humanities

Humanities includes both Language Arts and Social Studies courses, taught by different teachers within the same block of time.

Dual Language Immersion (DLI):

- Instruction follows the current model.
- Intentional grouping of cohorts to maximize cross-program/cohort peer connections.



7-8

Core Academic Skills Aligned with Oregon Standards

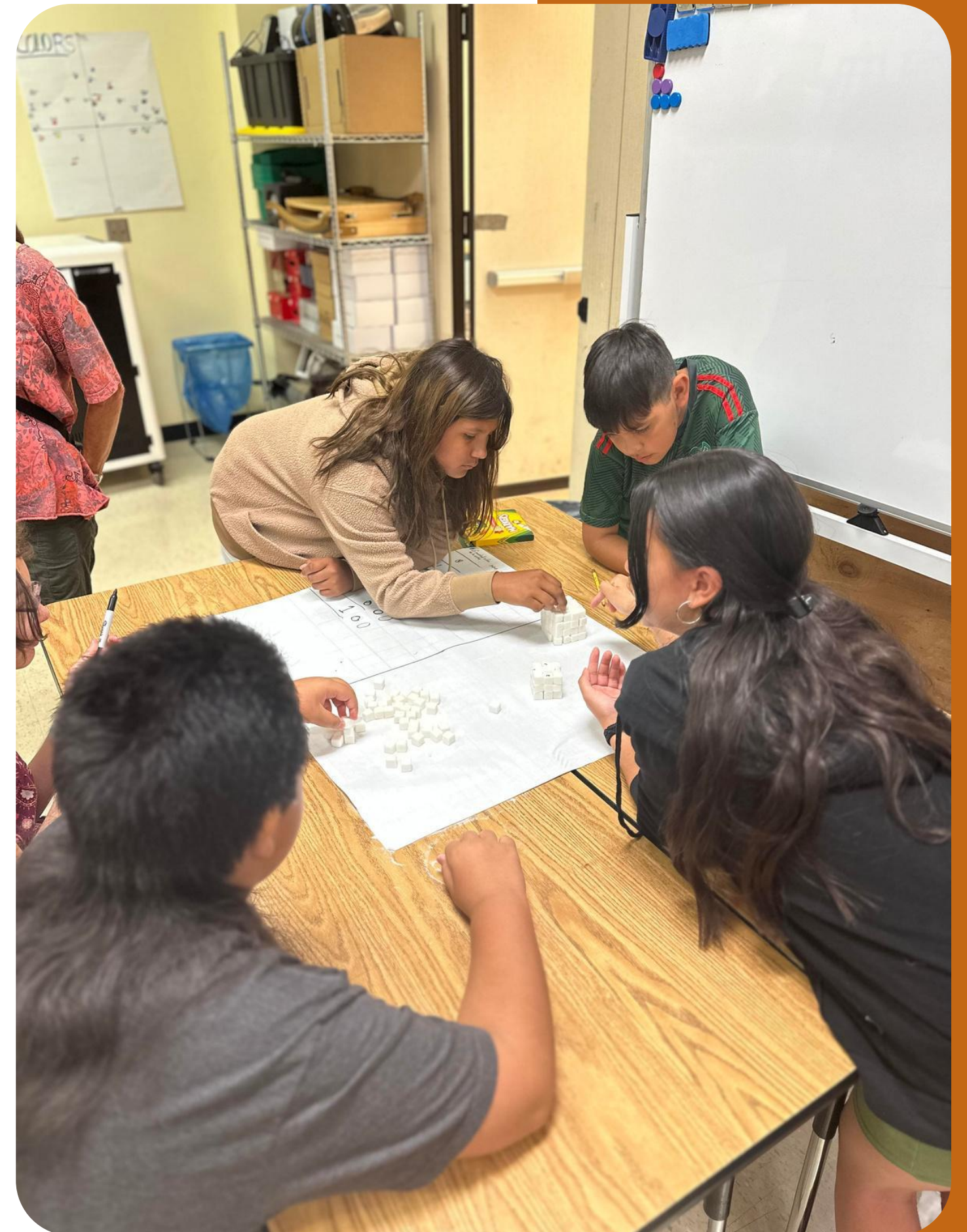
Math and Science

Math and Science are taught by different teachers within the same block of time, allowing for intentional alignment of concepts and real-world applications.

Math pathways:

- Standard Pathway
- Enhanced Pathway
- Accelerated Pathway

Full-year of science



7-8

Core Academic Skills Aligned with Oregon Standards

PE (2 semesters) - including adaptive PE

Health (1 quarter)

Career Exploration (1 quarter):

All students rotate through a quarter of College & Career Ready lessons each school year.

- Industrial & Engineering Systems
- Arts, Information, & Communication
- Health, Education, & Human Services
- Hospitality, Business, & Management
- Agriculture, Food, & Natural Resource Systems



7-8

Social Emotional Learning is Explicitly Taught

Social-Emotional and Equity Learning

All students will learn prosocial skills, self-regulation, and community responsibility through the block courses (similar to PRIDE and Advisor).

Small Learning Communities (Houses)

- To help a large school feel more personal, students are grouped into “Houses.”
- Students will travel with a cohort group of peers for their core classes for 4 of 7 periods.
- Counselors and the Dean of Students are assigned to grades/houses to strengthen consistency, relationships, and coordinated support.



7-8

Electives

Students will complete an elective interest survey this month, which will be used to build the schedule.

Students will formally forecast their highest-interest electives in the spring.

Elective Options:

- Drama (1 semester)
- Digital Music (1 semester)
- STEAM (1 semester)
- Sustainability (1 semester)
- Foods I (1 semester)
- Foods II (1 semester)
- Foods III: Catering (1 semester)
- Choir Intermediate (2 semesters)
- Choir Advanced (2 semesters)
- Zero Period Band Advanced (8:15–9:00 AM) (2 semesters)
- Zero Period Orchestra Advanced (8:15–9:00 AM) (2 semesters)
- Mariachi Intermediate (2 semesters)
- Mariachi Advanced (2 semesters)
- Band Intermediate (2 semesters)
- Band Advanced (2 semesters)
- Orchestra Intermediate (2 semesters)
- Orchestra Advanced (2 semesters)
- Spanish I/II (2 semesters)
- Spanish II/III (2 semesters)
- Art 2D (1 semester)
- Art 3D (1 semester)
- Graphic Design (1 semester)
- Digital Media (1 semester)
- Yearbook (1 semester)
- Leadership (1 semester)
- Journalism (1 semester)
- World Peace Games (1 semester)
- Speech & Debate (1 semester)

7-8

Electives

Grades 7-8: Music Ensembles

Music continues to have elective ensembles for band, orchestra, mariachi, and choir.

Ensembles are daily and year-long, and grouped by experience level.

Zero period for junior high music, creates a space for a year-long, advanced orchestra and band that will allow students to opt into another year-long elective.

Transportation is provided for all Corvallis Junior High students, including those attending Mountain View and Franklin, for the zero period.



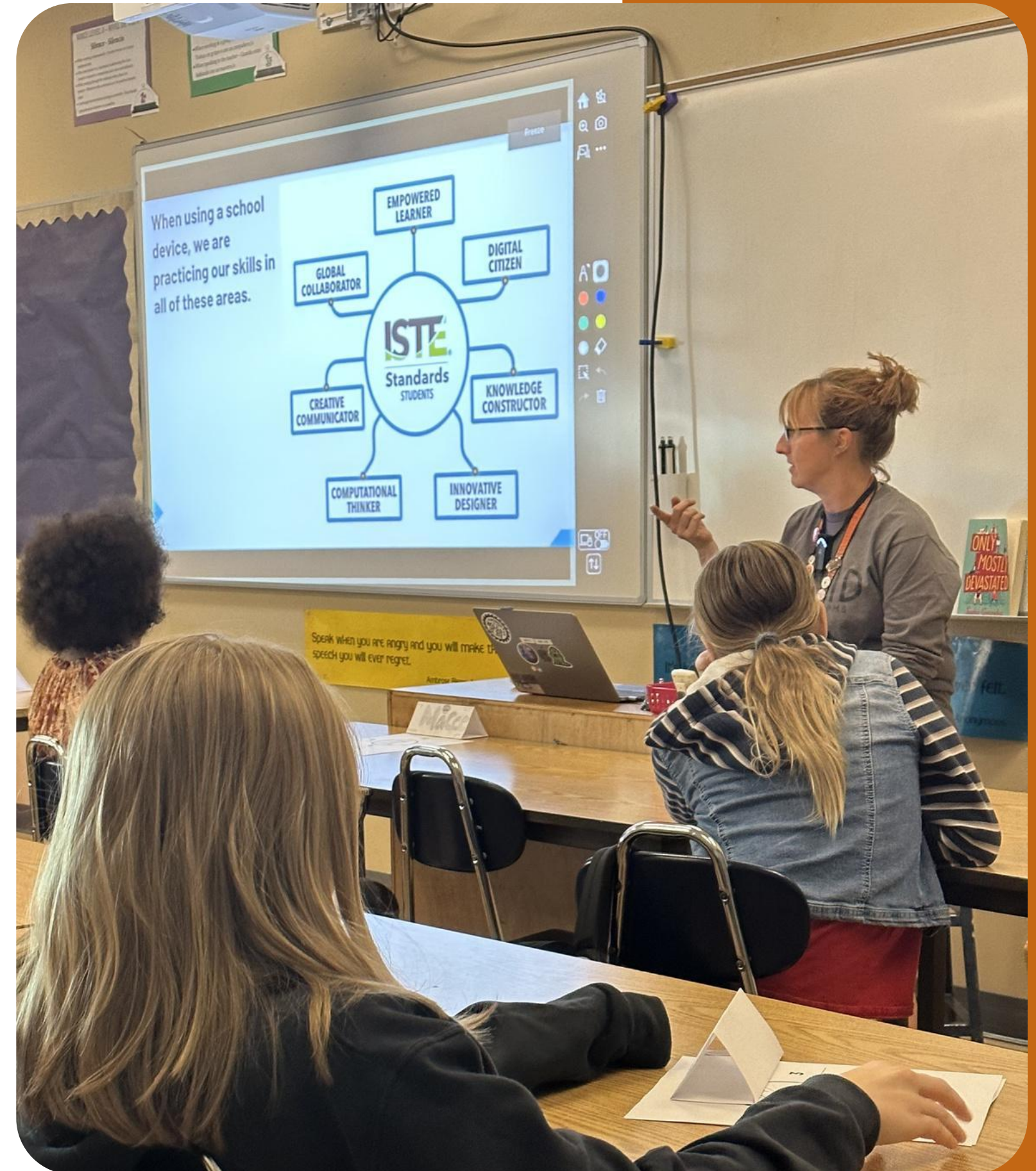
7-8

Classroom Technology

1:1 Chromebooks that go home

Charging carts available throughout the school

Canvas will remain as our learning management system



Corvallis Junior High Schedules

Sample Student Schedules									
	0	1	2	3	Lunch	4	5	6	7
Q1	8:15-9:00	9:15-10:00	10:05-10:50	10:55-11:40	11:45-12:20	12:25-1:10	1:15-2:00	2:05-2:50	2:55-3:40
7th Grade Red (1a)	Band	Health	ELA	SS		Elective	PE	Pre Algebra	Science
7th Grade Blue (3c)	--	Pre Algebra	Science	Career Exp		Elective	PE	ELA	SS
8th Grade Green (2a)	--	Found Algebra	Elective	Science		ELA	SS	Elective	PE
8th Grade Orange (2c)	Orchestra	Elective	PE	ELA		SS	Found Algebra	Elective	Science
	0	1	2	3	Lunch	4	5	6	7
Q3	8:15-9:00	9:15-10:00	10:05-10:50	10:55-11:40	11:45-12:20	12:25-1:10	1:15-2:00	2:05-2:50	2:55-3:40
7th Grade Red (1a)	Band	Elective	ELA	SS		Elective	PE	Pre Algebra	Science
7th Grade Blue (3c)	--	Pre Algebra	Science	Elective		Math Interven	PE	ELA	SS
8th Grade Green (2a)	--	Found Geo	Elective	Science		ELA	SS	Health	PE
8th Grade Orange (3c)	Orchestra	Algebra	Science	Career Exp		Elective	PE	ELA	SS

The K-8 Model

What is offered across K-8?

How does each grade level model align and build on one another?



K-8

Core Academic Skills Aligned with Oregon Standards

Grades K-4: Built around long, uninterrupted instructional blocks in essential subjects to ensure students meet key learning goals.

Grades 5-6: Bridge between elementary and junior high, combining strong academic instruction with greater independence and exploration.

Grades 7-8: Blocked to support special projects, workshops, and deeper learning when needed.



K-8

Social Emotional Learning is Explicitly Taught Daily

Grades K-4

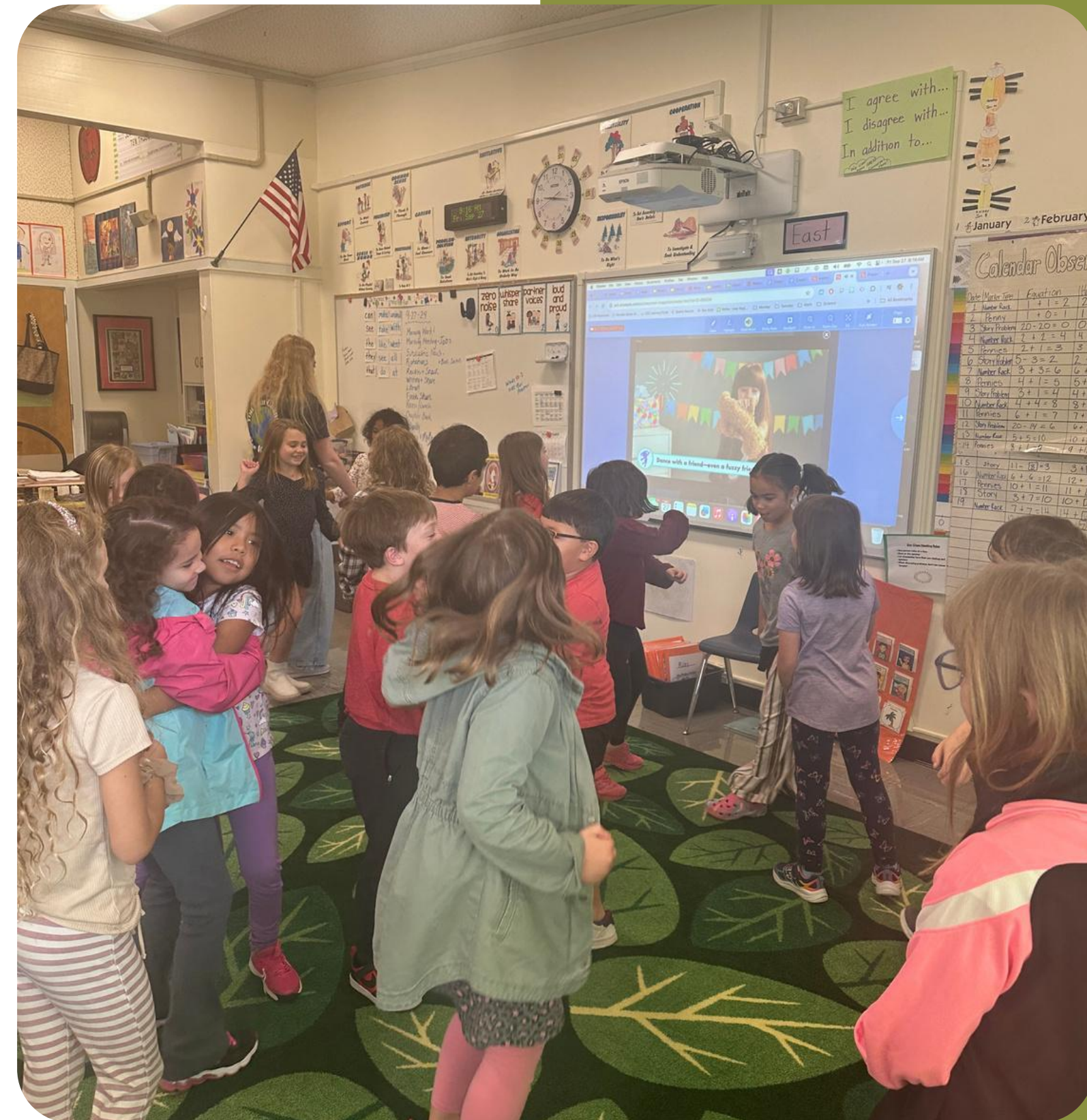
Every day begins with a Morning Meeting focused on social-emotional learning and ends with a Closing Circle.

Grades 5-6

A daily homeroom period anchors the beginning and end of the day.

Grades 7-8

A daily homeroom period anchors the beginning and end of the day.



K-8

Enrichment and Specials

Grades K-4

Specials are taught by a licensed content specialist, not classroom teachers.

Every class has one 45-minute “Specials” block daily.

- **PE** twice a week
- **Music** once a week
- **Art** once a week
- **STEAM** once a week
- Plus a weekly **Library** visit



Grades 5-6

Specials are taught by a licensed content specialist, not classroom teachers.

- **PE** twice a week (Incorporating health)
- **Art** once a week
- **Music** once a week
 - Ensemble electives for grades 5-6
- **Library** once a week
 - Focus on digital citizenship

K-8

7-8 Electives

Electives are taught by a combination of licensed specialists and classroom teachers.

Current 6th and 7th-grade students are completing an interest survey to prioritize the electives offered to 7-8 at the K-8 schools.

Students will formally forecast their highest-interest electives in the spring.

Elective Options:

- Drama (1 semester)
- Digital Music (1 semester)
- STEAM (1 semester)
- Sustainability (1 semester)
- Foods I (1 semester)
- Foods II (1 semester)
- Foods III: Catering (1 semester)
- Choir Intermediate (2 semesters)
- Choir Advanced (2 semesters)
- Zero Period Band Advanced (8:15–9:00 AM) (2 semesters)
- Orchestra Advanced (2 semesters)
- Spanish I/II (2 semesters)
- Spanish II/III (2 semesters)
- Art 2D (1 semester)
- Art 3D (1 semester)
- Graphic Design (1 semester)
- Zero Period Orchestra Advanced (8:15–9:00 AM) (2 semesters)
- Mariachi Intermediate (2 semesters)
- Mariachi Advanced (2 semesters)
- Band Intermediate (2 semesters)
- Band Advanced (2 semesters)
- Orchestra Intermediate (2 semesters)
- Digital Media (1 semester)
- Yearbook (1 semester)
- Leadership (1 semester)
- Journalism (1 semester)
- World Peace Games (1 semester)
- Speech & Debate (1 semester)

K-8

7-8 Electives

For 7-8 music at K-8 schools there are daily year-long music electives.

For 7th and 8th-grade music in K-8 schools, advanced ensembles will meet during Period 1 (also known as "zero period" at Corvallis Junior High).



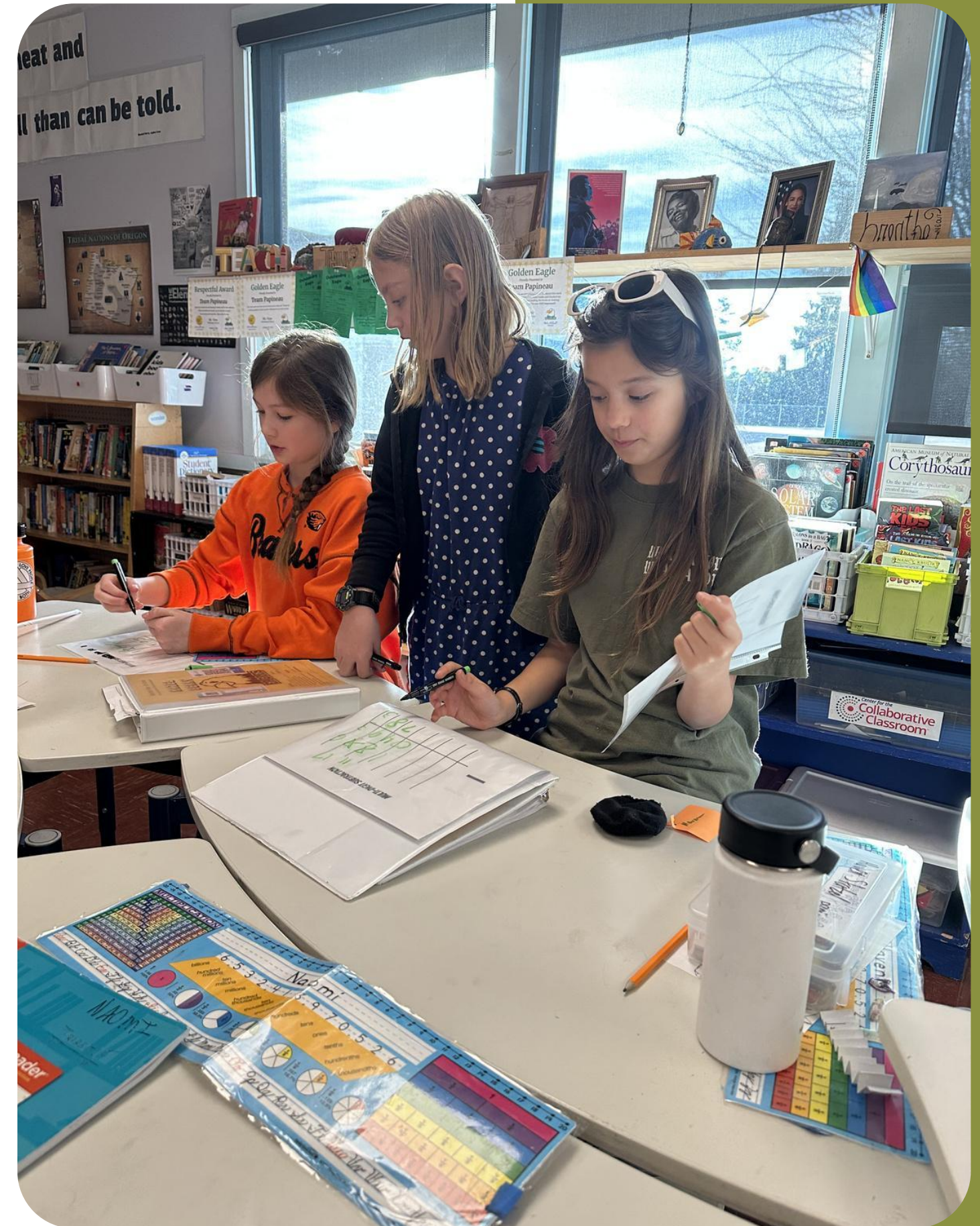
K-8

Content Flex Time Built into Schedule

For K-4:

Classroom teachers have the time and flexibility to design instruction to support student access and engagement.

Flex time ensures space for learning beyond Math and Literacy, and may include: Science, Social Studies, Health and Wellness, District-wide Equity lessons



K-8

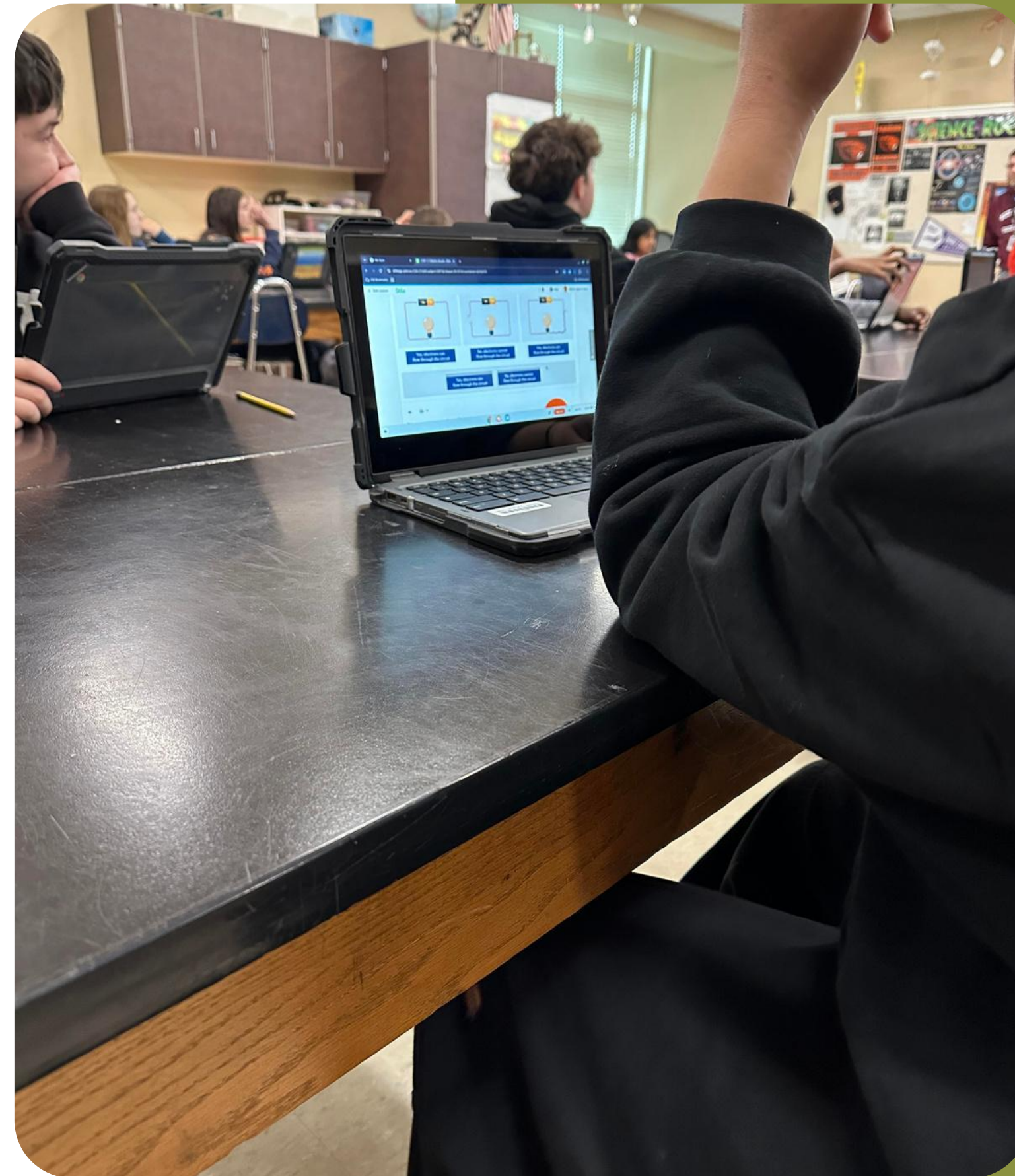
Classroom Technology

Kindergarten students have access to iPads via a shared classroom cart.

1st through 6th grade have 1:1 iPad devices that stay at school.

7th and 8th grade students have 1:1 Chromebooks that go home.

Canvas will remain as our learning management system.



K-8

Recess and Break Times

K-4

Daily dedicated recess time:

- 15 minutes mid-morning
- 20 minutes mid-day (before/after lunch)
- 15-minute afternoon recess at the school's discretion

Lunch: 20 minutes daily

5-6

Daily dedicated recess time:

- 10 minutes mid-morning
- 20 minutes mid-day (before/after lunch)

Lunch: 20 minutes daily, scheduled by school



7-8

Daily dedicated recess time:

- 20 minutes mid-day (before/after lunch)

Lunch: 20 minutes daily, scheduled by school

K-8 Schedules

K-4

Time	Content
8:15 - 8:35	SEL - Morning Circle
8:35 - 10:35	ELA (Reading/Writing)
10:35 - 10:50	Recess
10:50 - 12:10	Mathematics
12:10 - 12:50	Lunch/Recess
12:55 - 1:40	Specials (Art, Music, STEAM, PEx2)
1:40 - 2:25	Content Flex (Social Sciences, Health, etc)
2:25 -2:45	SEL -Closing Circle

5-6

Time	Content
8:15 - 8:35	SEL/Morning Meeting
8:35 - 9:30	Science/Career Awareness
9:30 - 10:15	Specials* (Art, Music, PEx2)
10:15 - 10:30	Recess
10:30 - 11:50	Math
11:50 - 12:20	Lunch/Recess
12:20 - 2:20	ELA/Humanities
2:15 - 2:30	SEL/Closing Circle

**also Library - focus Digital Citizenship*

7-8

Time	Content	
8:15 - 8:35	Homeroom	
8:35 - 9:20	Period 1 -PE or Electives	
Passing: 9:20-9:30		
9:30 - 10:15	Period 2 - PE or Electives	
Passing: 10:15-10:25		
10:25 -11:10	Period 3 - Math	
Passing: 11:10 -11:20		
11:20 -11:50	Lunch/Recess	
Passing: 11:50 - 12:00		
12- 12:45	Period 4 - Science	
Passing: 1:05 - 1:15		
12:55 - 1:40	Period 5	Humanities Block
Passing: 1:55 - 2:05		
1:50 - 2:35	Period 6	
2:35 -2:45	Homeroom	



High School Planning Update

What will be the same

- Core classes with students taking electives
- Access to college-level coursework (dual credit and AP)
- Access to extra-curriculars
- 1-1 Chromebooks & Canvas LMS

What will be different

- Articulated pathways connected to student interests and careers
- New pathways aligned to student career aptitudes & interests
- More advanced course offerings
- Increased community-based learning opportunities

Drivers Behind High School Change

A belief that smaller school experiences lead to connection

CTE graduation data

AP student survey data

Student experience data

YouScience aptitudes and interest data





Current High School Planning

The High School Innovation team has developed a model of core classes with 12 pathways that include the visual & performing arts

Model has been shared with:

- Leadership teams at CVHS and CHS
- Leadership students at CV
- 6th-12th-grade SAFE students

High School Next Steps



1. Share model more widely
2. Alignment of core pathways
3. Clarity of career connected pathways
4. Exploration of ways to improve college level opportunities
5. Develop more community partnerships

K-12 Alignment

K-12 Big Picture

Vertical alignment



What's New



K-6 and K-8 Library Services

Open Libraries

7:30am - 3:00pm

- Staffed by Library Media Technicians
- Focus on digital citizenship lessons

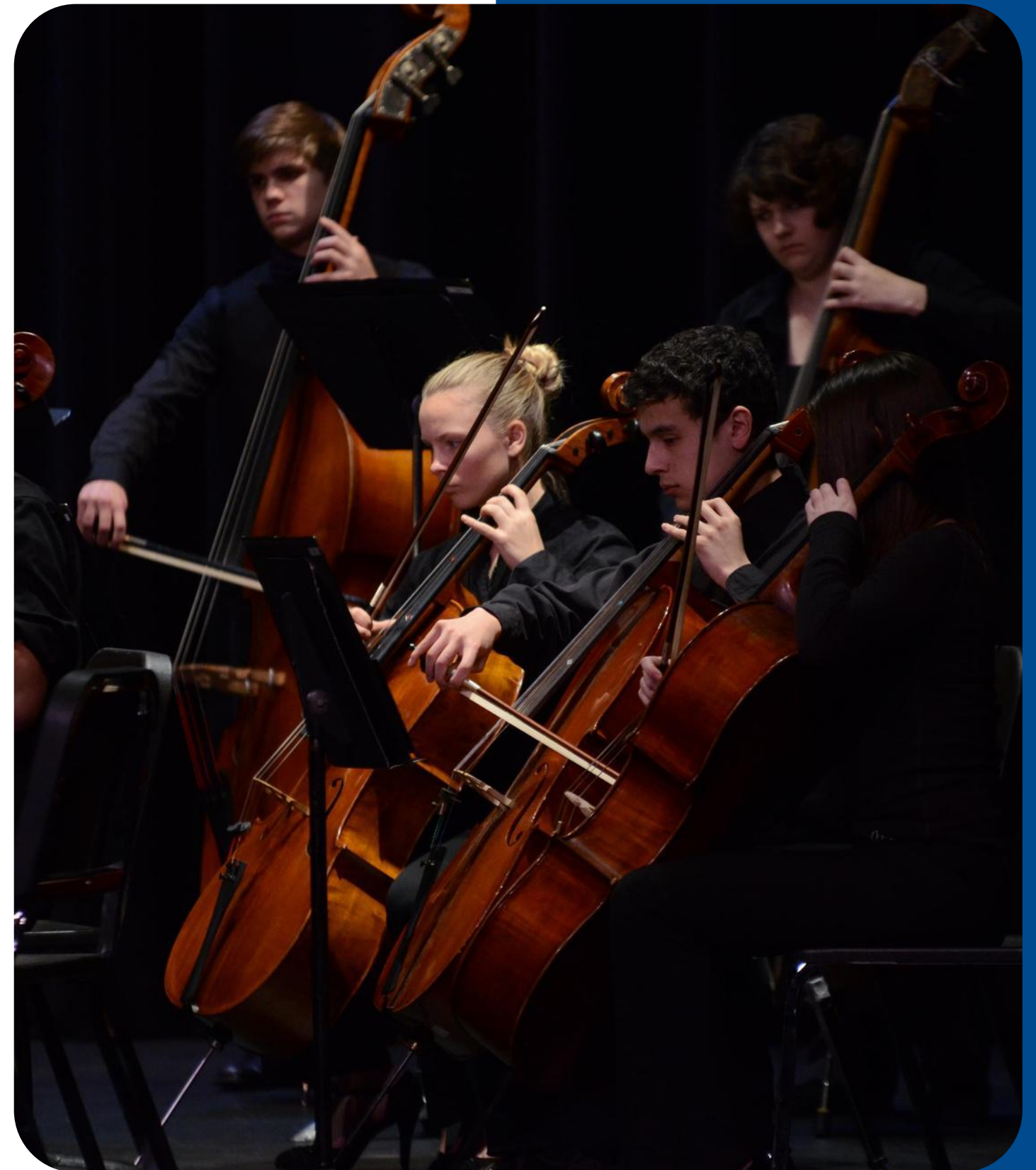


Art and Music

Year Long Art for all 6th graders

Year Long general Music for all 6th graders

Ensemble electives for 5th and 6th graders



5-6 Science and Career Block

This block builds on the K-4 STEAM special. Through the career exploration courses, all students will explore different learning pathways that are directly connected to high school career pathways.

All students will rotate through a quarter of College & Career Ready lessons each school year:

- Industrial & Engineering Systems
- Arts, Information, & Communication
- Health, Education, & Human Services
- Hospitality, Business, & Management
- Agriculture, Food, & Natural Resource Systems



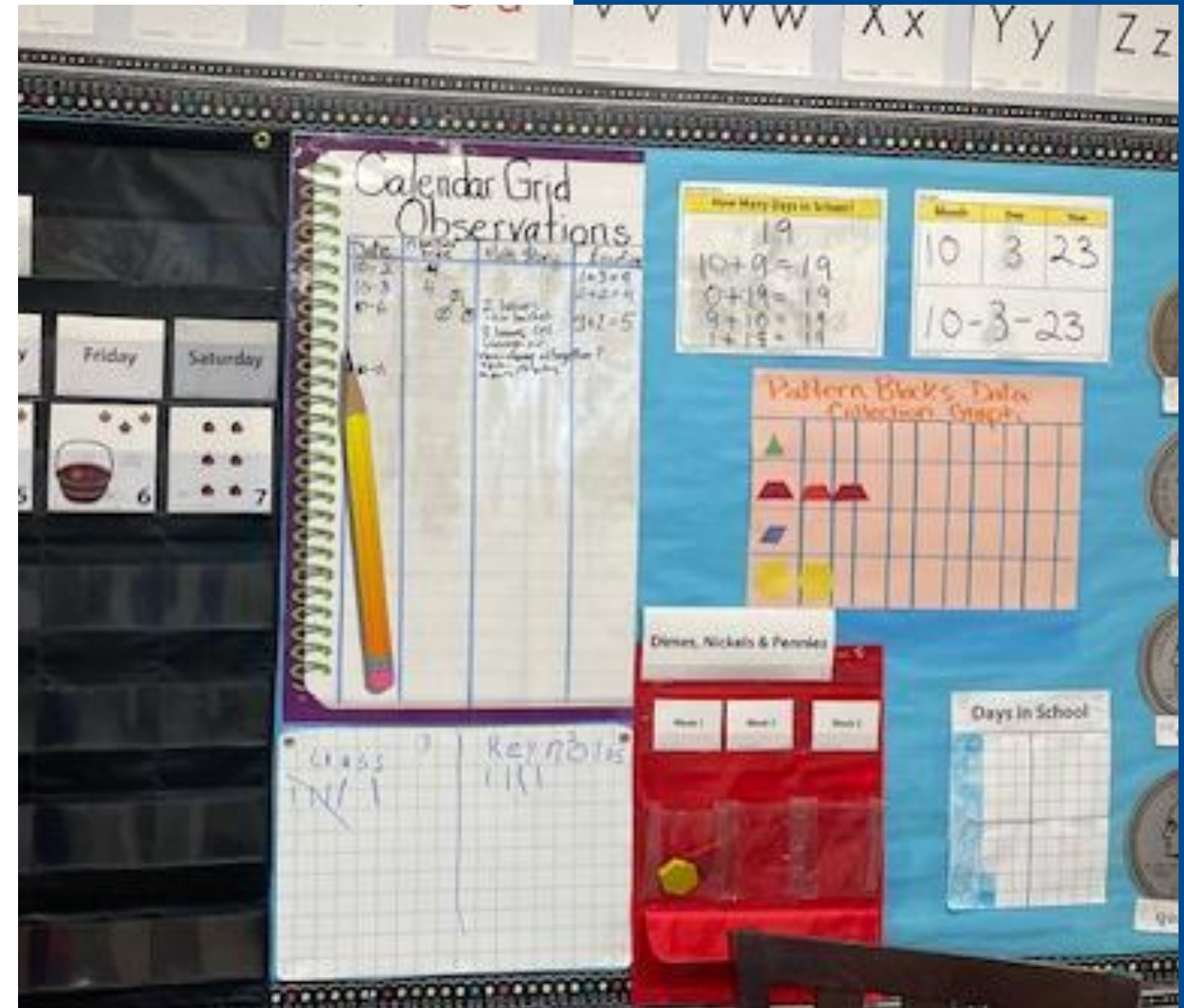
Mathematics Support

Title I Math Support: Math Coaches

Title I Schools

- Adams Elementary
- Garfield Elementary
- Kathryn Jones Harrison Elementary
- Lincoln Elementary
- Mountain View K-8

Continued Math Intervention at 7-8



Junior High Structural Changes

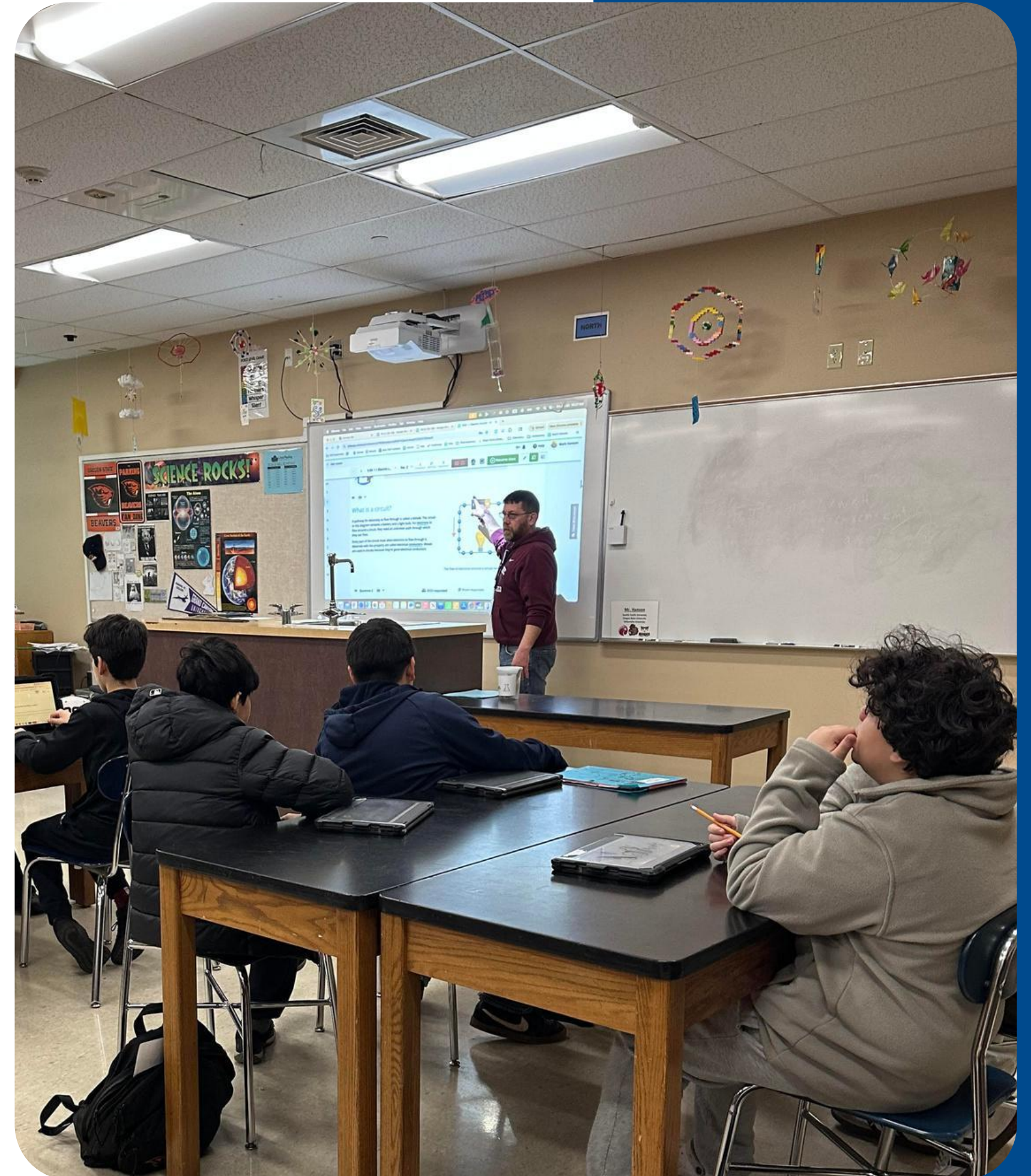
Full-year science and social studies

Semester structure

Expanded elective options

Career exploration lessons

Houses and cohort model



Athletics

High School Athletic Directors coordinate
Junior High athletics

Fall:

- Cross country (includes 6th grade)
- Soccer

Winter:

- Basketball

Spring:

- Track



Integrated STEAM, Career Exploration, & CTE

Connections across grade bands:

K-4 STEAM Specialist

K-6 Community partners for each grade

5-8 Career & College Exploration Lessons

9-12 Articulated Career and College Pathways





CORVALLIS PROMISE

Real Skills
for Real Life

Achievement ● Connection ● Equity



Next Steps

Curriculum planning and resource development

Family information nights

Curriculum handbooks



Family Information Night

 School	 Date	 Time
Adams	April 20	6:30-7:30
Lincoln	April 21	6:45-7:45
Garfield	April 22	6:30-7:30
MtV	April 27	6:30-7:30
KJH	April 28	6:30-7:30
BCE	April 29	6:30-7:30
FR	May 6	6:30-7:30
CJH	May 4	6:30-7:30



Questions?



CORVALLIS PROMISE

**Real Skills
for Real Life**



Achievement • Connection • Equity



12

Schools & Programs

5,700

Students

74

Languages Spoken

917

Staff Members

90%

Graduation Rate

A Message from the Superintendent

Public education is more than just a series of lessons. It is a promise we make to our children about their future. Today, I am proud to share a bold new vision for educational programming at Corvallis School District, designed to ensure that every student who walks through our doors is prepared to thrive in an ever-changing world.



Over the past several months, our staff has worked with students and community partners to ask:

What does it truly mean to be a graduate of the Corvallis School District?

The result of that collaboration is the roadmap you see in this document. A new Profile of a Graduate anchors it, a definitive set of skills and knowledge that we believe every student should develop before they cross the graduation stage. It also includes our core values and school board goals, helping us ensure everything is aligned with our district's vision. This is not just about academic benchmarks; it is about cultivating critical thinkers, empathetic leaders, and resilient problem-solvers.

We are doing this work because our students deserve a system that evolves as fast as the world around them. Because every child, regardless of their starting point, should have access to a world-class education that honors their potential.

This document outlines the "what" and the "how," but the "why" is simple: our students. Thank you for your continued partnership as we enter this exciting new chapter together.

With gratitude and optimism,

Ryan Noss, Ed.D.
Superintendent

Acknowledgments

The contents of the Corvallis Promise reflect a collective process with contributions from Corvallis students, staff, and families; Corvallis industry leaders; Corvallis community members; the District Equity Leadership Team Advisory (DELTA); the District Equity Diversity Inclusion Team (DEDI); the Corvallis Public Schools Foundation, the District Equity Team; the Innovation Team (2016); the Innovation Team (2025); and the Oregon Department of Education. Guiding research and best practices include work of Zaretta Hammond (2015), Elena Aguilar (2020), and the 5 Dimensions of Teaching and Learning™ instructional framework.

Achievement • Connection • Equity

5

Core Values

Our values describe what we believe and how we show up for students, families, and one another every day.



Relationships build a community of trust and respect



Inclusive learning environments are culturally relevant



Community connections support learning



Adaptability is critical to our success



Real-World, experiential learning is meaningful and applied

Achievement • Connection • Equity

4

Goals

Our goals focus on building trust, inclusivity, and engagement through culturally relevant, real-world learning experiences.



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.

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.

Relevant and Engaging Learning

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

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.



3

Instructional Promises

Our instructional promises center on increasing academic rigor, building positive relationships, and promoting educational equity.

Achievement

Students engage in complex thinking and problem-solving paired with high support and intentional scaffolding to build intellectual independence, focusing on how to think rather than what to know.

Connection

Student-teacher relationships are anchored in affirmation, mutual respect, validation, and trust.

Equity

Students receive whatever they need to develop to their full academic and social potential, emphasizing that educational well-being is as vital as academic success.

We accomplish these three commitments by:

- Designing learning with **PURPOSE**
- Keeping **STUDENT ENGAGEMENT** at the center
- Using high-quality **CURRICULUM & PEDAGOGY**
- Designing meaningful **ASSESSMENTS for LEARNING**
- Creating a positive **CLASSROOM ENVIRONMENT & CULTURE**
- Fostering **PROFESSIONAL COLLABORATION & FAMILY COMMUNICATION**



2

Community Commitments

Our school district believes all students belong, and every student will graduate. This shared commitment guides how we support, challenge, and prepare each learner for success.

All Students Belong

All students belong and each learner is valued, supported, and affirmed as an essential part of our school community.

Every Student a Graduate

Every student graduates, equipped with the knowledge, skills, and confidence to succeed in their next chapter.



Profile of a Graduate

The Corvallis School District's Profile of a Graduate describes the skills and knowledge we want every student to develop by the time they graduate.

Academically Prepared and Future Ready

- Apply strong academic skills in reading, writing, and math.
- Demonstrate digital, media, and information literacy for modern learning.
- Utilize financial, career, and life skills to navigate adulthood.
- Demonstrate agency, motivation, and vision for college, career, and life opportunities.



Critical Thinkers, Problem Solvers, and Innovative Learners

- Use scientific inquiry, data literacy, and evidence-based reasoning.
- Think critically, question assumptions, and consider multiple perspectives.
- Apply knowledge and skills to solve multi-faceted, real-world problems.
- Approach challenges with curiosity, imagination, and a willingness to explore new ideas.



Skilled Communicators and Collaborative Leaders

- Communicate clearly in writing, speaking, and listening.
- Ask for and offer help, using interpersonal skills to support others.
- Resolve conflicts with empathy, compassion, and respect.
- Honor diverse perspectives, maintaining dignity for all.



Culturally Aware, Engaged, and Community-Minded Individuals

- Value cultural diversity, global perspectives, and historical contexts.
- Demonstrate cultural awareness, curiosity, and empathy for people locally and globally.
- Engage thoughtfully with digital and media environments as responsible community members.
- Engage in civic responsibility, contribute to community wellbeing, and reflect on systemic inequities.



Emotionally Intelligent, Healthy, and Well-Balanced Individuals

- Make healthy, balanced decisions that support well-being.
- Practice empathy, compassion, and perspective-taking.
- Demonstrate integrity, honesty, and ethical judgment.
- Identify emotions and manage stress and behavior through self-regulation strategies.



Adaptable, Self-Directed, and Lifelong Learners

- Demonstrate responsibility, time management, and dependable work habits.
- Advocate for themselves through self-awareness and reflection.
- Show resilience, perseverance, and a growth mindset during challenges.
- Set meaningful and attainable goals, monitor progress, and adjust strategies.





Corvallis

SCHOOL DISTRICT



District Office

1555 SW 35th Street | PO Box 3509J

Corvallis, Oregon 97333

(541) 757-5811 - Office

communications@corvallis.k12.or.us



Achievement • Connection • Equity

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding discrimination: Rynda Gregory, Human Resources Administrator and Title IX Coordinator: rynda.gregory@corvallis.k12.or.us, 971-217-6309; Byron Bethards, Student Growth and Experience Director, Title II Oversight and Complaints, and ADA Complaints: byron.bethards@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

VII. ADJOURNMENT (8:45 PM)*

*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