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, September 28, 2017 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/UC9Jtpte5dmilZl9kySBJbVQ?
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, September 28, 2017
6:30 PM

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

Meeting Details: Thursday, September 28, 2017, 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

II. PLEDGE OF ALLEGIANCE

III. UPDATE ON LONG RANGE FACILITIES PLANNING (POLLING RESULTS)

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance & Operations Director
Kim Patten, Facilities & Transportation Director
Meeting Date: September 28, 2017

Public Opinion Survey Results

NO ACTION REQUIRED

In July, the district engaged Wright Public Affairs in polling and research work to establish an initial assessment of where the community currently stands with regard to district facility needs and a potential bond levy. The scope of this work included:

- Working with district leadership and other consultants to build a comprehensive telephone-based community survey that went into the field in early September;
- Providing a full analysis of the poll as well as recommendations for the best path forward; and
- Working with district leadership to present the poll and findings to the school board, long range facilities planning committee, and other relevant community or leadership groups.

The public opinion survey was completed by Patinkin Research Strategies during the second week of September.

Full results will be presented by Wright Public Affairs in conjunction with Patinkin Research Strategies during the board meeting on September 28. Our consultants will deliver contextual narrative to support the data; therefore, no data will be provided ahead of the meeting.

TO: Corvallis School District

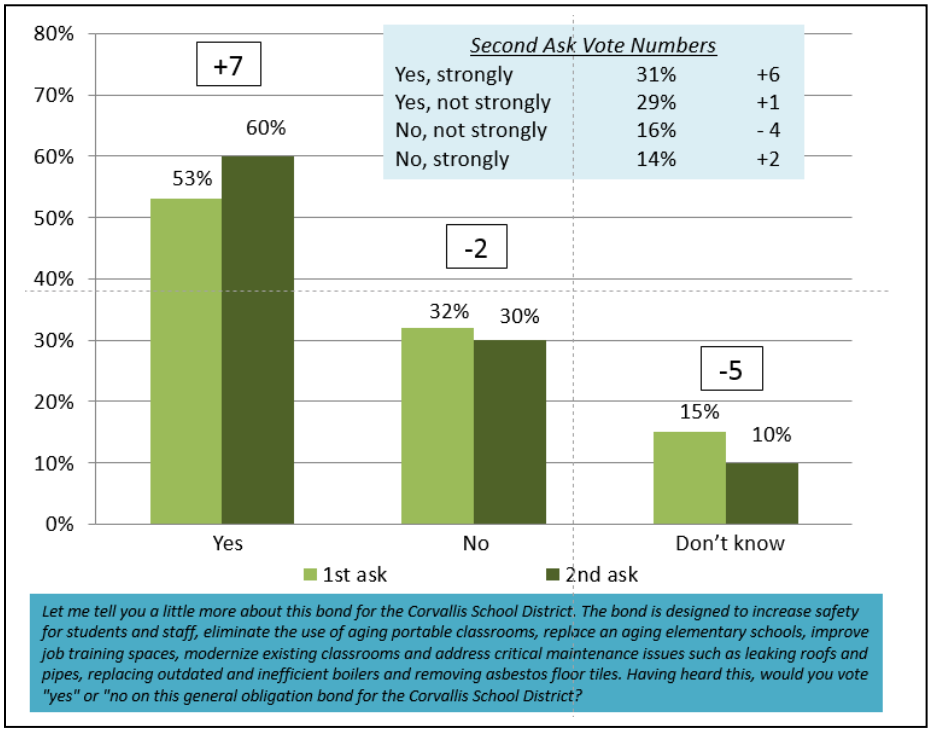
FROM: Patinkin Research Strategies and Wright Public Affairs
Ben Patinkin and Jeremy Wright

RE: The potential Corvallis School District bond starts above a majority—but requires a strong education effort to make the case to area residents leading to May of next year

Date: September 22, 2017

This analysis is based on a telephone poll of 400 likely voters in the Corvallis School District. Interviews were conducted September 12-14, 2017 and the margin of error is +/- 4.9 percentage points at the 95% level of confidence.

The school bond will require outreach to the community to explain what area residents are supporting

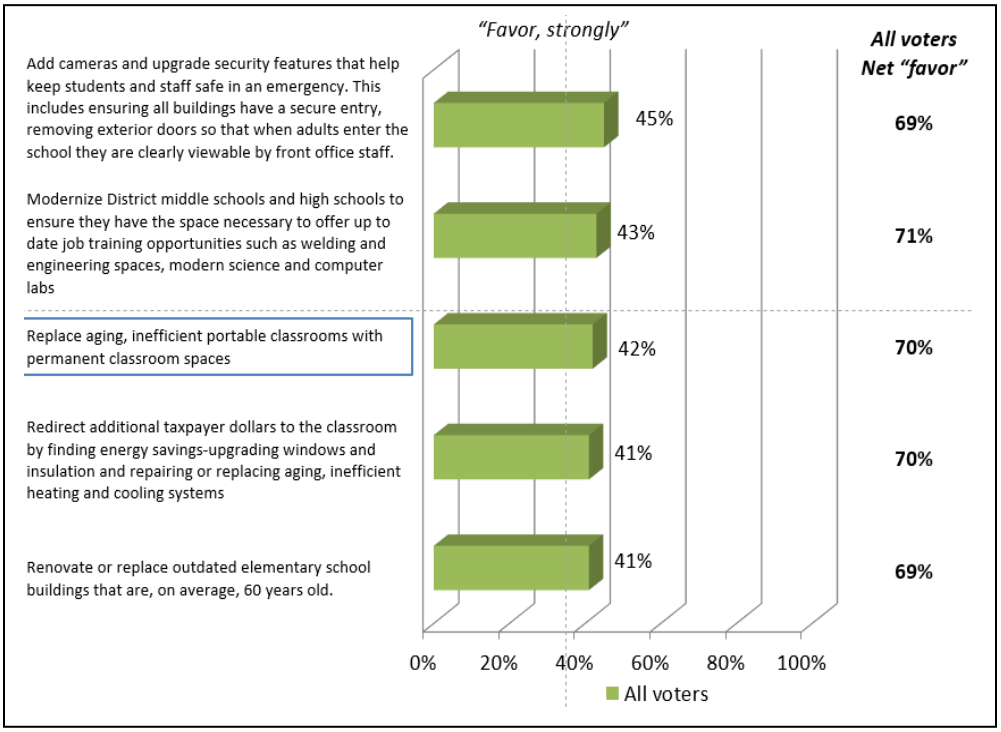


While Corvallis School District voters provide majority support at the outset, the survey indicates a clear need for robust outreach to the community in order to engage and educate the community about a potential bond in May of next year. Just over half (53%) say they're voting "yes" right now. Of these, only one-in-five (25%) say they're voting "yes, strongly,"—a sign that a good portion of the community still needs to be told what this bond is designed to achieve.

The good news is that a basic explanation of what the bond pays for moves voters in a statistically significant manner (+7). This clearly indicates that when Corvallis residents learn more about the problems the bond seeks to remedy, they're willing to support it.

When told what the bond pays for—residents provide resounding support

The good news for the District is that when residents are told what the bond will pay for, they provide resounding support. Around six-in-10 survey respondents are more say they favor every aspect of the bond tested.



It's worth noting that residents are most excited about the bond's focus on "the basics." Around four-in-10 say they "strongly" support bond projects that improve security for students and staff, modernize and update aging facilities and find efficiencies that can redirect money to classroom learning.

The strong support for specific bond construction projects denoted above comes as no surprise when we explore what values Corvallis residents believe are most important to public education. District residents place an emphasis on the following basic values for their schools:

- Ensuring every student can learn in safe schools and classrooms (53% very important);
- Ensuring every student has an equal opportunity for success (52% very important);
- Ensuring students have the opportunity to access a modern education with up to date classrooms (51% very important); and
- Bringing parents, community members and the School District together to find good solutions to our schools' problems (50% very important).

Given these findings, it's our view that the Corvallis School District is well situated as it continues to explore the potential for a future school bond. Residents place a high premium on safety, modernizing schools and creating more opportunity students and a process that identifies community driven solutions to problems. All of these themes are addressed in the current bond plan under development. What remains is the need for an education effort that makes residents more aware that the bond is a necessary, accountable way to address their concerns about aging facilities, overcrowding and safety.

Corvallis School District Bond

PATINKIN RESEARCH STRATEGIES

WRIGHT PUBLIC AFFAIRS

Methodology:

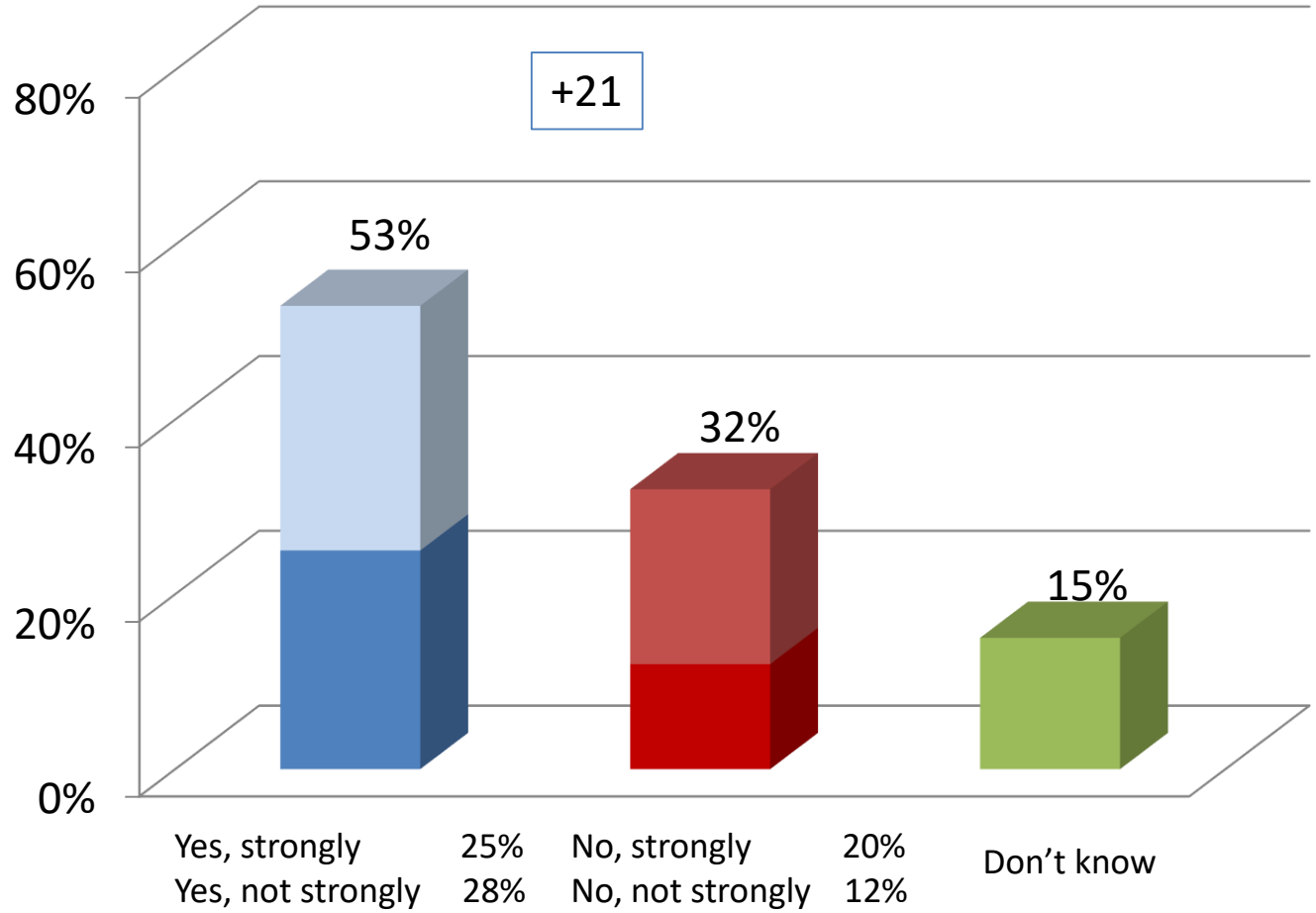
- **A survey of 400 likely voters in the Corvallis School District was conducted by telephone using professional interviewers.**
- **A voter file sample was used and the poll universe was diminished to reflect a May, 2018 electorate.**
- **Interviews were conducted September 12-14, 2017.**
- **The margin of error for the sample as a whole is plus or minus 4.9 percentage points at the 95% level of confidence. The margin of error for subgroups varies and is higher.**
- **Throughout this report we refer to "younger" and "older" voters. Younger voters are under age 50 and older voters are age 50 and up.**
- **Throughout this report we refer to bond targets subgroups. They are defined as follows:**
  - *Bond Targets*: voters who are undecided or who are "not strong" supporters in the initial bond question.
  - *Turnout tagets: voters who "strongly" support the bond throughout the survey.*

Corvallis
SCHOOL DISTRICT

Where We Start

Our ballot language starts out with a slim majority

We typically want to start with support in the mid to high 50s and with “strong” support closer to 40%. The numbers below indicate a need for a strong education effort oriented towards the community at large.



The Corvallis School District may place a bond measure on the May, 2018 ballot which would read: "Bonds to repair, replace schools; modernize classrooms, improve safety. Shall District increase safety, modernize classrooms; repair, replace school facilities; issue $178 million dollars in general obligation bonds; with citizen oversight?" Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

Women, younger voters, renters, and those with a four-year degree or more are most supportive

	Yes	*No*	*Don't Know*	*Yes Margin*
Men	51%	34%	15%	+17
Women	55%	30%	16%	+25
Under age 50	75%	16%	9%	+59
Over age 50	44%	38%	18%	+6
Over age 70	43%	38%	19%	+5
Homeowners	50%	35%	14%	+15
Renters	64%	14%	22%	+50
No college education	49%	32%	19%	+17
College+	55%	32%	14%	+23
TOTAL	53%	32%	15%	+21

< *Voters under age 50 only make up 29% of the likely electorate. The District must still reach out to and educate a substantial portion of the electorate.*

If the election were held today, would you vote 'yes' or 'no' on this bond measure?

Parents are more supportive than non-parents

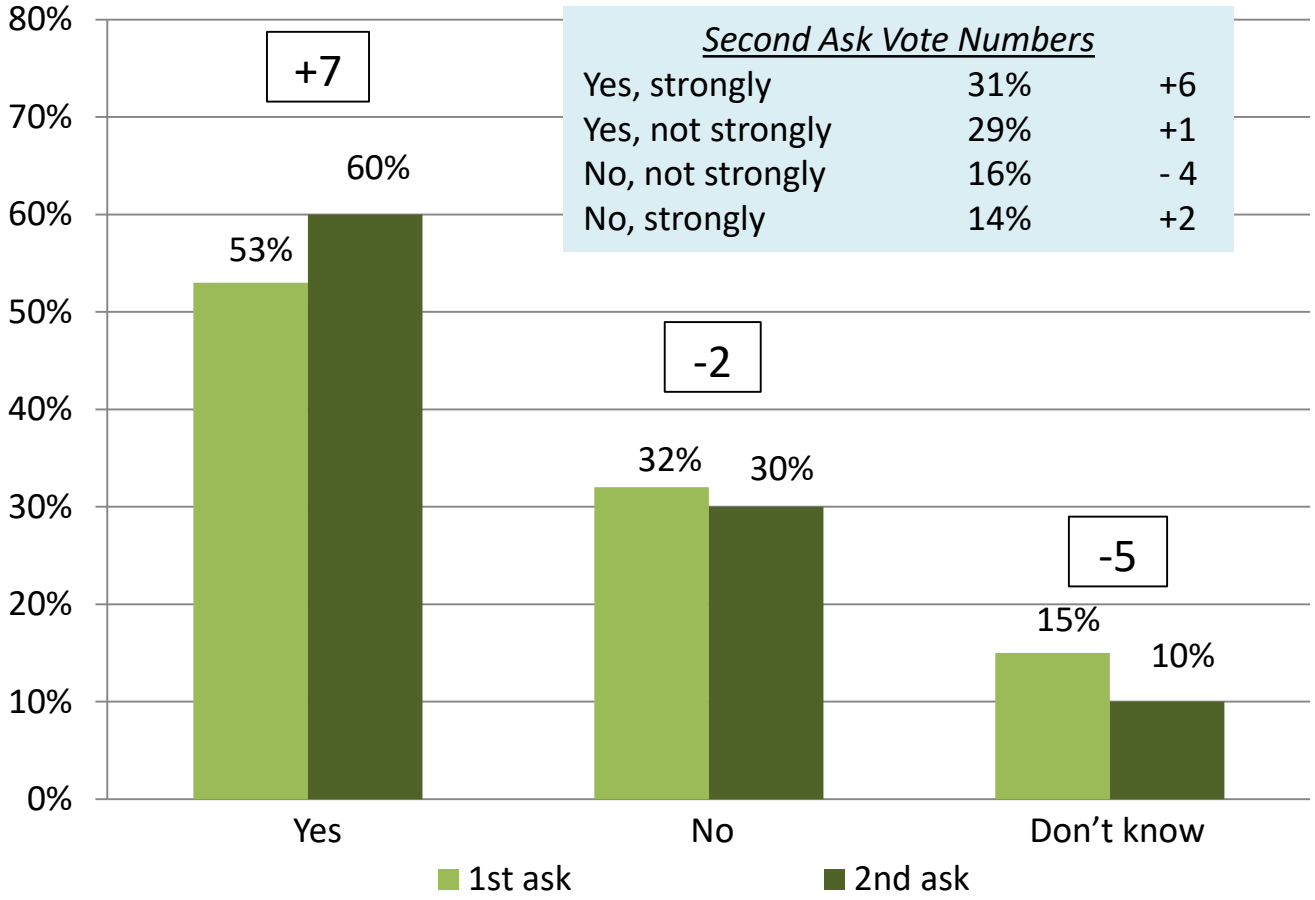
	Yes	*No*	*Don't Know*	*Yes Margin*
Corvallis School Parents - Current	77%	18%	5%	+59
Corvallis School Parents - Former	47%	36%	17%	+11
Non Corvallis Parents	42%	42%	16%	-0-
TOTAL	53%	32%	15%	+21

< *Current parents are extremely supportive, yet only make-up 20% of the electorate. We have our work cut out for us reaching out to and educating the community at-large.*

If the election were held today, would you vote 'yes' or 'no' on this bond measure?

Providing a short summary of what the bond pays for results in significant positive movement

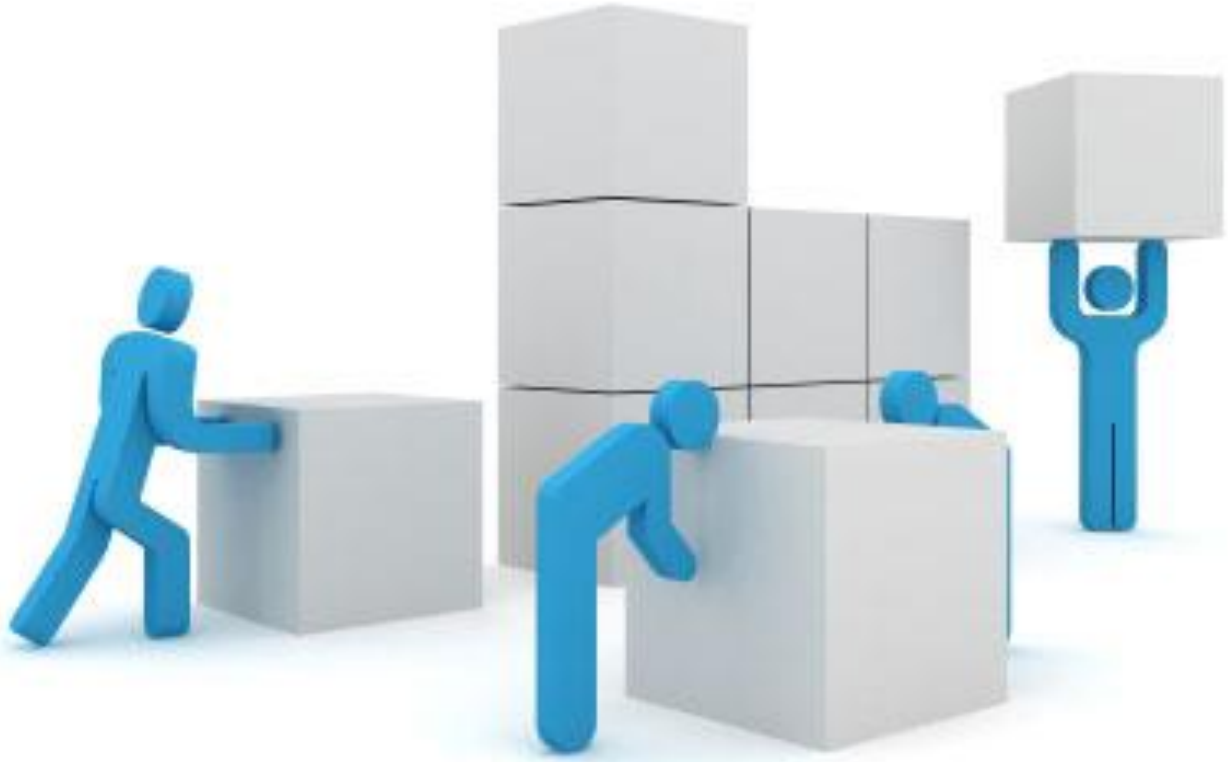
The good movement we see here is the first indication that while we start in a less than desirable position, a concerted public / private education effort has a good chance of success.



Second Ask Vote Numbers

Yes, strongly	31%	+6
Yes, not strongly	29%	+1
No, not strongly	16%	- 4
No, strongly	14%	+2

Let me tell you a little more about this bond for the Corvallis School District. The bond is designed to increase safety for students and staff, eliminate the use of aging portable classrooms, replace an aging elementary schools, improve job training spaces, modernize existing classrooms and address critical maintenance issues such as leaking roofs and pipes, replacing outdated and inefficient boilers and removing asbestos floor tiles. Having heard this, would you vote "yes" or "no on this general obligation bond for the Corvallis School District?



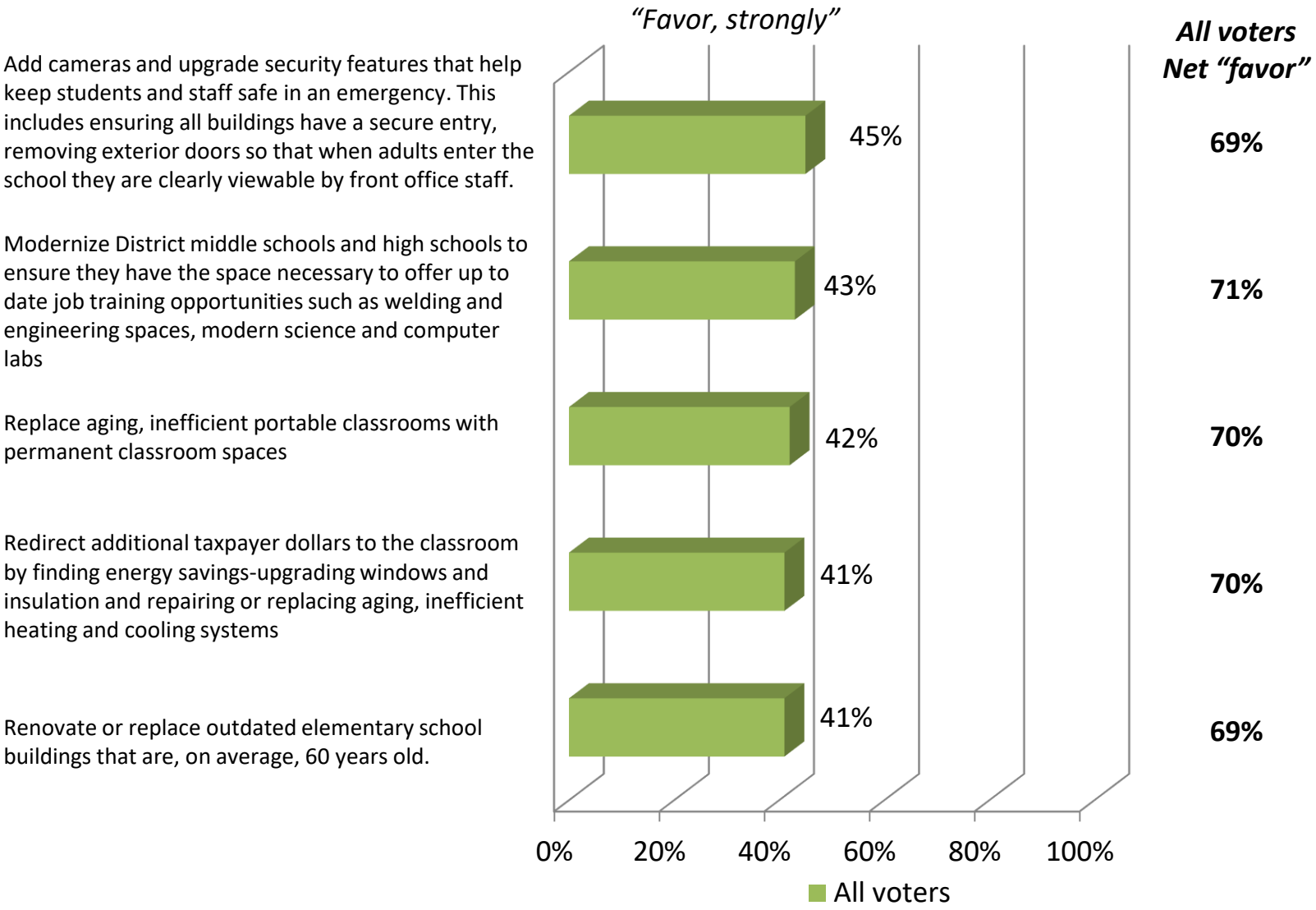
Gauging Community Values

Top education related values focus on safety, opportunity to access a modern education and bringing the community together to find good solutions to schools' problems

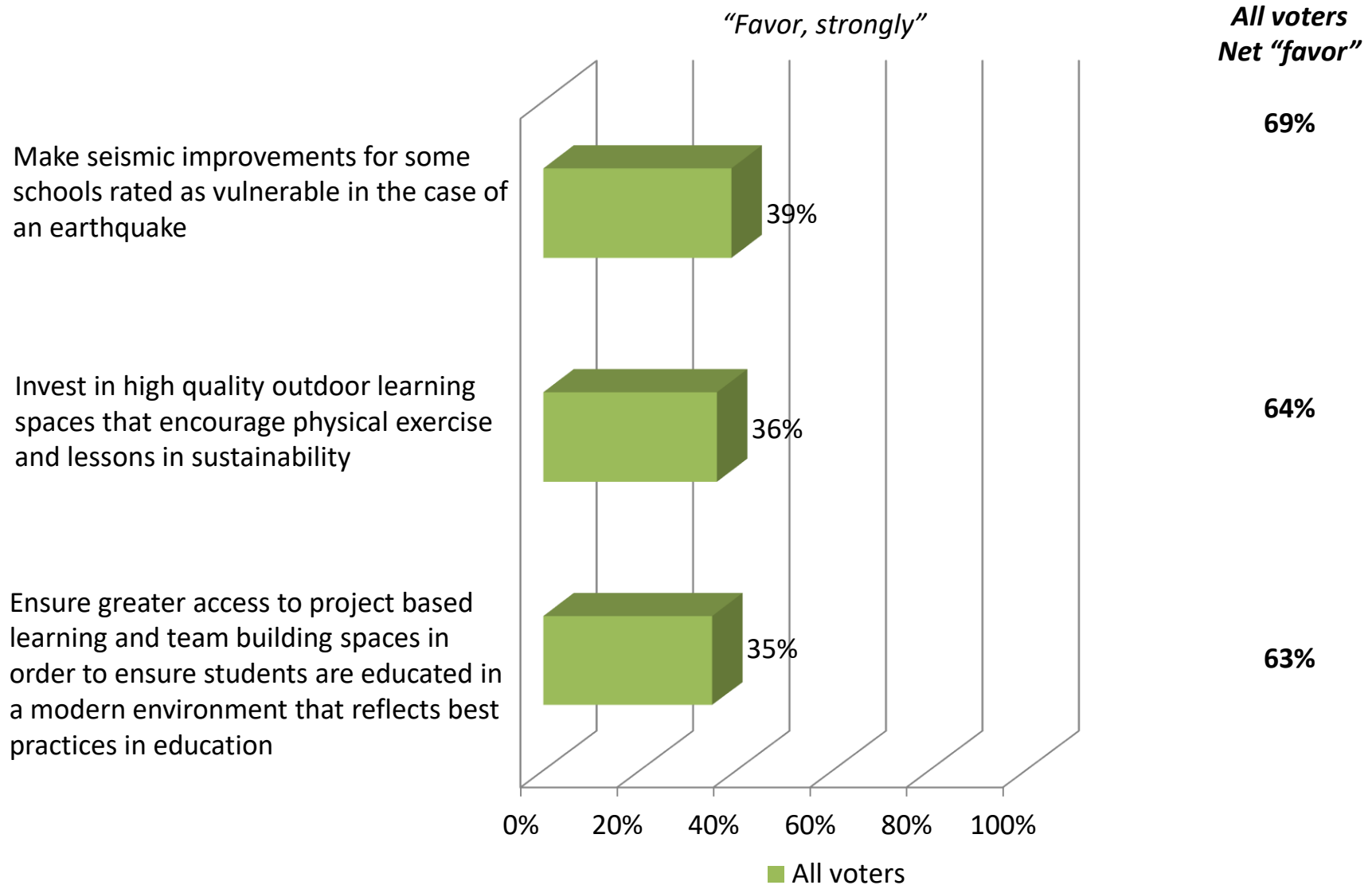
"Very important"	*All voters*
Ensuring every student can learn in safe schools and classrooms	53%
Ensuring every student has an equal opportunity for success	52%
Ensuring students have the opportunity to access a modern education with up to date classrooms	51%
Bringing parents, community members, and the School District together to find good solutions to our schools' problems	50%
Recognizing and meeting the variety of educational and personal needs of students	48%
Addressing problems now so they don't cost us more in the long run	45%
Increasing the quality and quantity of up-to-date student programming	44%
Separating cafeterias and gyms so that students have greater access to physical activity and exercise programs—especially during the rainy season	43%

Most popular bond items focus on safety, modernizing facilities and increasing efficiencies—**the basics**

It's worth noting that a supermajority favor every aspect tested.



While still garnering majorities, these items test much lower in terms of the intensity of feeling compared to top tier bond aspects



Themes: This bond addresses the needs of students and does it accountably, dealing with problems now so they don't cost more later

Overcrowding

- *Our best examples*: Our elementary schools are over capacity, forcing the district to conduct classes in temporary and inefficient portable classrooms.
- *Solution*: Replace aging, inefficient portable classrooms with permanent classroom spaces

Safety

- *Our best examples*: Out of school locking systems, layout, security cameras and emergency communication systems.
- *Solution*: Add cameras and upgrade security features that help keep students and staff safe in an emergency. This includes ensuring all buildings have a secure entry, removing exterior doors so that when adults enter the school they are clearly viewable by front office staff.

Efficiencies

- *Our best examples*: Outdated elementary school buildings that are, on average, 60 years old.
- *Solutions*: Redirect additional taxpayer dollars to the classroom by finding energy savings-upgrading windows and insulation and repairing or replacing aging, inefficient heating and cooling systems

Modern Education

- *Our best examples*: Outdated elementary school buildings that are, on average, 60 years old, and do not offer students access to modern best practices in education.
- *Solution*: Modernize District middle schools and high schools to ensure they have the space necessary to offer up to date job training opportunities such as welding and engineering spaces, modern science and computer labs

Corvallis
SCHOOL DISTRICT

IV. PROPOSAL TO CHANGE THE NAME OF CORVALLIS HIGH SCHOOL'S SPARTAN FIELD TO “BOB HOLT STADIUM AT SPARTAN FIELD”

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Matt Boring, Corvallis High School Principal, and members of the Corvallis schools community, including coworkers (past & present) and volunteers, acting on behalf of the Corvallis athletic and educational communities
Meeting Date: September 28, 2017

Proposal to Change the Name of Corvallis High School's Spartan Field to "Bob Holt Stadium at Spartan Field"

NO ACTION REQUIRED

We propose that the name of Corvallis High School's (CHS) "Spartan Field" be changed to "Bob Holt Stadium at Spartan Field." This change would recognize and honor the character and huge contributions made by Bob Holt, a longtime cornerstone of support for the Corvallis community, especially its young people.

Educator, Community Contributor, and CHS Cornerstone for Kids, Athletics, and Facilities

Bob Holt, who will turn 75 next month, has spent much of his adult life working and volunteering in service to Corvallis youngsters. His work at CHS has included the positions of athletic director, coach, and math teacher.

Prior to that time, Mr. Holt spent hundreds of hours volunteering in the community – work which earned him the award of Corvallis First Citizen in 1991. Much of that effort centered on working with youngsters, including volunteering as a track coach at Crescent Valley High School (CV), and organizing and working in numerous youth activities including varied roles from public address announcer to fun-meet support. Recognized by his peers as Oregon Athletic Director of the Year in 2007, he is uniformly acknowledged and admired by high school and university officials around the state as a great ambassador and representative of Corvallis schools.

Mr. Holt's commitment to youngsters is not about "winning" but about providing opportunities for them to learn, both in the class room and on the athletic field, helping them grow in physical and emotional good health. He is recognized by students, staff, administrators (locally and around the state), and community members as a man who works long, long hours with a genuine humble character.

His coworkers, parents, students and members of the community are asking that Mr. Holt's remarkable service and contribution to the community be recognized by naming the athletic stadium "Bob Holt Stadium at Spartan Field."

The Following Material is Offered in Support of This Proposal

Professional Background

- Mr. Holt's first job was assistant football coach at Evergreen High School in Vancouver WA.

- He was employed by Centennial High School in Portland, Oregon. He became head of the math department, head coach of Varsity football, assistant coach of Varsity track team.
- He was hired by CHS in 1977 as a math teacher, Head Track Coach and assistant football coach under Chuck Solberg.
- After a number of years, he was offered a position as station manager for KFLY/KEJO. He continued helping out as a volunteer with the track program under Clyde Marshall at CV.
- Mr. Holt did numerous volunteer services during this time. One area that Mr. Holt gave of his time was transporting medical equipment or furniture for Hospice.
- The radio station was sold and he became a realtor for Town and Country real estate.
- His love of teaching and sports drew him back to education and CHS, where he has been the Athletic Director, math teacher, Leadership teacher (2 years) and assistant track coach since 2000.

A "Typical Day" [As witnessed by coworkers, coaches and students. Compiled by Elaine Markley (retired teacher, and volunteer at CHS athletics), Jan Walker (retired administrative assistant at CHS athletics), Dana Strowbridge, (retired teacher, volunteer CHS math class aide, and volunteer with CHS Athletics.)]

A typical day for Bob Holt begins before the sun comes up and ends after the sun goes down. His car is often the first one in the parking lot in the morning and the last to leave in the evening. Mr. Holt's day varies from season to season, but the constant from fall through spring is that he is always on the go, doing something for everyone else.

Throughout every day, students, staff or members of the community come into the Athletic Office and ask "Where's Bob?" In the fall, the answer to that question is:

- Bob is teaching class until lunch
- Bob is power washing the bleachers to get the bird droppings off the seating area
- Bob is lining the real grass soccer field at Taylor Field
- Bob is lining the field for the marching band or for the freshman football team practice on the softball outfield
- Bob is setting up the gym for volleyball
- Bob is moving the soccer goals
- Bob is cleaning up garbage out in the stadium
- Bob is grooming the artificial turf field at the football stadium
- Bob is checking and cleaning the bathrooms at the stadium
- Bob is putting down the rugs in the halls so the football teams don't scuff the floor with their cleats
- Bob is setting up the football field for the Thursday or Friday football games
- Bob is putting signs on the locker room doors so CHS students don't go into the visitors' locker room after 4:30 p.m. on game day

- Bob is taking a team to their away game in the activity bus or van since the bus company cannot get them there
- Bob is at his Athletic Director league meeting in Salem
- Bob is helping set up the Franklin School Fun Run at the track
- Bob went to pick up the district trophies and take them to the other schools
- Bob is taking the nets off the soccer goals
- Bob is recording the scores from the varsity sporting event to the Oregon School Activities Association (OSAA) website
- Bob is hosting the Fall sports dessert

In the winter, the question is answered:

- Bob is teaching class until lunch
- Bob is setting up the gym for either the girls or boys basketball game
- Bob is sweeping the gym floor to be sure it is safe for the basketball players
- Bob is announcing the girls basketball game
- Bob is announcing the boys basketball game
- Bob is setting up the gym for the home wrestling match
- Bob is announcing the wrestling match
- Bob is cleaning out the closets in the upper gym
- Bob is hanging banners in the lower gym
- Bob is taking a team to their away game in the activity bus since the bus company cannot get them there
- Bob is out on the track working with the throwers
- Bob is at Western Oregon University (WOU) meeting with the track coach to secure a site for the district meet
- Bob is putting signs on the locker room doors so CHS students don't go in after 4:30 p.m. on game day
- Bob is hosting the sports dessert
- Bob is at the Athletic Director league meeting in Salem
- Bob drove to the OSAA state offices in Portland to represent the Mid-Willamette Conference in the redistricting hearing
- Bob is recording scores from the varsity sporting event to the OSAA website
- Bob is meeting with students that need help with math
- Bob is in Beyond CHS with students/athletes and parents who are signing letters of intent to play their sport at college

In the spring, the question is answered:

- Bob is teaching math until lunch
- Bob is ordering medals for district track
- Bob is designing the district track t-shirts
- Bob is lining the baseball field
- Bob is lining the softball field
- Bob ran to get more paint to line the baseball and softball fields

- Bob is contacting coaches to build the game schedules for next year
- Bob ran to Robnett's to get some screws to fix something
- Bob is at the Rotary luncheon with students
- Bob is at the Athletic Director league meeting in Salem
- Bob is coaching track—his role primarily with throwers, but he supports head coach in numerous ways
- Bob is cleaning up garbage out in the stadium
- Bob is checking and cleaning the bathrooms at the stadium
- Bob is taking a team to their away game in the activity bus since the bus company cannot get them there
- Bob is helping set up the track and field area for the State Middle School track meet
- Bob is hosting the sports dessert
- Bob drove to Portland, Beaverton, Tigard, Salem, etc. to pick up equipment to save the athletic department the cost of shipping and handling

During the regular school day, when his door is closed, Bob will be meeting with students who have perhaps violated the code of conduct and will be helping them realize the consequences. He might be meeting with the administrative staff. Parents are in his office to discuss issues, be it pro or con, with something that happened involving their child and their coach. At the end of each season he is evaluating and visioning with each coach for the following year. He is visiting with former students who came back to share their adventures beyond CHS.

Regardless of the reason, Bob is always there for anyone at the drop of a hat. When he answers his phone with, "This is Bob, how can I help you?" he will always have time to do just that. Help.

School and Community Servant Leader

Mr. Holt's perseverance and service to the community include the following recognition and awards:

- Golden Apple recipient (Member of CHS Math Dept. 2010)
- First Citizen of Corvallis (1991)
- OADA Athletic Director of the Year (2007)
- High School Community Service award (1988)
- Distinguished Service award (2003)
- He is currently League President of the Mid-Willamette Conference.
- Spartan Award for outstanding contributions to Corvallis High School (2006)
- While at Centennial High School he was honored as Teacher of the Year by students and staff.

Testimonials

Matt Boring, CHS principal, offers the following: *"Bob's ability to relate to all types of students is inspiring. I'm thinking of the regular posse of Latina girls that frequently congregate in his office, or the delight that many of our Life Skills students show every time they encounter Bob. Additionally, as I travel around the state and talk to various administrators and athletic directors, I am struck by how positively everyone speaks of Bob. I cannot think of any other educator that I know who is so universally acknowledged as a great guy. Wherever I go, people ask me, 'How's Bob?'*

"Bob also personifies the concept of life-long learner. He is constantly reading about a variety of subjects, and just today, he mentioned applying a teaching strategy that we discussed in yesterday's staff meeting. I wish all teachers were like this!"

Jan Walker, retired CHS athletics administrative assistant who was there throughout Bob's tenure as athletic director, offers the following observations: *"Through other people, you will hear about the many awards Bob has received, the many volunteer hours he has given to the community, and the tasks he completes on a daily basis. I would like to contribute a picture of Bob, the person.*

"Bob is a very service driven individual. He has earned a great reputation over his many years as a leader and, by title, "director", Bob consistently chooses to lead through service. He goes above and beyond what anyone would describe as "normal" to create environments in which young people can enjoy opportunities to operate and to succeed. Bob does any task with a sense of importance.

"Bob has high standards, but is understanding. On the one hand, he will spend countless hours making sure a facility is groomed, lined, and washed to make ready for an event. He likes things to be perfect. On the other hand, in working with people, he gives great space for people to learn, grow, fail, and, in the end to do and be their best. Students and adults alike have learned that Bob is someone who will listen to them, and treat them with respect. He is approachable to anyone who needs to be heard. In his quiet way, Bob draws out the best in people. This is all evidence of his love of excellence but, moreover, his love of people.

"Bob is one of the most honest, principled individuals that I have ever met. It is the essence of who he is as a person. His transparency is there in everything he does and everyone he interacts with. He is a man of integrity and grace. Bob consistently treats all people with optimism, finding the good in all and seeking the best in all situations. While he has deep and longstanding ties in the community, and is a great listener to those speaking to all sides of an issue, he is strong enough to make a decision that may or may not be popular based on a set of time tested principles and values.

"Bob has incredible personal power. He is able to calm angry situations and manage the many gray areas that come up in high school life/athletics. His transparent leadership leads to trust that expands his vision and power to a school and community culture that is healthy

for kids. His tireless energy is always used to help people every day. He is such a huge part of what is good and meaningful at Corvallis High School."

Jay Conroy, CHS principal from 2002-2007, offered the following observations about working with Bob, including Mr. Holt's key role in the design and building of the new CHS building: *"Bob has been truly a 'servant leader.' He humbly and joyfully handled each and every day, both the administration side and the student support side of his work. At the same time, faced with very tight budgets, he often personally took on the day to day tasks of cleaning and painting and picking up and setting up that are associated with a large high school's athletic program.*

"Bob's focus was always about helping students—getting more students participating on the school teams, even if they weren't top athletes or were reluctant because their parents might not be able to afford the participation fees. He approached the value of school sports competition with the wisdom of years involved in high schools—high school sports are about winning, but more important to Bob was that those sports were going to "teach" student athletes the value of teamwork, of self-discipline and preparation, of perseverance in the face of setbacks like injury or losing a contest. And, for the sake of helping students grow to be good adults, Bob never shied away from enforcing school rules around academic and behavior standards, but he always did so with a kind heart and helping attitude that helped students get through "stumbles" or "slip-ups.

"Bob's work with students was always kind, positive, friendly and, yet, firm and fair. I never heard him raise his voice in anger or exasperation towards students, coaches or even unruly fans.

"Bob played a huge role in helping the CHS community come up with the design of athletic fields and gymnasium/locker room facilities in the new CHS building. Bob's work helped to accomplish the district's ultimate goal of keeping the new CHS downtown in a very small acreage "footprint" in order to provide a real community feel and easy access. He was very thoughtful and creative in enabling the new design to squeeze in the new artificial football/soccer/lacrosse field, track, and softball fields into the Pierce Street neighborhood in a way that was providing a first-class facility for students while respecting the neighborhood and its character. His leadership and thoughtfulness included providing for "low light spillover" on game nights into nearby home sites, and shielding those homes from errant tennis balls, soccer kicks and over-exuberant fans. Equally impressive is the actual quality, layout and design of the athletic facilities— efficiently useful, durable, safe and economical, they are also attractive and very positively represent our school district and community."

Community Contribution

Mr. Holt's work in the community has centered on helping others. Below is a list of some of that work:

- Announcing the Center Against Rape and Domestic Violence (CARDV) Run every year

- Summertime finds Mr. Holt and his wife, Gloria, delivering meals to the elderly, with Meals on Wheels
- Announcing at Special Olympics events
- Announcing at the Hershey Track Meet
- Announcing all of the middle school track meets when it was an intramural sport
- Announcing at the Corvallis Public Schools Foundation's Spring Run for Kids
- Co-host of all-comer track meets. This began as a way to get elementary children interested in track events and expanded to anyone interested in participating.
- Volunteers with the OSAA state softball tournament finals at Oregon State University

In summary, Mr. Holt has been a backbone of knowledge, wisdom, experience, and servant leadership to the Corvallis High School community. He does not seek publicity but we feel his tireless energy toward helping students better themselves physically, academically, and emotionally needs to be honored by naming the track and field area in his good name.

Corvallis School District 509J

Code: **FF**
Adopted: 2/08/99
Orig. Code(s): 8410

Naming or Renaming of Facilities or Areas

It is the policy of the district that only the Board will name or rename a district facility or a portion of a district facility. The superintendent will establish administrative rules that specify the process to be followed in making this determination.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corvallis School District 509J

Code: **FF-AR**
Revised/Reviewed: 10/11/04

Naming or Renaming of Facilities or Areas

Generally, the district will name schools or other district facilities as a total facility.

1. A building or area may be named in a manner descriptive of its geographic location or using thematic names which reflect the character of the community culturally and historically or which identify it by reference to indigenous and characteristic flora and fauna.

2. A building may be named in recognition of noted local, state, national or international figures. Preference will be given to naming a building after individuals who are deceased or no longer active in their careers.

3. Occasionally, the district may name a specific area or subpart of a facility for an individual, organization, or geographic region. Generally, these names will follow the guidelines specified above in 1. and 2. Subparts will not be named for living individuals except in extenuating circumstances.

   Extenuating circumstances for naming partial facilities may include exceptional contributions, either by lifetime effort or financial donations, for a particular building or location. The Board and/or a committee designated by the Board will conduct a specific review of these contributions. The kinds of contributions that may be considered will include:

   a. Length and magnitude of service;
   b. Relationship of service to the particular facility or area. Prior to taking final affirmative action on a proposal to give a facility or area the name of a local person, the Board chair or designee will contact the person or members of the immediate family (spouse, children, siblings) to solicit their views on the appropriateness of the proposed recognition. Responses of these relatives will be given consideration.
   c. The Board will review any proposed individual's background to ensure that he or she represents the Board's values for our district.

4. The Board may specify additional requirements for each new request/recommendation.

Process

Proposals for the naming and/or renaming of district locations or facilities will be filed in writing with the superintendent. Proposals will be considered by the Board as determined by the Board chair and the superintendent.

Corvallis
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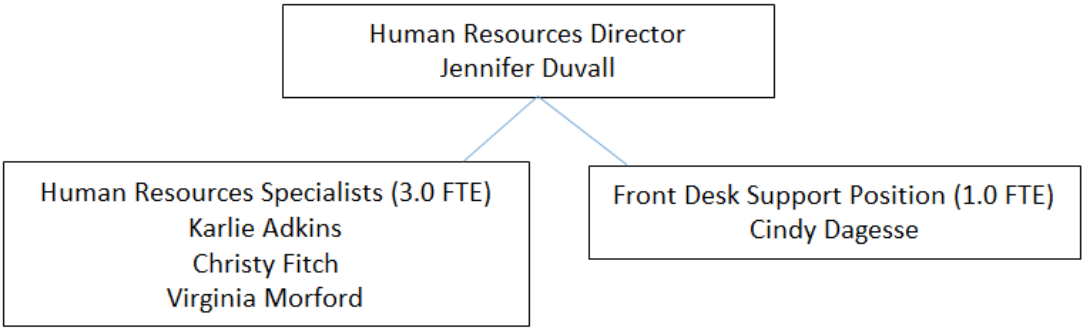
V. HUMAN RESOURCES DEPARTMENT SPOTLIGHT

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: September 28, 2017

Human Resources Department Spotlight

NO ACTION REQUIRED



Scope of the Department

The Human Resources (HR) Department serves approximately 1,320 individuals paid by the district. This number represents our licensed teaching staff (408), classified staff (418), non-represented/administrative staff (47), and substitutes/seasonal staff (445). The following are key responsibility areas for HR staff:

- *Staffing*: This includes staff planning, recruiting, and hiring of regular employees, substitutes, coaches, and other seasonal workers;
- *Talent Management & Development*: This includes onboarding of new staff, managing the evaluation process, supporting and/or leading professional development and training opportunities, and providing clear expectations and standards to staff;
- *District Culture*: This includes providing exceptional customer service, identifying staff engagement, reviewing and researching compensation and benefits, facilitating negotiations (labor management), collaborating with other departments, and supporting a positive organization climate;
- *Compliance*: This involves following labor laws, federal and state employment laws, bargaining contracts, and district policies.

HR staff is also responsible for:

- Oversight of the district's volunteer background process;
- Facilitating the school calendar development;
- Collaborating with the Teaching and Learning Department on the New Teacher Academy and mentoring program.

Key Activities in the Last 12 Months

- Successfully negotiated a new two year contract with Corvallis Education Association (CEA);
- Hired several key administrative positions (Franklin principal, CV principal, LPMS assistant principal);
- Hired and trained a full new HR team;
- Supported our "grow your own" teacher candidates (5 individuals from 2016-17);
- Worked with high school students on a video project, utilized their skills and provided a real world learning opportunity;
- Moved paper personnel files to electronic files.

Key Activities Planned for the Next 12 Months

- Continue evaluation training with administrators and teacher evaluation leaders;
- Support new staff through mentoring and professional development (hired 120 new staff as of 9/18/17 for the 2017-18 school year);
- Continue building and enhancing our "grow your own" teacher program;
- Increase the diversity in our staff through additional recruiting efforts, including completing a review of our hiring process with a diversity lens and building our recruiting pipeline;
- Continue work on staff retention;
- Continue working with high school students on video projects, utilizing their skills and providing real world learning opportunities;
- Continue working on improving our staff engagement with the district.

Department's Impact on Student Learning

The HR Department takes a lead in getting the best people in front of kids. Research shows teachers matter more to student achievement than any other aspect of schooling.

Corvallis
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VI. 2017-2022 BOARD GOALS; 2017-2019 STRATEGIC PLAN; AND, 2017-18 SUPERINTENDENT GOALS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: September 28, 2017

2017-2022 Board Goals, 2017-2019 Strategic Plan, and 2017-18 Superintendent Goals

NO ACTION REQUIRED

Attached are three draft documents for the board's review:

- School Board Goals for 2017-2022
- Strategic Plan for 2017-2019
- Superintendent Goals for 2017-2018

Board Goals for 2017-2022

Board goals were developed at the board retreat on August 22, 2017. At that time, the board charged staff to refine the goals and strategies, and bring them forward for review at the September 28, 2017, meeting.

Additionally, board members articulated six values at the retreat. Those values are noted on the first page of the board goals document with the guiding principles and priorities. The guiding principles and priorities were last modified in 2015. At the discretion of the board they may be reaffirmed, modified, or replaced by a new, shorter values statement.

Following the board's revisions, these goal documents will be brought to the board on October 12, 2017, for adoption.

Strategic Plan for 2017-2019

The strategic plan is a living document that incorporates board goals and strategies with activities intended to move the district toward accomplishment of the board goals.

The Executive Team and I developed the activities included in the strategic plan, and reviewed them with school principals. The strategic plan is a comprehensive document and I felt it was important to share with the board in its entirety. It highlights the connection between the establishment of board goals and the operational activities needed to attain them.

Superintendent Goals for 2017-2018

On an annual basis, I am required to bring my goals to the school board; those goals form the basis for a component of my annual performance evaluation.

This year, I have aligned my goals with the draft board goals and strategies, and I have chosen activities that I believe can be accomplished this year. I will provide periodic updates throughout the school year regarding accomplishments and next steps.

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Corvallis School Board Goals 2017-2022

Values developed during the 8/22/17 School Board Retreat: All students show growth; All students graduate; Close the opportunity gap; Students at the center; Equity at the heart of decisions; Fiscal sustainability and responsibility.

Vision Statement: Students grow to be world-class learners, engaged citizens, and leaders of the future.

Mission Statement: Provide all students with a relevant and challenging education that prepares them for future success as engaged citizens and contributing members of our world community.

Guiding Principles and Priorities

1. **Our Highest Priority is Academic Achievement for All Students**
   - Proficiency in reading, writing and mathematics is the cornerstone.
   - Academic growth for all student subgroups from kindergarten to graduation is essential.
   - We will give particular attention to literacy and mathematics achievement by grade 3.
   - Our goal is a 100% graduation and completion rate.
   - We will continue within the limits of our resources to offer a broad range of academic and vocational opportunities.
   - We believe that Common Core standards provide effective benchmarks for student achievement and assessment.

2. **Our Schools Will Embrace Equity**
   - We will work to remove obstacles to achievement for all students.
   - Our resources will be invested where there is the greatest need.
   - We will address the needs of our English language learners, special education students, and students who come to the district from difficult economic circumstances.
   - It is our responsibility to help our students and families navigate our school district.
   - Education outcomes should not be determined by income, race, gender, disability, or language.

3. **Our Schools Will Be Safe and Welcoming.**
   - All students will be treated with respect.
   - We welcome diversity as a source of strength.
   - We will not tolerate bullying and discrimination.

4. **Our Resources Will Be Managed to Preserve the Long-Term Sustainability of the District**
   - We operate with limited resources which historically have not been sufficient to meet all needs.
   - Our financial planning will ensure that resources are used efficiently to sustain student success.
   - Financial planning will be prudent and include maintenance of adequate financial reserves.
   - Employee contracts will be financially sustainable.

5. **Our Communication with the Corvallis Community is Important**
   - We are committed to public participation and district and board transparency.
   - We will seek opportunities for public communication.
   - Communicating with students, families, and the larger Corvallis community is vital to achieving equity.

6. **We Will Think Creatively About the Future**
   - We will create and support multiple pathways to student success
   - We will embrace educational innovation, including new technologies and new approaches to meeting the educational needs of our district as it continues to become more economically, socially and linguistically diverse.
   - Our long-range thinking about facilities will begin with a comprehensive examination of how we expect to deliver our services in the future.

The Board's Guiding Principles are intended to be broad policy parameters or guidelines, not operational benchmarks.

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on track; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a plan for college and/or career.

Strategy 1: Monitor students' reading progress in grades pre-K - 3rd grade using the response to instruction (RTI) system to assess, intervene, and ensure sound instruction is occurring so that all students are reading at grade level by 3rd grade.
Strategy 2: Prepare students to successfully complete Algebra I by the end of 9th grade.
Strategy 3: Develop a system that ensures each 9th grade student is on track to graduate.
Strategy 4: All students graduate with a plan for the future.

Goal 2: Equity

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Increase student voice, empowerment, and leadership in our schools.
Strategy 2: Expand parent and community partnerships.
Strategy 3: Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.
Strategy 4: Recruit and retain racially and culturally diverse staff.

Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.

Strategy 1: Integrate a 21st century skill (communication, critical thinking, collaboration, creativity and problem solving) into all learning experiences.
Strategy 2: Integrate project based learning experiences in all grades.
Strategy 3: Move the district to be a leader in sustainability practices (environmental, social, economic).
Strategy 4: Create additional learning pathways toward graduation and life beyond high school.
Strategy 5: Foster cultural responsiveness and biliteracy in our students and staff.

Goal 4: Health & Wellness

Increase the health and wellness of district students and staff.

Strategy 1: Enhance programs that promote student physical wellness.
Strategy 2: Enhance programs that promote student mental wellness.
Strategy 3: Implement a robust worksite wellness program for district staff.

Goal 5: Long-Range Facility Planning

Transform aging school facilities to provide safe, innovative and equitable learning opportunities for all students.

Strategy 1: Explicitly link school district facility improvements with core values for educational design (common vision and why).
Strategy 2: Communicate the needs for improved infrastructure and facilities with the Corvallis community.
Strategy 3: Fund facility improvements through a voter-approved bond levy.
Strategy 4: Engage staff, parents, students and community in execution of bond projects.
Strategy 5: Maintain an ongoing long-range facilities planning advisory committee (future planning).

Corvallis SCHOOL DISTRICT

Strategic Plan for 2017-2019

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on track; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a plan for college and/or career.

Strategy 1: Monitor students' reading progress in grades pre-K - 3rd grade using the response to instruction (RTI) system to assess, intervene, and ensure sound instruction is occurring so that all students are reading at grade level by 3rd grade.

Activities	Evidence	Who*	When	G, Y or R**
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept., principals	2017-18	
A2: Provide professional development in the area of understanding and recognizing dyslexia; foundational skills in reading; intensifying instruction	Teachers from each school are formally trained in identification and intervention strategies for reading disabilities	Teaching & Learning Coordinators	2018-19	
A3: Core instruction utilizes research based practices for reading instruction in the five major areas of reading (phonemic awareness, phonics, vocabulary, comprehension, fluency)	Materials used have evidence of each area; potential reading adoption if review indicates materials are necessary	Teaching & Learning Elementary Coordinator	2017-18	
A4: Targeted instruction is provided to students who need additional instruction in specific areas identified through assessments	Progress monitoring and benchmark data is reviewed regularly showing evidence of student growth	Principals	2018-19	
A5: Culturally responsive instructional materials and strategies will be incorporated into the core literacy program	Core program(s) are reviewed regularly to ensure components are evident (documented at district RTI meetings); observed look-fors of culturally responsive instruction; walk-through observations	Teaching & Learning Elementary	2018-19	

* Staff or department with bottom line accountability
** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

	by principals and teacher leaders focused on culturally responsive strategies	Coordinator and principals		
A6: Increase partnerships between pre-K programs and elementary schools for the purpose of relationship building and instructional alignment	Meetings between pre-K and schools scheduled and taking place; increased pre-K programs in our elementary schools	Teaching & Learning Elementary Coordinator	2018-19	

Strategy 2: Prepare students to successfully complete Algebra I by the end of 9th grade.

Activities	Evidence	Who*	When	G, Y or R**
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept., principals	2017-18	
A2: Increase partnerships between elementary schools and middle schools for the purpose of relationship building and instructional alignment	Meetings between elementary teachers/counselors/principals and MS teachers/counselors/principals have been scheduled and occur annually	Teaching & Learning Coordinators	2018-19	
A3: Provide professional development in the area of ambitious teaching in math instruction (Dweck, Boler)	Teacher and staff training	Teaching & Learning Secondary Coordinator, principals	2017-18	
A4: Core instruction in grades 5, 6, 7 is aligned, through vertical alignment meetings with teachers, to prepare students for Algebra 1 in grade 8	Evidence of indicators incorporated in core instruction	Teaching & Learning Coordinators	2018-19 Ongoing	
A5: Targeted instruction is provided to students who need additional instruction in specific areas identified through assessments	Progress monitoring and benchmark data is reviewed	Principals	2018-19	

* Staff or department with bottom line accountability
** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

Strategy 3: Develop a system that ensures each 9th grade student is on track to graduate.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept., principals	2017-18	
A2: Increase partnerships between middle schools and high schools for the purpose of relationship building and instructional alignment	Meetings between MS teachers/counselors/principals and HS teachers/counselors/principals have been scheduled and occur annually	Teaching & Learning Coordinators, principals	2018-19	
A3: Provide a coordinated response system for students who need support/intervention in any course to earn min. six credits.	Credits earned; intervention course offerings	Principals	2018-19	
A4: Additional summer programs will be provided to ensure that every freshman earns a minimum of 6 credits	Summer school offerings; enrollment in summer school courses	Principals	2017-18	
Strategy 4: All students graduate with a plan for the future.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept.	2017-18	
A2: Students are offered multiple pathways to earn required credits for graduation (CTE, internship	Menu of options; student participation; course offerings	Executive Team, principals	2017-18	

* Staff or department with bottom line accountability

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opportunities, restructuring of current course progression, alternative learning setting)				
A3: Students exit graduation with a plan for career or college readiness	Post-exit interview a year after graduation; data from community colleges and universities; local industries	Teaching & Learning Coordinators, principals	2018-19	
A4: Increase number of students earning the seal of biliteracy	Seal of biliteracy graduation numbers	Teaching & Learning Dept., principals	2018-19	

Goal 2: Equity

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Increase student voice, empowerment, and leadership in our schools.

Activity	Evidence	Who*	When	G, Y or R**
A1: Organize high school students with a focus on racial equity	Students and advisor identified; meetings and training offered; student-driven action steps identified	District Equity Facilitators, principals	2017-18	

Strategy 2: Expand parent and community partnerships.

Activity	Evidence	Who*	When	G, Y or R**
A1: Continue District Equity Leadership Team Advisory (DELTA) and expand parent participation	DELTA meetings; number of participants; engagement activities; qualitative feedback from participants survey	District Equity Leadership Team	2017-18	

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A2: Continue to pursue community partnerships, i.e. develop Welcome Center including Casa Latinos Unidos	Welcome Center operational; list of partnerships that are ongoing	District Equity Facilitators	2017-18	
A3: Implement a Home Visit program designed to develop a relationship with each child's' family beginning in kindergarten	Implementation of home visit program (training agenda); Home Visit logs	Teaching & Learning Dept., elementary principals	2018-19	

Strategy 3: Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

Activity	Evidence	Who*	When	G, Y or R**
A1: Increase capacity in district leadership to support schools and staff members to increase racial consciousness and skill	Support staff members to gain affiliate training status (Train the trainer and coaching)	District Equity Leadership Team	2017-18	
A2: Provide ongoing staff training to engage, sustain and deepen conversations about race and increase racial consciousness	PEG Beyond Diversity training; principal coaching	District Equity Facilitators	2017-18	
A3: Continue implementation and support of school based Equity-Teams (E-Team)	Building E-Team meetings; site based equity transformational plans	Principals	2017-18	
A4: Provide multi-year training in culturally responsive teaching and provide ongoing support for administrators, teachers and staff	Introduction to *Teaching With A Cultural Eye* for key leaders and staff	District Equity Leadership Team	2017-18 ongoing	
A5: When making decisions, problem solving and taking action, utilize an "equity lens" by asking the following questions: • Does this decision align with the District mission/vision? • Whom does this decision affect both positively and negatively?	Print, distribute, and provide professional development on the use of the equity lens questions.	District Equity Leadership Team	2017-18	

* Staff or department with bottom line accountability
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• Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? • Are those being affected by the decision included in the process? What other possibilities were explored? • Is the decision/outcome sustainable?				

Strategy 4: Recruit and retain racially and culturally diverse staff.

Activity	Evidence	Who*	When	G, Y or R**
A1: Establish and expand groups of staff linked by common interest, lived experience, and purpose. (Affinity Group)	Meeting agendas; Identified district-wide improvements to address racial disparity; staff of color are retained in our system	District Equity Facilitators	2018-19	
A2: Using an external audit, examine the hiring process to recruit a diverse workforce.	Audit results; equity-based questions; culturally responsive practices	Human Resource Dept.	2017-18	
A3: Develop a student to staff pipeline to reflect the diversity of our student body.	Information on what the district can offer to increase participation; list of potential candidates and meetings with the candidates	Human Resource Dept. and principals	2018-19	

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Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.

Strategy 1: Integrate project-based learning experiences in all grades.

Activity	Evidence	Who*	When	G, Y or R**
A1: Provide professional development for teachers and staff on project-based learning- what it is and how to implement and incorporate into the current school day structure	Teachers participate in professional development; learning objectives for teachers and staff in this area; professional development agenda	Teaching & Learning Dept., principals	2018-19	
A2:Provide opportunities for teachers and staff to seek resources to incorporate project-based learning opportunities into their classrooms	Granting funding to support proposals (Innovation Grants)	Executive Team	2017-18 ongoing	
A3: Incorporate student exhibition into project-based learning activities	Exhibitions of student projects	Principals	2017-18	

Strategy 2: Move the district to be a leader in sustainability practices (environment, social, economic).

Activity	Evidence	Who*	When	G, Y or R**
A1: Communicate the definition of what sustainability means in our district and the work that has been done through a collaborative process	Leadership Team meeting agenda; staff and community messaging	Assistant Superintendent	2017-18	

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A2: Hire a Sustainability Specialist to lead the work highlighted in A3	Position filled	Assistant Superintendent	2017-18	
A3: Assess current district sustainability and wellness practices, identify needs, work collaboratively with district level departments to develop goals that include (but not limited to): A3.1 Continue the process of incorporating Environmental Literacy Standards A3.2 Continue the work of expanding Oregon Green Schools in the district A3.3 Participate in long range facilities planning	Baseline data of current practices collected; goals developed through a collaborative process with departments; needs Identified and shared	Assistant Superintendent	2017-18	
Strategy 3: Create additional learning pathways toward graduation and life beyond high school.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Hire an Internship Pathways Specialist to accomplish Activities 2, 3 and 4	Position filled; students connected to internship experiences	Teaching & Learning Secondary Coordinator, secondary principals	2017-18	
A2: Assess current practices in the area of integrating career development, internship opportunities, and potential community partnerships	Baseline data provided to Teaching & Learning Dept.; shared with Leadership Team, Exec. Team, School Board	TOSA: Internship/Post-Graduate Specialist	2017-18	
A3:Create a roadmap for implementation of internship and career development opportunities	Roadmap	Teaching & Learning Secondary Coordinator, principals	2018-19	
A4: Build partnerships that will enable the implementation of the roadmap/plan	Students participating in internship opportunities	Teaching & Learning Secondary Coordinator,	2018-19	

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		TOSA: Internship/Post-Graduate Specialist		
A5: Youth Transition Work highlighted, as another entry point into internships, for students graduating with a modified diploma or eligible for developmental diversity services	Students participating in internship opportunities	YTP Specialist, TOSA: Internship/Post-Graduate Specialist	2018-19	
A6: Assess and expand current CTE offerings to align with the vision of multiple pathways to graduation and preparing students for college/career readiness	CTE course and programs of study	Teaching & Learning Secondary Coordinator, principals	2018-19	
Strategy 4: Foster cultural responsiveness and biliteracy in our students and staff.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Increase number of students earning the seal of Biliteracy	Seal of biliteracy graduation numbers	Principals	Ongoing	
A2: Increase the number of biliterate and bicultural instructors (job fairs, grow your own, partnerships with colleges and universities, exchange programs)	Increased numbers of biliterate and bicultural staff in our schools	Human Resources Dept., principals	2018-19 Ongoing	
Strategy 5: Integrate a 21st century skill (communication, critical thinking, collaboration, creativity and problem solving) into all learning experiences.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Teach and revisit digital citizenship lessons in all grades	Lesson Plans (Common Sense Media); classroom observations	Instructional Technology TOSAs	2018-19	

* Staff or department with bottom line accountability

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A2: Instruction incorporates Substitution, Augmentation, Modification, Redefinition (SAMR) and/or Depth of Knowledge (DOK) as appropriate in the utilization of technology tools to increase communication, critical thinking, collaboration and creativity	Lesson Plans that include SAMR/DOK levels; Principals and teachers observe look-fors in tech integration	Principals, Teaching & Learning Dept.	2018-19	
A3: Professional development in the areas of: SAMR, DOK, and 21st century skills integrated into lesson plans in a way that enhances instruction and learning (not just to use the technology tool)	Teachers participating in professional development with this focus; Teachers observing teachers to see integration in action through classroom visits	Teaching & Learning Dept.	2018-19	
A4: Develop a district-wide library program that includes a vision and a scope and sequence for district-wide information literacy	Written scope and sequence is developed and shared	District Media Specialist	2018-19	
A5: Review, analyze and restructure current high school math offerings to create more relevant (real world-applicable) courses to align with students' future career visions	Meetings; adoptions materials; and course offerings	Secondary Teaching & Learning Coordinator, Principals	2018-19	

Goal 4: Health & Wellness

Increase the health and wellness of district students and staff.

Strategy 1: Enhance programs that promote student physical wellness.

Activity	Evidence	Who*	When	G, Y or R**
A1. Gather and review data to identify needs, resources, and potential partnerships (physical, injury prevention, nutrition, healthy choices)	Healthy Teens survey data; existing activities & curriculum (PE minutes,	Teaching & Learning Department	2017-18	

* Staff or department with bottom line accountability

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A1.1 Create a committee A1.2 Analyze and communicate results	school lunches, PE & health curriculum); policies, documented analysis			
A2: Develop student wellness program A2.1 Identify resources, partnerships A2.2 Identify measurement tools A2.3 Communicate and promote program A2.4 Implement program A2.5 Continually review data and update program as needed A2.6 Consider cultural needs	Scope of sequence which will include survey data, current activities, curriculum and policies that guide the program development; ongoing feedback	Committee	2018-19	
A3: Provide professional development to staff as needed based on identified needs and programs to be implemented	Schedule and deliver professional development (provide detail on content, attendance, etc.)	Teaching and Learning Dept.	2018-19	

Strategy 2: Enhance programs that promote student mental wellness.

Activity	Evidence	Who*	When	G, Y or R**
A1. Review data, resources, and partnerships. Determine assessment measures to use over time; communicate results	Survey data (Healthy Teens, Safe and Civil schools, universal behavior screener); documented analysis	TOSA	2017-18	
A2: Strengthen mental health supports for students A2.1: Identify resources and partners, Youth Mental Health Coalition, Trillium, etc.	Scope of sequence which will include survey data, current activities, curriculum and policies that guide the program development; ongoing feedback	TOSA	2017-18	

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A2.2: Implement prosocial curriculum and training including: Youth Mental Health First Aid for students and school staff; QPR Training for middle and high school staff and students; research Sources of Strength curriculum for secondary level; conduct student voice forums. A2.3: Community engagement: Mental Health Wellness Fair, Spring 2017; Community Meeting, 2x each year; information meetings based on specific topics				

Strategy 3: Implement a robust worksite wellness program for district staff.

Activity	Evidence	Who*	When	G, Y or R**
A1: Gather and review data to identify needs, resources, and potential partnerships (mental, physical, financial, relationship, parenting) A.1.1. Develop survey, review current activities A.1.2. Communicate results	Survey data; documented analysis; communication plan	Human Resources Dept.	2017-18	
A2: Develop staff wellness program A2.1. Identify resources, partnerships A.2.2. Identify measurement tools A.2.3. Communicate and promote program A.2.4. Implement program A.2.5. Continually review data and update program as needed A. 2.6 Consider cultural needs	Scope of sequence which will include survey data, current activities, curriculum and policies that guide the program development; ongoing feedback	Human Resources Dept.	2018-19	

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Goal 5: Long Range Facility Planning

Transform aging school facilities to provide safe, innovative and equitable learning opportunities for all students.

Strategy 1: Explicitly link school district facility improvements with core values for educational design (common vision and why).

Activity	Evidence	Who*	When	G, Y or R**
A1:Engage the community in vetting the draft plan	School Information nights; statistical polling; community outreach/Farmer's Market; school board meetings	Facilities & Transportation Director	2017-18	
A2: Highlight the connection to facility improvements and increased opportunities for real world learning	Communication materials and school visits that highlight core values of educational design	Facilities & Transportation Director	2017-18	

Strategy 2: Communicate the needs for improved infrastructure and facilities with the Corvallis community.

Activity	Evidence	Who*	When	G, Y or R**
A1: Develop easy to understand information about current issues with facilities/infrastructure (in multiple languages)	Infographic, translate infographic into Spanish and Arabic	Communications Coordinator	2017-18	
A2: Use a "1 district, 13 schools" approach to communication about our long range facilities plan	Communication materials that highlight improvements across the district	Communications Coordinator	2017-18	
A3: Publish and share the long range facilities plan adopted by the school board	Long Range Facilities Plan	Facilities & Transportation Director	2017-18	
A4: Provide school tours throughout the process	Tours scheduled and completed	Facilities & Transportation Director	2017-18	

* Staff or department with bottom line accountability

** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

Strategy 3: Fund facility improvements through a voter-approved bond levy.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Communicate with taxpayers the fiscally sound nature of the school district and board decision making	Board policies, financial reports, budget document	Finance Director	2017-18	
A2: School board adopts resolution authorizing placement of bond measure on May 2018 ballot	Measure filed	Finance Director	2017-18	
A3: Secure voter approval of bond levy to fund facility improvements	Passage of bond measure	School Board	2017-18	
Strategy 4: Engage staff, parents, students and community in execution of bond projects.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Establish Bond Oversight Advisory Committee	Application process completed, regularly scheduled meetings	Facilities & Transportation Director	2018-19	
A2: Include staff, parents, students and community in design activities	Publicity to participate, student/public engagement in design activities	Facilities & Transportation Director	2018-19	
Strategy 5: Establish a Facilities Planning Advisory Committee.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Review the bond process (success/failure)	Application process completed, regularly scheduled meetings	Exec. Team	2018-19	
A2: Continually revisit learning trends and infrastructure needs	Report	Exec. Team	2018-19	

* Staff or department with bottom line accountability
** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

Corvallis SCHOOL DISTRICT

Superintendent's Goals 2017-18

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on track; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a plan for college and/or career.

Strategy 1: Monitor students' reading progress in grades pre-K - 3rd grade with a response to instruction (RTI) system to assess, intervene, and ensure sound instruction is occurring so that all students are reading at grade level by 3rd grade.

Activity	Evidence	Who*	When	(G, Y or R)**
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept., principals	2017-18	
A3: Core instruction utilizes research based practices for reading instruction in the five major areas of reading (phonemic awareness, phonics, vocabulary, comprehension, fluency)	Materials used have evidence of each area; potential reading adoption if review indicates materials are necessary	Teaching & Learning Elementary Coordinator	2017-18	

Strategy 2: Prepare students to successfully complete Algebra I by the end of 9th grade.

Activity	Evidence	Who*	When	(G, Y or R)**
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept., principals	2017-18	
A3: Provide professional development in the area of ambitious teaching in math instruction (Dweck, Boler)	Teacher and staff training	Teaching & Learning Secondary Coord., principals	2017-18	

* Staff or department with bottom line accountability

** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

Strategy 3: Develop a system that ensures each 9th grade student is on track to graduate.				
Activity	**Evidence**	**Who***	**When**	**(G, Y or R)****
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept., principals	2017-18	
A3: Provide a coordinated response system for student's needing support or intervention in any course to earn a minimum of six credits.	Credits earned; intervention course offerings	Principals	2017-18	

Strategy 4: All students graduate with a plan for the future.				
Activity	**Evidence**	**Who***	**When**	**(G, Y or R)****
A1: Advance the instructional leadership of principals through the structures of coaching and supervision	Scheduled walkthroughs by principal and principal supervisor; instructional improvement area identified by principal, based on school data; walkthroughs completed with principal feedback	Human Resources Dept.	2017-18	
A2: Students are offered multiple pathways to earn required credits for graduation including CTE, internship opportunities, restructuring of current course progression, and alternative learning settings	Menu of options, student participation, and course offerings	Executive Team, principals	2017-18	

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Corvallis SCHOOL DISTRICT

Goal 2: Equity

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Increase student voice, empowerment, and leadership in our schools.

Activity	Evidence	Who*	When	G, Y or R**
A1: Organize high school students with a focus on racial equity	Students and advisor identified; meetings and training offered; student-driven action steps identified	District Equity Facilitators, principals	2017-18	

Strategy 2: Expand Parent and Community Partnerships.

Activity	Evidence	Who*	When	G, Y or R**
A1: Continue District Equity Leadership Team Advisory (DELTA) and expand parent participation	DELTA meetings, number of participants, engagement activities, qualitative feedback from participants survey	District Equity Leadership Team	2017-18	
A2: Continue to pursue community partnerships, i.e. develop Welcome Center including Casa Latinos Unidos	Welcome Center operational; list of partnerships that are ongoing	District Equity Facilitators	2017-18	

Strategy 3: Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

Activity	Evidence	Who*	When	G, Y or R**
A4: Provide multi-year training in culturally responsive teaching and provide ongoing support for administrators, teachers and staff	Introduction to *Teaching With A Cultural Eye* for key leaders and staff	District Equity Leadership Team	2017-18 ongoing	

* Staff or department with bottom line accountability

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A5: When making decisions, problem solving and taking action, utilize an "equity lens" by asking the following questions: • Does this decision align with the District mission/vision? Whom does this decision affect both positively and negatively? • Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? • Are those being affected by the decision included in the process? What other possibilities were explored? • Is the decision/outcome sustainable?	Print, distribute, and provide professional development on the use of the equity lens questions.	District Equity Leadership Team	2017-18	

Strategy 4: Recruit and retain racially and culturally diverse staff.

Activity	Evidence	Who*	When	G, Y or R**
A2: Using an external audit, examine the hiring process to recruit a diverse workforce.	Audit results, equity-based questions, culturally responsive practices.	Human Resource Dept.	2017-18	

* Staff or department with bottom line accountability
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Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.

Strategy 1: Integrate project based learning experiences in all grades.

Activity	Evidence	Who*	When	G, Y or R**
A2:Provide opportunities for teachers and staff to seek resources to incorporate project-based learning opportunities into their classrooms	Granting funding to support proposals (Innovation Grants)	Executive Team	2017-18 ongoing	
A3: Incorporate student exhibition into project-based learning activities	Exhibitions of student projects	Principals	2017-18	

Strategy 2: Move the district to be a leader in sustainability practices (environment, social, economic).

Activity	Evidence	Who*	When	G, Y or R**
A1: Communicate the definition of what sustainability means in our district and the work that has been done through a collaborative process	Leadership Team meeting agenda; staff and community messaging	Assistant Superintendent	2017-18	
A2: Hire a Sustainability Specialist to lead the work highlighted in A3	Position filled	Assistant Superintendent	2017-18	
A3: Assess current district sustainability and wellness practices, identify needs, work collaboratively with district level departments to develop goals that include (but not limited to):	Baseline data of current practices collected; goals developed through a collaborative process with departments; needs Identified and shared	Sustainability Specialist	2017-18	

* Staff or department with bottom line accountability

** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

A3.1 Continue the process of incorporating Environmental Literacy Standards A3.2 Continue the work of expanding Oregon Green Schools in the district A3.3 Participate in long range facilities planning				

Strategy 3: Create additional learning pathways toward graduation and life beyond high school.

Activity	Evidence	Who*	When	G, Y or R**
A1: Hire a TOSA: Internship/Post-Graduate Specialist to accomplish Activities 2, 3 and 4	Position filled; students connected to internship experiences	Teaching & Learning Secondary Coordinator, secondary principals	2017-18	
A2: Assess current practices in the area of integrating career development, internship opportunities, and potential community partnerships	Baseline data provided to Teaching & Learning Dept.; shared with Leadership Team, Exec. Team, School Board	TOSA: Internship/Post-Graduate Specialist	2017-18	

Strategy 4: Foster cultural responsiveness and biliteracy in our students and staff.

Activity	Evidence	Who*	When	G, Y or R**
A1: Increase number of students earning the seal of Biliteracy	Seal of biliteracy graduation numbers	Principals	Ongoing	

* Staff or department with bottom line accountability
** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

Goal 4: Health & Wellness

Increase the health and wellness of district students and staff.

Strategy 1: Enhance programs that promote student physical wellness.

Activity	Evidence	Who*	When	G, Y or R**
A1. Gather and review data to identify needs, resources, and potential partnerships (physical, injury prevention, nutrition, healthy choices) A1.1 Create a committee A1.2 Analyze and communicate results	Healthy Teens survey data; existing activities & curriculum (PE minutes, school lunches, PE & health curriculum); policies, documented analysis	Teaching & Learning Department	2017-18	

Strategy 2: Enhance programs that promote student mental wellness.

Activity	Evidence	Who*	When	G, Y or R**
A1. Review data, resources, and partnerships. Determine assessment measures to use over time; communicate results	Survey data (Healthy Teens, Safe and Civil schools, universal behavior screener); documented analysis	TOSA	2017-18	
A2: Strengthen mental health supports for students A2.1: Identify resources and partners, Youth Mental Health Coalition, Trillium, etc. A2.2: Implement prosocial curriculum and training including: Youth Mental Health First Aid for students and school staff; QPR Training for middle and high school staff and students;	Scope of sequence which will include survey data, current activities, curriculum and policies that guide the program development; ongoing feedback	TOSA	2017-18	

* Staff or department with bottom line accountability

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research Sources of Strength curriculum for secondary level; conduct student voice forums. A2.3: Community engagement: Mental Health Wellness Fair, Spring 2017; Community Meeting, 2x each year; information meetings based on specific topics				

Goal 5: Long Range Facility Planning

Transform aging school facilities to provide safe, innovative and equitable learning opportunities for all students.

Strategy 1: Explicitly link school district facility improvements with core values for educational design (common vision and why).

Activity	Evidence	Who*	When	G, Y or R**
A1: Engage the community in vetting the draft plan	School Information nights; statistical polling; community outreach/Farmer's Market; school board meetings	Facilities & Transportation Director	2017-18	
A2: Highlight the connection to facility improvements and increased opportunities for real world learning	Communication materials and school visits that highlight core values of educational design	Facilities & Transportation Director	2017-18	

Strategy 2: Communicate the needs for improved infrastructure and facilities with the Corvallis community.

Activity	Evidence	Who*	When	G, Y or R**
A2: Use a "1 district, 13 schools" approach to communication about our long range facilities plan	Communication materials that highlight improvements across the district	Communications Coordinator	2017-18	

* Staff or department with bottom line accountability

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Strategy 3: Fund facility improvements through a voter-approved bond levy.				
Activity	**Evidence**	**Who***	**When**	**G, Y or R****
A1: Communicate with taxpayers the fiscally sound nature of the school district and board decision making.	Board policies, financial reports, budget document	Finance Director	2017-18	

* Staff or department with bottom line accountability
** Performance Indicator: G (Green) = Complete Y (Yellow) = In Process R (Red) = Incomplete

Corvallis
SCHOOL DISTRICT

VII. REAFFIRM RESOLUTION NO. 16-1201 – RIGHTS OF UNDOCUMENTED STUDENTS AND PROTOCOLS FOR IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) ACCESS TO SCHOOLS

Corvallis
SCHOOL DISTRICT

Prepared For: Corvallis School Board
Prepared By: Vincent Adams, School Board Chair
Meeting Date: September 28, 2017

Reaffirm Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools

ACTION REQUIRED

Background

On December 5, 2016, the board adopted Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools. The resolution was based on extensive research, and was thoroughly vetted by district legal counsel and debated at length by the board before being approved. A copy of the resolution is attached for your reference.

Since the beginning of the year, our immigrant families have lived under a social climate of hostility and fear that has had tangible impacts on students. While this board has little capacity to sway federal policy, it can continue to ensure that staff fully exercise the protections for immigrants in accordance with state statute, and set a tone of profound inclusion for the district. The members of the school board represent the values of the community and after the last election, the composition of the board changed markedly. For these reasons, it is important that the board revisit Resolution No. 16-1201 and take action to reaffirm it.

ACTION REQUESTED:

Reaffirm Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools.

MOTION REQUESTED:

"I move to reaffirm Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools."

Corvallis
SCHOOL DISTRICT

Resolution Number 16-1201
Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools

RECITALS

A. 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.

B. The Board of Directors of the Corvallis 509J School District is committed to the success and safety of every student who attends our district's schools. Our goal is for every student to grow and ultimately to graduate, and it is the responsibility of our school district to give each student the opportunity and support to meet this goal.

C. The Board believes that physical safety and emotional well-being are paramount to foster student success. Therefore, our schools must be safe and inviting places for all students and their families. Policies already in place prohibit any form of discrimination, harassment, or bullying. The district's anti-discrimination policies have both Federal civil rights law and Oregon law at their foundation.

D. The Board knows that our children's safe and inviting educational environment would be disrupted by the presence of ICE officials who might come into district schools for the purposes of removing students or their family members or obtaining information about students or their families.

E. The Board further believes that our students' ability to succeed would be negatively impacted by the removal of their family members by ICE, which could leave students without supervising adults to care for them. Therefore, the district will develop policies and procedures to protect and care for such students until a guardian or other designated adult is contacted, and that all teachers, administrators, and staff should be trained on such procedures.

RESOLUTION

1. Any ICE official intending to enter any Corvallis 509J school must first notify the Superintendent or designee, in person, of this intention, with adequate notice for the Superintendent to consult with legal counsel and take steps to provide for the emotional and physical safety of students and staff.

2. The Superintendent is authorized to ask for any ICE official's credentials, ask why he or she is requesting access to a school, and review the legal authority for the request.

3. Any ICE official must provide written legal authority for entry into a 509J school. Such authority must document the purpose for such entry.
4. Corvallis 509J staff shall not ask about or document any student's immigration status, or that of the student's family members, and pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law, shall not disclose, without parental consent, the immigration status or other personal information about any student or his/her family.
5. Within the next 90 days the Superintendent shall develop a plan for training teachers, administrators, and other staff on how to respond to ICE personnel who may attempt to enter 509J property and/or request information about 509J students and families. Subject to applicable laws, the plan shall include procedures for notifying families about generalized ICE efforts to gain information about students and families, and how to protect and support students whose family members have been displaced because of ICE. This plan shall be communicated to all 509J families in all supported languages.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its meeting this 5th day of December, 2016.

ATTEST:

Alexis McQuillan, Board Chair

Olivia Meyers Buch, Deputy Clerk

Corvallis
SCHOOL DISTRICT

VIII. NOMINATION FOR OREGON SCHOOL BOARDS ASSOCIATION BOARD OF DIRECTORS POSITION 10, LINN/BENTON/LINCOLN REGION

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sami Al-AbdRabbuh, School Board Vice Chair
Meeting Date: September 28, 2017

Nomination for Oregon School Boards Association Board of Directors Position #10. ACTION REQUESTED

Background

I would like to be nominated for position #10 on the Oregon School Boards Association (OSBA) Board of Directors. The Corvallis School District is a member OSBA, which is organized as one general state association with up to 21 elected representatives established across 14 geographic regions to support member participation and representation. Corvallis is in the Linn/Benton/Lincoln region.

In odd-numbered years, an election is held for the even-numbered positions on the OSBA Board of Directors. Local boards may nominate candidates to represent their regions; to do so, the board must take action in a public meeting.

ACTION REQUESTED:

Nominate Sami Al-AbdRabbuh for the OSBA Board of Directors position #10.

MOTION REQUESTED:

"I move to nominate Sami Al-AbdRabbuh for the OSBA Board of Directors position #10."

Corvallis
SCHOOL DISTRICT

IX. ADJOURNMENT

*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