Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Thursday, October 26, 2017 6:30 PM	Regular	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, October 26, 2017
6:30 PM

AGENDA
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, October 26, 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. BOYS & GIRLS CLUB OF CORVALLIS CENTER FOR YOUTH EXCELLENCE UPDATE

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Helen Higgins, CEO, Boys & Girls Club of Corvallis
Meeting Date: October 26, 2017

Status Update – Boys & Girls Club of Corvallis Center for Youth Excellence

NO ACTION REQUIRED

Background

Excavation on the Boys & Girls Club of Corvallis Center for Youth Excellence started in early July 2017 after all building permits were finalized and the ground was dry enough for the foundation work to begin.

All earth work, utilities work, storm water, sewer, and slab work is complete, and construction is essentially on schedule, with a minor slow-down due to the early rain in September. The plan is to "tip up" the concrete walls in mid to late November and have the roof in place by the end of the calendar year. We anticipate an August completion date with a community celebration planned for September 8, 2018.

The first floor (approximately 15,000 square feet) of the 21,000 square foot facility expansion will permanently house our high school academic & career readiness programs with a gymnasium and the teens *Club Coffee* retail business. Additional program space will be added to meet our needs for our T3 career exploration, job skills training and internship programs. The second floor of the expansion will house a 5,100square foot wellness clinic to serve children and teens.

The Club prides itself in being a welcoming and inclusive space for all. Demographics of the Club's teen population are 80% of participants qualify to receive free or reduced-price meals, and approximately 65% of participants are students of color.

Fundraising

With the departure of Trillium Family Services in December 2016 as the co-construction partner, the Club has taken on the total $6 million fundraising effort. For the Wellness Clinic, a health and wellness team will be recruited to provide mental and physical health services for under- or un-insured children and adolescents. No child or adolescent will be denied access to mental health services due to their economic status.

Programmatically, work is underway to bring Corvallis School District (CSD) high school students to the Club winter term, and eventually to the "Johnson Center" during the school day to engage in our T3 program that offers high school class credit, and provides a place for students to complete their extended application requirement for graduation. We envision the Center as an additional space where CSD students can participate in experiential learning opportunities, especially for youth who may excel in a non-traditional learning environment.

The Club has approximately $800,000 left to fundraise to complete the facility, which includes the build out of the second floor wellness clinic with furnishings. The Club is doing a big year-end fundraising push to close the final construction funding.

The Board of Directors for the Boys & Girls Club invites CSD Board members and Corvallis Public Schools Foundation Board of Directors to come to the Club and see first-hand the programs being offered in support of our collective goals for our youth to increase high school graduation rates, especially for our economically disadvantaged and youth of color.

Funding Request

And finally, the Boys & Girls Club would like to re-address the Board with a request for financial participation that was provided to the previous Board Chair (Chris Rochester) and Superintendent (Dr. Erin Prince).

This proposal asked CSD to consider contributing some funding in specific areas that are outlined below.

Summary of Proposal Submitted to CSD School Board and Administration in 2015-16

Partnership Opportunity
The Boys & Girls Club of Corvallis has a long history of collaboration with CSD on facility space. As we create this dedicated teen space, we imagine that the location and the services (classrooms and a gym), may be of interest during the school day. In that spirit, we would like to ask CSD to consider partnering further with us beyond the land lease extension by making a monetary contribution to this project. This financial show of support speaks volumes to CSD's engagement and investment in the youth we are targeting to benefit from the services available during out of school hours.

Below you will find a menu of opportunities for consideration in your budgeting process. These are only suggestions and we would be happy to discuss other ideas or suggestions.

External roadways and parking – Curbs, parking lot, sidewalk, bike rack, Circle Blvd access, stripping and road/lane improvements. Includes articulating arm for safe/constricted bus traffic behind LPMS.

- Roadway/parking improvements - $245,000

Classroom Spaces (Using a cost per square foot of $286)

- Classroom 1 and 2 (703 square feet) $201,058 each
- Classroom 3 – (1031 square feet) $294,866

Gymnasium

- Wood Flooring – materials and installation – $53,856
- Gym equipment – $48,500 (hoops, scoreboard, wall padding)

Thank you for considering these options to partner further on this transformational project that we believe will address our collective desire to provide equity to the youth who need us most.

Corvallis
SCHOOL DISTRICT

IV. UPDATE ON LONG RANGE FACILITIES PLANNING (COMMUNITY INPUT THEMES)

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities & Transportation
Meeting Date: October 26, 2017

Public Input on Draft Long Range Facilities Plan **NO ACTION REQUIRED**

Over the last few months, the district has been gathering public input on the Draft Long Range Facilities Master Plan to share with members of the Long Range Facilities Planning Committee for consideration for the final version of the plan.

During the month of October the district held Community Information Nights at every school location to provide staff, families, and community members with information about the draft plan. Each meeting included a presentation of the concept plan for the school and an overview of the feeder schools associated with that school, followed by listening posts where meeting attendees were asked to share what excites them about the draft plan, and what concerns they have about the draft plan.

Public input on the draft plan was collected through various methods including listening posts at the Community Information Nights, comments cards collected during Community Information Nights, and comments submitted via the district's website or directly to district staff.

A report summarizing the feedback received on the draft plan will be presented by district staff during the board meeting on October 26. As the final Community Information Night is scheduled for Wednesday, October 25, additional information will not be available ahead of the meeting.

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Facilities and Transportation Director
Meeting Date: October 26, 2017

Community Feedback Summary

NO ACTION REQUIRED

Background

The Facilities Planning Committee met six times between January 2017 and June 2017 to develop a facilities plan that addresses physical and educational program needs, and costs. The draft facilities plan was shared via several outreach activities from September through October in order to gather feedback that will be shared with the Facilities Planning Committee when they convene again on November 8.

Outreach activities with documented feedback included the following:

- Community Information Nights held at all 13 school sites from October 2 – 25;
- Sustainability Eco-Charrette held at the Corvallis-Benton County Public Library on October 7; and,
- CSD staff meetings, including the August 28 all staff gathering at CHS.

Two additional meetings are planned to gather feedback. We will follow-up with participants from the Eco-Charrette meeting for more discussion time and feedback and we will host a Community Information Night in Spanish on November 6.

Community Information Nights

These meetings followed a similar format at all school locations:

- School principals welcomed attendees and provided a brief overview of their school.
- District representatives reviewed the meeting objectives including the goal of sharing the areas of general consensus of the Facilities Planning Committee, proposed costs of the plan, and next steps in the planning process.
- Representatives from DLR and/or district staff provided an overview of the draft plan, with information provided about the proposed cost of the improvements and details about school specific projects.
- The meetings were primarily focused on gathering feedback through listening posts, where all comments were documented on chart paper.

Attendance at the Community Information Night meetings was generally comprised of parents and school neighbors. Average attendance for all meetings was 18 people, excluding presenters and school board members. There were 243 total attendees and 502 written comments.

Highlights of feedback themes (Not all comments are reflected in this summary)

- 79 comments with specific suggestions for school sites
- 53 comments about safety improvements
- 49 comments about educational program improvements- support for art/music/science learning areas, CTE and STEM improvements, concern that all schools have the same improvements
- 39 comments related to the planning process, some very favorable comments about outreach efforts, some requests for more detail, and requests for additional meeting for sustainability feedback
- 34 comments that the plan is inadequate, specifically that there are important projects missing from the plan; 19 of these comments came from the meeting at Hoover
- 33 sustainability related comments
- 30 comments related to the question of addressing capacity and growth
- 27 comments related to plan details and priorities with requests for more specific process detail as the plan is finalized
- 25 comments related to the need for equitable improvements at all schools
- 19 comments and questions about tax rates and the cost of the bond
- 17 comments and questions about renovation vs replacement, and cost per student/per square foot
- 16 comments related to messaging about the plan and the process
- 12 comments are related to school locations and property

Next Steps

The successful implementation of a facilities bond relies on a plan that makes sense to our school communities and the wider Corvallis community. We are grateful for the participation and discussions that have taken place that will help us create a plan that addresses the needs in our schools. Continuing outreach activities include:

- A Request for Proposal for Communications Services will be issued to enhance community education and outreach as we near the finalization of the plan.
- Facilities Planning Committee will meet on November 8 and 28 to review community feedback, discuss changes, and submit a final plan to the superintendent.
- Superintendent Noss will submit a final draft plan to the school board for a first read on December 7, 2017.

Corvallis
SCHOOL DISTRICT

V. TEACHING AND LEARNING DEPARTMENT SPOTLIGHT

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Rynda Gregory, Lynne Griffin, Marcianne Koetje, and Sabrina Alexander
Meeting Date: October 26, 2017

Teaching and Learning Department Spotlight **NO ACTION REQUIRED**

Mission of the Department

We are dedicated and passionate educational leaders who strive to ensure that all students and staff can learn and grow to their full potential. Through a collaborative vision, we are committed to removing barriers, and creating equitable access for all.

Scope of the Department

Our department covers all elements of teaching and learning for students and staff. Unlike many other districts, we do not have specific individuals responsible for any single focus area. We strive to eliminate silos. Our priority is that all schools cultivate an environment and culture that supports all students and that all schools have great leaders and teachers. The Teaching and Learning Department encompasses all aspects of resources and support for students and school staff including: student engagement, curriculum, student learning assessments, educational programs, oversight of school principals and administrators, and professional development opportunities for teaching staff.

Areas of Resources and Support

- Professional Development for administrators, licensed and classified staff
- Special Education and Inclusive Practices
- Talented and Gifted Education
- Emerging Bilingual Student and Family Support
- Homeless Education
- Assessments and Standards
- Central Instructional Media Center
- College and Career Preparation
- K-12 Curriculum
- Dual Language Immersion
- Graduation Requirements
- Instructional Technology
- Kindergarten and Early Learning
- Response to Instruction
- Section 504 Plan
- Title I Federal Education Program
- Title II A Professional Development
- Family Engagement
- Mentoring/New Teacher Support
- Transitions into and out of school (Pre-K-age 21)
- Title III (Emerging Bilinguals)

The following pages reflect the draft school board and superintendent's goals, the strategies aligned with them, and how our department works to support those goal areas.

Goal: Student Achievement ***All students will:*** ● ***read grade level texts by 3rd grade and stay on track*** ● ***master algebra standards by 9th grade*** ● ***be on track for required credits by the end of 9th grade*** ● ***graduate and be prepared for college and/or career***
Strategy: 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: Prepare students to master Algebra standards no later than 8th grade.
Strategy: Develop a system that ensures each 9th grade student is on track to graduate.
Strategy: All students graduate with a plan for the future.

Celebration:

Ninth graders on track to graduate: 91% of 2016-2017 freshmen are on track to graduate (six credits).

Current or recent projects supporting student achievement:

- The district hosted a five-day dyslexia training that provided Oregon Department of Education (ODE) approved training in the three required areas of: understanding and recognizing dyslexia; using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and, intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia. Eight elementary Response To Intervention (RTI) and reading specialists attended this training.
- Teaching and Learning staff continue their support to Linus Pauling Middle School, and Adams and Jefferson Elementary schools as they continue to develop Schoolwide Integrated Framework for Transformation (SWIFT) strategies in their buildings. SWIFT provides Multi-Tiered Systems of Support (MTSS). MTSS is an educational system with a tiered infrastructure that uses data to help match academic and behavioral support to student need.
- Teaching and Learning staff are participating in an intensive team training from the Oregon Technology Access Program (OTAP) to develop a districtwide Assistive Technology (AT) and Accessible Educational Materials (AEM) Team that will develop a district AT and AEM plan.
- Secondary special education staff attended transition training to better provide post-high school planning for students receiving special education support. Special education teachers will also be working with the Teaching and Learning Department to complete a more comprehensive model of launching our students into post-high school college and career plans.
- The Teaching and Learning Department continues to support the use of academic and behavior screeners and assessments to ensure student access to achievement at all levels.

- New teachers participate in our New Teacher Mentoring Program. They received intensive training in the fall and will have on-going support from a mentor throughout the remainder of the year. Their training at the beginning of the year included instructional strategies; classroom management strategies; The Framework for Teaching by The Danielson Group; procedures, program and system explanations; and, a great deal of climate and community growth.
- Elementary curriculum work this year includes looking at reading materials for new curriculum (materials) adoption (current reading adoption is eight years old).
- Secondary curriculum work this year focuses on high school math and science. The emphasis in the process is to focus first on best instructional practices, then the standards for the content area and, finally, a review of potential curriculum materials.

Goal: Equity ***Student identity does not predict or predetermine their success in school. (race, culture, socioeconomic status, language, ability, gender, or sexual orientation)***
Strategy: Increase student voice, empowerment, and leadership in our schools.
Strategy: Expand parent and community partnerships.
Strategy: Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.
Strategy: Recruit and retain racially and culturally diverse staff.

The Corvallis School District has seen a rise in the graduation rates of Latino students; a 23% graduation growth since 2013. This rise can be attributed to factors such as: a strong focus on the needs of students via programs such as Juntos, a family engagement program, Advancement Via Individual Determination (AVID), and increased parent involvement.

An important aspect for the equity work in our district is to raise the racial consciousness of its staff. As a district, we have worked to build the capacity of our staff by offering on-going trainings such *Beyond Diversity* and *Teaching with a Cultural Eye*. Both of these trainings provide staff with tools to engage in conversations about race as well as a bridge to understand how we can remove barriers that persist for our students and families of color.

Family and community empowerment and engagement is an important aspect to the success of our students. Via our District Equity Leadership Development Advisory (DELTA) we have continued to build rapport and trust with our parents of color. Together we continue to collaborate in the analysis of our system to include a true partnership in addressing systemic barriers for students and families.

Student voice and empowerment is essential in our equity work. This year we have organized the *Students for Equity Project*. With the guidance and mentoring of three equity coaches from the comprehensive and alternative high schools, we will strive to raise

student voice by addressing topics such as: non-violent communication, privilege and power, implicit bias, listening strategies, and stereotypes. We believe that our students are ready for this work and we are looking forward to providing a safe and nurturing place to engage in this work.

Goal: Long-Range Facility Planning ***Transform aging school facilities to provide safe, innovative and equitable learning opportunities for all students.***
Strategy: Explicitly link school district facility improvements with core values for educational design (common vision and why).
Strategy: Communicate the needs for improved infrastructure and facilities with the Corvallis community.
Strategy: Fund facility improvements through a voter-approved bond levy.
Strategy: Engage staff, parents, students and community in execution of bond projects.
Strategy: Maintain an ongoing long range facilities planning committee (future planning).

Celebration:
The Teaching and Learning Department participated on the Innovation Team prior to doing work toward a bond with a focus on education in the future. The Innovation Team was asked to imagine and envision education in the next 20-30 years. As part of this work, the district's Core Values for Educational Design were articulated. We continue to support the implementation of the core values; examples are included in the "Real World" goal section of this report.

Ongoing work:
Teaching and Learning Department members have attended community information nights regarding long range facilities planning to continue the conversation that this is about the future of our buildings and the way we do education. Our department will continue to work closely with the Facilities and Transportation Department throughout this process and in future planning.

Goal: Health & Wellness ***Increase the health and wellness of district students and staff.***
Strategy: Enhance programs that promote student physical wellness.
Strategy: Enhance programs that promote student mental wellness.
Strategy: Implement a robust worksite wellness program for district staff.

Celebrations:

- Multiple schools received the Oregon School Wellness Award in the last several years (Crescent Valley High School, Franklin K-8 School, and Hoover, Garfield, Lincoln and Adams elementary schools).
- School counselors in every building [0.5 – 1.0 full time equivalent staff (FTE) at elementary and 1.0 – 3.0 FTE at secondary]. Elementary school counselors were added back in 2014.

- Mental Health Support through Trillium by providing a Qualified Mental Health Professional (QMHP) in each building for both preventative and outpatient services (FTE based on need). Trillium mental health counselors provide both outpatient and preventative services. They work in coordination with the school counselors.
- The partnership with Benton County has allowed us to have Health Navigators in three schools. These staff are bilingual and bicultural and their role is to help families navigate the complicated systems that are riddled with institutional barriers.
- Recipient of a three-year Oregon Education Association (OEA) Choice Trust Staff Wellness Grant. We currently have a wellness champion at each school.

Current or recent projects and work supporting the health and wellness of our students and staff:
We are adding to our tool kit for helping students be successful, strategies from Collaborative Problem Solving, Thinkkids.org. The underlying assumption is the belief that kids do as well as they can with the skills they have. So, if they are "misbehaving" it isn't because they want to misbehave, it is because they are lacking a skill (lagging skills).

The work in this area is to shift the common/historical belief about student behavior, introduce the concept and skill of working with students to improve behavior and to improve students' self-concept by honoring who they are. This year, we introduced the concept to all elementary staff with a daylong training. Following up with a 2½ day training for staff associated with kindergarten students. We are looking at introducing this systematically beginning with elementary school.

In November, each elementary school will be launching the *Look for the Good Project*. Elementary counselors in partnership with principals and student leadership teams are leading the work in the schools. The project description from their website, lookforthegoodproject.org says, "Not only does our school program reduce bullying and promote kindness among K - 6 children, but it encourages grown-ups to be better adults. Our two-week, schoolwide Gratitude Campaign inspires parents and teachers to unite around kindness, based on the leadership of their own children."

This summer, two district staff members were trained as trainers to provide suicide awareness through a Question, Persuade, Refer method (**QPR**). The goal for having two in-house trainers is to provide all secondary staff with QPR training by the end of this school year. We will then weave it into our new teacher work.

In the 2016-17 school year, our high schools offered assemblies for all students that shared the message and basic strategies of QPR. During our August professional development day, all secondary staff were given the opportunity to attend a Trauma Informed Care session. Secondary building principals are planning follow-up training in both of these areas to occur throughout the remainder of the school year.

Last year, ODE adopted new standards for health and wellness. The work that will be done this year involves reviewing the new standards (working with ODE) and our curriculum as it relates to those standards. We will be determining holes and then recommending curriculum and/or professional development to fill in areas not currently being covered.

A district wellness team is in the process of adding members. In previous years, a wellness team has met, and to be aligned with new (upcoming) health and wellness policies, we are increasing the size and scope of the team. We are planning on funding this work and the coordination of this work through a Title IV grant from ODE. One area of work for this team will be to help ensure each school has a well-functioning wellness team.

Goal: Real-World Learning ***All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.***
Strategy: Integrate a 21st century skill (communication, critical thinking, collaboration, creativity and problem solving) into all learning experiences.
Strategy: Integrate project based learning experiences in all grades.
Strategy: Move the district to be a leader in sustainability practices (environmental, social, economic).
Strategy: Create additional learning pathways toward graduation and life beyond high school.
Strategy: Foster cultural responsiveness and biliteracy in our students and staff.

As described in the board goal, real-world learning prepares our students for an ever-changing future. More specifically, our students will have opportunities to develop and hone 21st century skills to be creative problem solvers who collaborate and communicate effectively throughout their future life experiences. *This work happens in each school, each classroom, and throughout the school day. We recognize and emphasize that it does not happen at the district office.*

The two primary ways in which our department supports this work is through professional development for instructional practices and curriculum adoption. Following best practices, our department team employs *follow-up support* of this professional development through coaching teachers and building administrators.

Professional development this year:

- Instructional Practices – AVID, Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), Dyslexia, Apple Professional Learning, Google Classroom, high school math
- Mental Health – Collaborative Problem Solving (CPS); QPR; Trauma Informed Care
- Equity – Teaching with a cultural eye, Beyond Diversity, E-teams

As an example of how we deliver professional development, here are three explained in detail:

- Apple Professional Learning – 20 elementary teachers, 20 middle school teachers. Will meet four times throughout the year to learn how to enrich students learning through the use of iPads. This professional development is led by an Apple certified

trainer and one of our Instructional Technology Coaches. The coach then follows up with these teachers to support lesson plan development and implementation, with the first guiding question of "What is the task/learning you want student to do/have in the lesson plan?" *Then* support the teacher in asking "How can I integrate technology into that?"

- Google and Chrome Web – use of devices for high school pilot teachers, and schoolwide professional development on use of Google Classroom, Google Suite to offer a clean workflow for students, and Chrome Web store as a resource for teachers and students.
- AVID – Approximately 50 educators, teachers and administrators attend a summer institute to learn how to apply specific instructional strategies which focus on schoolwide systems and culture of rigor at school, to influence the academic and behavioral skills of their students.

Curriculum:

Elementary	Secondary
Math Adoption 2016-17 Reading Adoption - in process Health Materials/Curriculum review – in process	Middle School Language Arts 2016-17 Middle School Math 2016-17 HS/MS Science – in process 2017-18

Coaching:
Walk-throughs with principals are an important aspect of our department's work. This includes identifying an area of focus for the building and/or administrator and supporting them in their work. Each district-level administrator dedicates, at minimum, one day each week to be in schools, present with administrators, observing classrooms and systems, and building relationships to be more effective leaders.

Corvallis
SCHOOL DISTRICT

VI. 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