



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, March 15, 2018 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, March 15, 2018
6:30 PM

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

Meeting Details: Thursday, March 15, 2018, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. EXECUTIVE SESSION (5:30 p.m.) *Note: this is not part of the public meeting.*

The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Evaluation.
- II. CALL TO ORDER AND ROLL CALL (6:30 p.m.)
- III. PLEDGE OF ALLEGIANCE
- IV. REVIEW BOARD GOALS AND DATA, AND ESTABLISH GOAL TARGETS



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: March 15, 2018

Review Board Goals & Establish Goal Targets

NO ACTION REQUESTED

Following the February 15th board [work session](#), we received new information from ODE related to the state's Every Student Succeeds Act (ESSA) [plan](#) approved by the U.S. Department of Education in late August 2017. Starting with the 2017-18 school year data, Oregon's growth model will utilize "[Measures of Interim Progress](#)" (MIP) when outcomes are reported on school and district report cards released in the fall of 2018. Since the MIP **incorporate the concepts behind student growth percentiles**, I am recommending that we use this to build our measures for Goals 1 and 2 in the areas of 3rd grade reading, student growth, and four-year graduation rate.

1. Student Achievement	Data Available
Read grade level texts by 3 rd grade	SBAC 57.7% (2016-17) – See Appendix A
Student growth	SBAC – See Appendix B
Successfully complete Algebra 1 by end of 9 th grade	83.4% (2016-17) – See Appendix C
Freshman on track to graduate	91.3% (2016-17) – See Appendix D
Four-year graduation rate	85% (2015-16) – See Appendix E

2. Equitable Systems	Data Available
Read grade level texts by 3 rd grade	See Appendix A
Student growth	SBAC – See Appendix B
Successfully complete Algebra 1 by end of 9 th grade	See Appendix C
Freshman on track to graduate	See Appendix D
Four-year graduation rate	See Appendix E

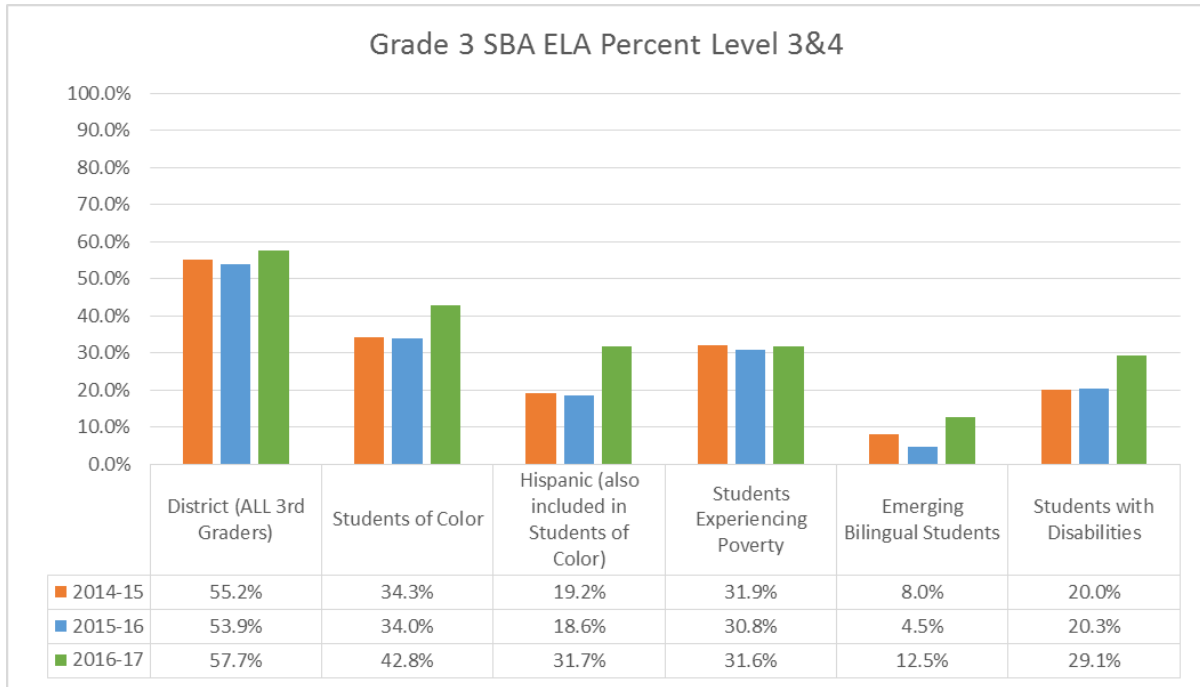
3. Real-World Learning	Data Available
CTE Participants (.5 HS credit)	See Appendix F
CTE Concentrator (1.0 HS credit)	See Appendix F

4. Health and Wellness	Data Available
Oregon Healthy Teens Survey	2013, 2015, 2017 surveys – See Appendix G
Oregon Student Wellness Survey	2010, 2012, 2014, 2016 surveys – See Appendix G

5. Long Range Facilities Planning	Data Available
Building assessments	2013 report
Approval of Long Range Facilities Master Plan	Plan Adopted January 11, 2018
Election results	

Appendix A

Source: PAGR (AGR via ADI) & Logramos



Logramos (Spanish Reading) – Grade 3	Percent At/Above Average		
	2014-15	2015-16	2016-17
ALL 3rd Graders at Garfield & Lincoln	80.6%	72.1%	68.5%
ALL 4 th graders at Garfield & Lincoln	82.7%	86.2%	69.4%
ALL 5 th graders at Garfield & Lincoln	88.6%	83.1%	85.9%

- Recommend adopting the following achievement targets (MIP) for Board Goals 1 & 2 related to 3rd grade reading.
- Recommend eliminating the consolidation of “Students of Color” in favor of reporting progress of each race/ethnicity separately.
- Recommend adopting additional targets for Logramos for Board Goal 1: 3rd grade reading.

Smarter Balanced ELA – Grade 3	Oregon’s Measures of Interim Progress (Achievement Targets)				
	2017-18	2018-19	2019-20	2020-21	2021-22
District (ALL 3rd Graders)	60%	63%	66%	68%	71%
Students of Color (See below)	*	*	*	*	*
Hispanic (also included in Students of Color)	46%	51%	56%	60%	65%
Students Experiencing Poverty	50%	55%	59%	63%	67%
Emerging Bilingual Students	36%	42%	48%	55%	61%
Students with Disabilities	35%	41%	48%	54%	61%
American Indian/Alaska Native	47%	51%	56%	61%	66%
Native Hawaiian/ Pacific Islander	50%	54%	58%	63%	67%
Black/African American	43%	48%	53%	59%	64%
Asian	75%	75%	76%	77%	78%
White	64%	67%	69%	71%	73%
Multi-Racial	63%	65%	68%	70%	73%

Logramos (Spanish Reading) – Grade 3	Percent At/Above Average				
	2017-18	2018-19	2019-20	2020-21	2021-22
ALL 3rd Graders at Garfield & Lincoln	70%	71%	72%	73%	74%

Appendix B

Source: Report Card Detail Sheets (public) & MIP (from OR ESSA plan)

- Recommend adopting the following achievement targets (MIP) for Board Goals 1 & 2 related to Student Growth on ELA and Math achievement.
- Recommend eliminating the consolidation of “Underserved Races/Ethnicities” in favor of reporting progress of each race/ethnicity separately.
- Recommend eliminating the high school ELA and Math measures due to shift in focus toward Essential Skills and graduation.

Beginning in 2017-18, targets will be diversified by student group, with the aim that all groups will be achieving at a rate of 80% or higher by 2024-25. ODE will periodically review the number of years to attain the long-term goal and may revise if appropriate.

2016-17 ELA Achievement Level Cutoffs	Median Growth Percentile Cutoffs	
73.6 and above	65 & above	Level 5
57.0 - 73.5	50 to 64.5	Level 4
35.9 - 56.9	40 to 49.5	Level 3
27.3 - 35.8	35 to 39.5	Level 2
Less than 27.3	Less than 35	Level 1

2016-17 ELA Grades 3-5	Corvallis 2016-17 Achievement	Corvallis 2016-17 Median SGP	Oregon's Measures of Interim Progress (under ESSA)				
			2017-18 Achievement Target	2018-19 Achievement Target	2019-20 Achievement Target	2020-21 Achievement Target	2022-22 Achievement Target
ALL	58.8%	54.0	60%	63%	66%	68%	71%
Students Experiencing Poverty	34.2%	45.0	50%	55%	59%	63%	67%
Emerging Bilingual Students (includes Monitored)	19.4%	50.0	36%	42%	48%	55%	61%
Students with Disabilities	29.9%	41.0	35%	41%	48%	54%	61%
Underserved Races/Ethnicities	28.8%	44.0	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native	45.5%	*	47%	51%	56%	61%	66%
Native Hawaiian/Pacific Islander	16.7%	*	50%	54%	58%	63%	67%
Black/African American	47.6%	37.5	43%	48%	53%	59%	64%
Hispanic/Latino	26.7%	43.0	46%	51%	56%	60%	65%
Asian	63.5%	38.0	75%	75%	76%	77%	78%
White	66.3%	57.0	64%	67%	69%	71%	73%
Multi-Racial	65.6%	58.0	63%	65%	68%	70%	73%

Beginning in 2017-18, targets will be diversified by student group, with the aim that all groups will be achieving at a rate of 80% or higher by 2024-25. ODE will periodically review the number of years to attain the long-term goal and may revise if appropriate.

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73.6 and above	65 & above	Level 5
57.0 - 73.5	50 to 64.5	Level 4
35.9 - 56.9	40 to 49.5	Level 3
27.3 - 35.8	35 to 39.5	Level 2
Less than 27.3	Less than 35	Level 1

			Oregon's Measures of Interim Progress (under ESSA)				
2016-17 ELA Grades 6-8	Corvallis 2016-17 Achievement	Corvallis 2016-17 Median SGP	2017-18 Achievement Target	2018-19 Achievement Target	2019-20 Achievement Target	2020-21 Achievement Target	2022-22 Achievement Target
ALL	66.0%	55.0	60%	63%	66%	68%	71%
Students Experiencing Poverty	38.2%	48.0	50%	55%	59%	63%	67%
Emerging Bilingual Students (includes Monitored)	13.3%	42.0	36%	42%	48%	55%	61%
Students with Disabilities	28.0%	38.0	35%	41%	48%	54%	61%
Underserved Races/Ethnicities	38.3%	48.0	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native	50.0%	46.5	47%	51%	56%	61%	66%
Native Hawaiian/Pacific Islander	*	*	50%	54%	58%	63%	67%
Black/African American	46.2%	71.0	43%	48%	53%	59%	64%
Hispanic/Latino	37.9%	47.0	46%	51%	56%	60%	65%
Asian	86.3%	55.5	75%	75%	76%	77%	78%
White	71.6%	56.0	64%	67%	69%	71%	73%
Multi-Racial	70.2%	63.0	63%	65%	68%	70%	73%

Beginning in 2017-18, targets will be diversified by student group, with the aim that all groups will be achieving at a rate of 80% or higher by 2024-25. ODE will periodically review the number of years to attain the long-term goal and may revise if appropriate.

2016-17 Math Achievement Level Cutoffs	Median Growth Percentile Cutoffs	
65.4 and above	65 & above	Level 5
47.0 - 65.3	50 to 64.5	Level 4
26.7 - 46.9	40 to 49.5	Level 3
19.0 - 26.6	35 to 39.5	Level 2
Less than 19.0	Less than 35	Level 1

			Oregon's Measures of Interim Progress (under ESSA)				
2016-17 Math Grades 3-5	Corvallis 2016-17 Achievement	Corvallis 2016-17 Median SGP	2017-18 Achievement Target	2018-19 Achievement Target	2019-20 Achievement Target	2020-21 Achievement Target	2022-22 Achievement Target
ALL	55.6%	47.0	51%	55%	59%	64%	68%
Students Experiencing Poverty	33.2%	41.0	42%	47%	53%	58%	64%
Emerging Bilingual Students (includes Monitored)	22.2%	43.0	31%	38%	45%	52%	59%
Students with Disabilities	29.0%	29.0	32%	39%	46%	52%	59%
Underserved Races/Ethnicities	27.5%	37.5	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native	45.5%	*	38%	44%	50%	56%	62%
Native Hawaiian/Pacific Islander	33.3%	*	40%	46%	52%	57%	63%
Black/African American	52.4%	36.0	34%	41%	47%	54%	60%
Hispanic/Latino	24.4%	36.5	38%	44%	50%	56%	62%
Asian	69.8%	43.0	71%	73%	74%	75%	76%
White	61.4%	50.0	57%	60%	63%	67%	70%
Multi-Racial	67.4%	53.0	54%	58%	62%	65%	69%

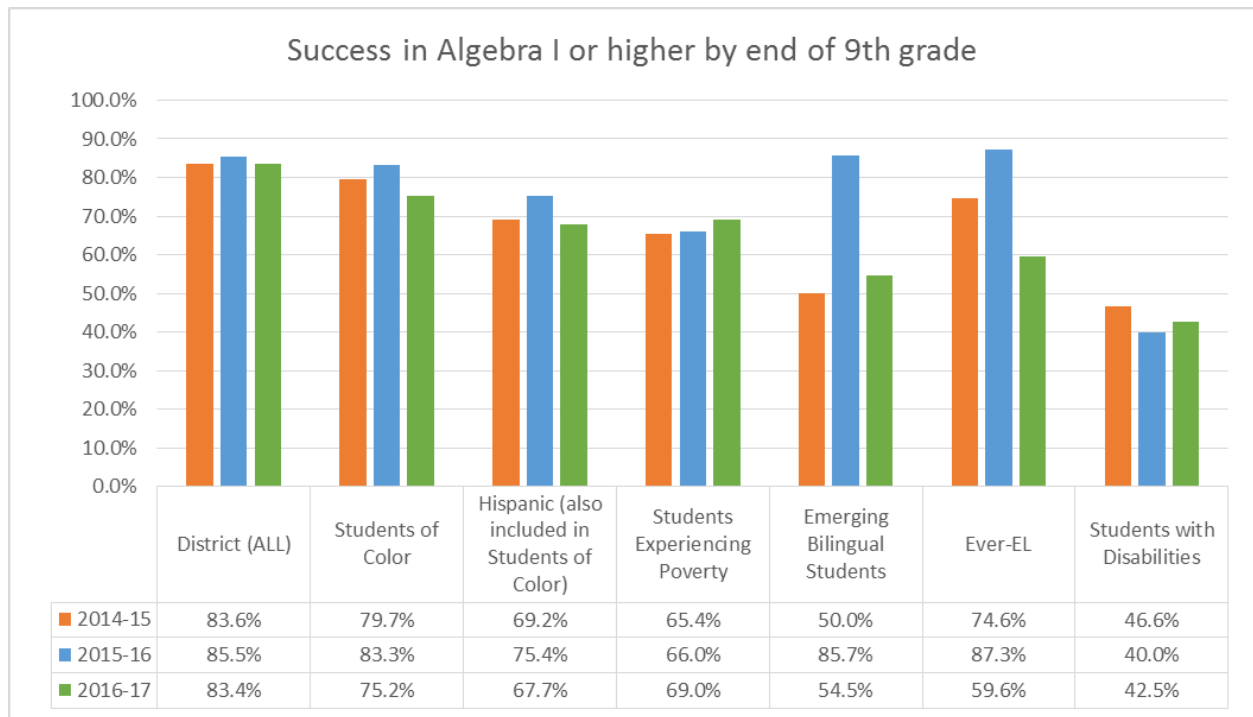
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65.4 and above	65 & above	Level 5
47.0 - 65.3	50 to 64.5	Level 4
26.7 - 46.9	40 to 49.5	Level 3
19.0 - 26.6	35 to 39.5	Level 2
Less than 19.0	Less than 35	Level 1

			Oregon's Measures of Interim Progress (under ESSA)				
2016-17 Math Grades 6-8	Corvallis 2016-17 Achievement	Corvallis 2016-17 Median SGP	2017-18 Achievement Target	2018-19 Achievement Target	2019-20 Achievement Target	2020-21 Achievement Target	2022-22 Achievement Target
ALL	59.3%	55.0	51%	55%	59%	64%	68%
Students Experiencing Poverty	30.9%	53.0	42%	47%	53%	58%	64%
Emerging Bilingual Students (includes Monitored)	17.7%	55.5	31%	38%	45%	52%	59%
Students with Disabilities	27.2%	43.5	32%	39%	46%	52%	59%
Underserved Races/Ethnicities	26.0%	53.0	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native	40.0%	44.0	38%	44%	50%	56%	62%
Native Hawaiian/Pacific Islander	*	*	40%	46%	52%	57%	63%
Black/African American	30.8%	47.0	34%	41%	47%	54%	60%
Hispanic/Latino	25.5%	54.0	38%	44%	50%	56%	62%
Asian	85.0%	68.5	71%	73%	74%	75%	76%
White	66.6%	54.0	57%	60%	63%	67%	70%
Multi-Racial	59.7%	49.0	54%	58%	62%	65%	69%

Appendix C

Combined Sources: Argos, WebSIS, 3rd Period ADM(ADI)



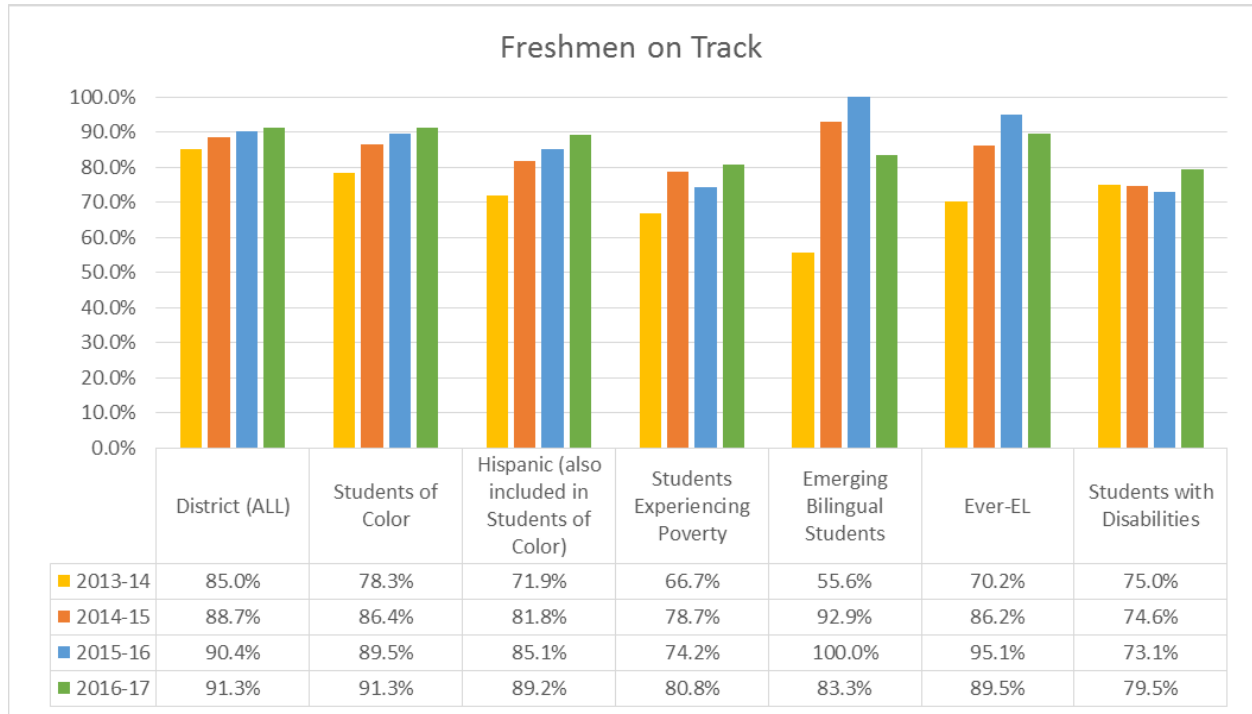
- Excludes YES House
- Includes Algebra I or higher
(Excludes Alg 1.1, Alg Intervention, Gen Math, Math Support, Life Skills Math, Pre-Alg, Voc Math)
- Removed duplicate students (some freshmen took more than one math class)
- Counted as successfully completing for credit: Grades A,B,C,D,P

- Recommend the following targets for freshmen success in Algebra I or higher.
- Recommend keeping “Students of Color” as a combined group in order to protect student confidentiality.

	2018-19 (current 8 th)	2019-20 (current 7 th)	2020-21 (current 6 th)	2021-22 (current 5 th)
District (ALL)	86%	88%	90%	91%
Students of Color	80%	84%	88%	91%
Hispanic (also included in Students of Color)	73%	77%	81%	85%
Students Experiencing Poverty	73%	77%	81%	85%
Emerging Bilingual Students	70%	74%	78%	82%
Ever-EL	74%	78%	82%	86%
Students with Disabilities	50%	54%	58%	62%

Appendix D

Source: ADI (FOT Collection)



- Students must earn 6 credits before start of next school year.
- May 1st; FAY

Statewide, more than 91% of students who were “on track” with credit requirements by the end of 9th grade graduated in four years.* (Note this was based on a simple count of credits earned, not the “quality” of those credits.) Students who were not on track in 9th grade graduated at a rate of 40%; however, those who were not on track but remained steadily enrolled and attended regularly for all four years of high school graduated on time at a rate of 79%.

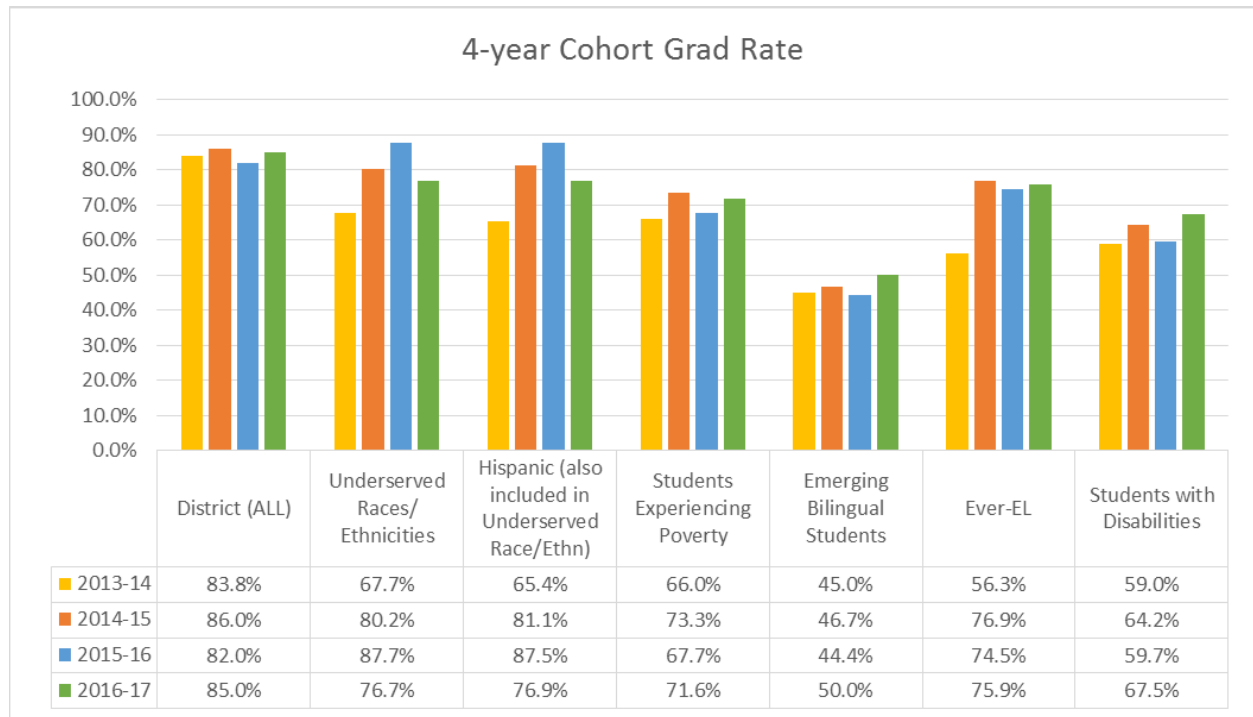
➤ Recommend the following “on track” targets, pending additional guidance (MIP) from ODE:

	2018-19 (current 8 th)	2019-20 (current 7 th)	2020-21 (current 6 th)	2021-22 (current 5 th)
District (ALL)	92%	93%	94%	95%
Students of Color	92%	93%	94%	95%
Hispanic (also included in Students of Color)	90%	92%	93%	95%
Students Experiencing Poverty	83%	87%	91%	95%
Emerging Bilingual Students	83%	87%	91%	95%
Ever-EL	90%	92%	93%	95%
Students with Disabilities	83%	87%	91%	95%

* Based on ODE’s Accountability Data Brief, March 2018, [“On-Track Status as a Predictor of Graduation.”](#)

Appendix E

Source: ADI (4-Year Cohort Grad Rate)



- Cohort rate began including Modified Diplomas in 2013-14 grad year.

➤ Recommend adopting the following targets based on MIP goals for four-year cohort graduation rates.

Corvallis School District					MIP projects all to be at 90% by end of 2023-24				
HS entry year →	Four-year Cohort Grad Rate				Four-year Cohort MIP				
	1011	1112	1213	1314	1516	1617	1718	1819	
Grad year →	2013-14	2014-15	2015-16	2016-17	2018-19	2019-20	2020-21	2021-22	
All Students	83.8	86.0	82.0	85.0	80 86 (2021-22)	82 88 (2022-23)	85 90 (2023-24)	86 90 (2023-24)	
American Indian/Alaska Native	50.0	71.4	100.0	66.7	71	74	78	82	
Asian	93.1	93.6	83.7	87.2	88	89	89	89	
Native Hawaiian/Pacific Islander	100.0	50.0	83.3	100.0	75	78	81	84	
Black/African American	81.8	87.5	90.0	66.7	75	78	81	84	
Hispanic/Latino	65.4	81.1	87.5	76.9	77	80	82	85	
Multi-Racial	94.1	86.2	88.9	89.7	80 86 (2021-22)	82 88 (2022-23)	85 90 (2023-24)	86 90 (2023-24)	
Economically Disadvantaged	66.0	73.3	67.7	71.6	77	79	82	85	
Students with Disabilities	59.0	64.2	59.7	67.5	69	74	78	82	
English Learners	45.0	46.7	44.4	50.0	68	73	77	81	

Appendix F

Sources: ADI (4-Year Cohort Grad Rate), CTE Summary Reports (ADI and consolidated collections), CTE Production Download (consolidated collections)

CTE (Career & Technical Education) means content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards- based academic content, technical skills and workplace behaviors necessary for success in careers and the 21st century.

1,077 students took one or more CTE courses in 2016-17. (Approximately 45% of 2,376 high school students.)
(Excludes 21 dual enrolled.)

➤ **Recommend increase student participation in CTE courses (annual participation rate) as follows:**

2018-19	2019-20	2020-21	2021-22
50%	54%	58%	62%

2016-17 CTE Enrollment Demographics	% of All CTE Students	% of All High School Students
Students of Color	27.4% (295)	30.6% (727)
White Students	72.6% (782)	69.4% (1649)
Hispanic (included in Students of Color)	11.3% (122)	13.9% (331)
Students born outside the U.S.	9.4% (101)	9.0% (215)
Non-English home language	12.4% (134)	14.0% (332)
Students Experiencing Poverty	23.3% (251)	28.9% (686)
Students Not in Poverty	76.7% (826)	71.1% (1690)
Students with Disabilities	9.5% (102)	11.3% (269)
Students without Disabilities	90.5% (975)	88.7% (2107)
Female	44.1% (475)	50.9% (1210)
Male	55.9% (602)	49.1% (1166)

Denominators:

1077

2376

2016-17: 9 CTE Programs: 96% course success rate (credits earned)

110201 – Computer Science (3 courses): 51 course enrollments

470600 – Automotive (2 courses – these are also included under Manufacturing): 269 course enrollments

480599 – Manufacturing (5 courses): 420 course enrollments

500605 – Digital Arts (7 courses): 393 course enrollments

100303 – Digital Imaging (6 courses): 237 course enrollments

120500 – Culinary Arts (4 courses): 107 course enrollments

150000 – Pre-Engineering (7 courses): 543 course enrollments

151202 – Information Support & Services (5 courses): 175 course enrollments

500401 – Design & Applied Arts (9 courses): 478 course enrollments

Appendix G

Sources: Oregon Healthy Teens Survey, Oregon Student Wellness Survey

The biennial Oregon Healthy Teens Survey collects information from students in grades 8 and 11. Physical activity data is collected in the survey. The Centers for Disease Control and Prevention (CDC) recommends that children and youth should be physically active at least 60 minutes per day, including aerobic, muscle strengthening, and bone strengthening activities.

- **Recommend increase percentage of students reporting physical activity a minimum of 60 minutes a day for at least 5 days a week, as measured by the Oregon Healthy Teens Survey.**

Students Physically Active 60 minutes a day for 5 to 7 days a week				
	2013	2015	2017	2019 Target
Grade 8	57.6%	61.5%	62.8%	66%
Grade 11	46.3%	50.8%	45.5%	52%

The biennial Oregon Student Wellness Survey collects information from students in grades 6, 8, and 11; it asks questions about emotional and mental health including a series of five questions known as the Mental Health Inventory (MHI-5). When all five responses are considered together, the result is an estimate of the level of psychological distress that youth are experiencing.

- **Recommend reducing the number of students reporting high levels of psychological distress, as measured by the Oregon Student Wellness Survey.**

The following table shows the percentage of students with high levels of psychological distress during the 30-day period prior to the survey.					
	2010	2012	2014	2016	2020 Target
Grade 6	3.0%	4.3%	3.7%	5.8%	4%
Grade 8	5.0%	8.3%	6.7%	11.1%	9%
Grade 11	4.6%	9.1%	10.2%	13.8%	11%



Draft School Board Goals 2017-2022

(As revised during the 02-15-18 board work session.)

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on grade level; 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 post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Monitor students' reading progress in grades pre-K - 3rd grade using a system of sound instruction, assessment, and intervention 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 post-secondary plan.

Goal 2: Equitable Systems

Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

Strategy 1: Recruit and retain racially and culturally diverse staff.

Strategy 2: Increase and support student voice, empowerment, and leadership in our schools.

Strategy 3: Expand parent and community partnerships.

Strategy 4: Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Support cultural responsiveness and biliteracy in our students and staff.

Strategy 2: Create additional learning pathways toward graduation and life beyond high school.

Strategy 3: Integrate real-world, experiential learning in all grades.

Strategy 4: Integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.

Strategy 5: Integrate environmental, social, and economic-sustainability in learning experiences.

Goal 4: Health & Wellness

Improve the health and wellness of district students and staff. Student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Support and enhance programs that promote student mental wellness and safety.

Strategy 2: Support and enhance programs that promote student physical wellness and safety.

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

Goal 5: Long Range Facility Planning

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student. student identity (race, culture, socioeconomic status, language, ability, gender, or sexual orientation) does not predict or predetermine success in school.

Strategy 1: Communicate the needs for improved infrastructure and facilities with the Corvallis community.

Strategy 2: Engage staff, parents, students and community in execution of facility improvements consistent with the district's core values for educational design.

Strategy 3: Complete construction projects through a voter-approved bond levy.



Corvallis
SCHOOL DISTRICT

V. 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