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, August 19, 2021 12:00 PM	Regular	Courtyard By Marriott, Siuslaw Room, 400 SW 1st 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, August 19, 2021
12:00 PM

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

Meeting Details: Thursday, August 19, 2021, 12:00 PM in the Courtyard By Marriott, Siuslaw Room, 400 SW 1st 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 (12:00 p.m.)*

II. PLEDGE OF ALLEGIANCE

III. BOARD RETREAT

III.A. Lunch and Individual Reflection Regarding Community Engagement

III.B. Welcome and Introductions (1:00 p.m.)*

III.C. Facilitation of Board Self-Evaluation Results

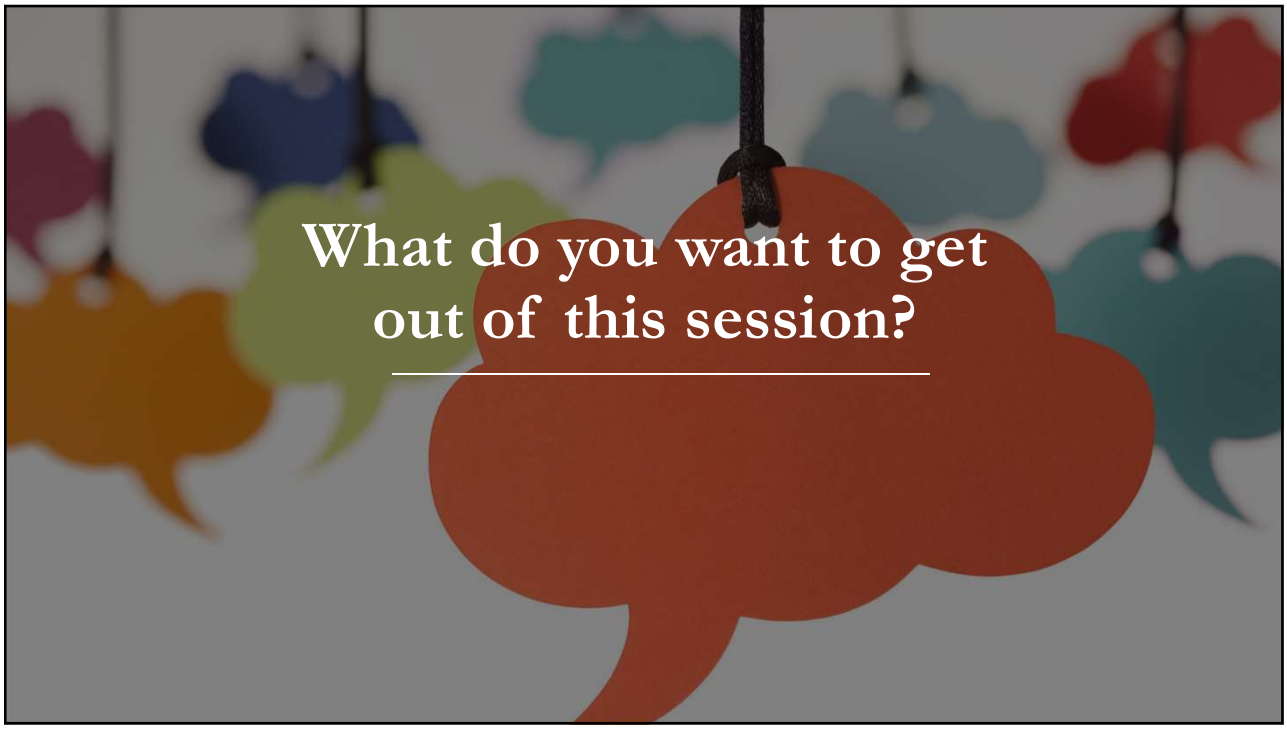
Corvallis School Board Retreat

August 2021

Kristen Miles, OSBA

Welcome and Introductions

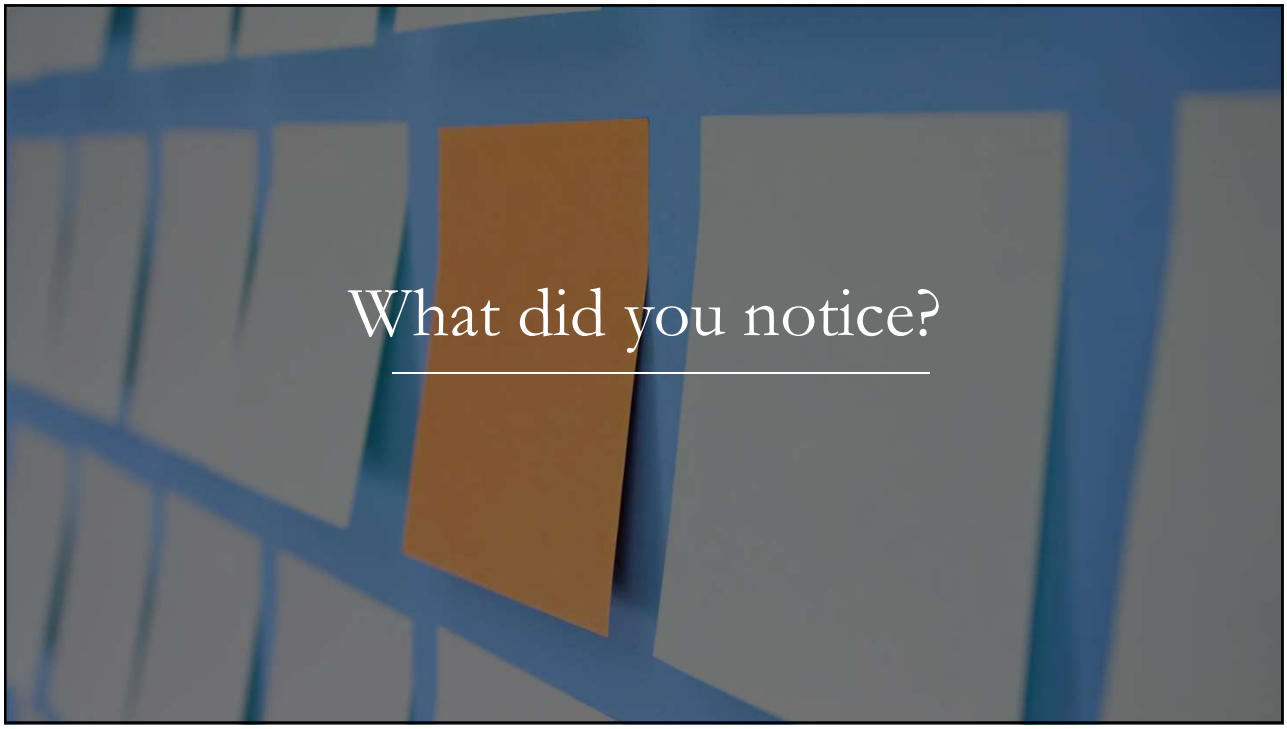
- Why are you on the board?
- What excites you about this work?
- What gives you pause?



Today's objectives

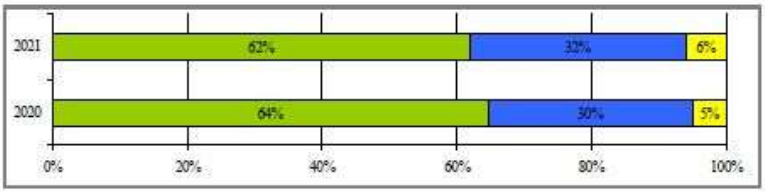
- Identify the WHY of community engagement
- Identify the WHAT – overall plan for the MSP project
- Identify the HOW:
  - Articulate a process for community engagement, including what exists and what is desired
  - Align goals from the self-eval with the overall MSP project
  - Identify next steps and commitments to action


Board Self-Evaluation
Results

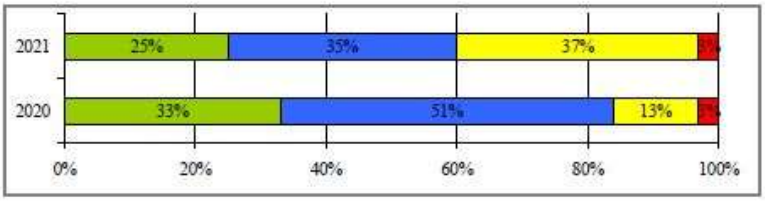

What did you notice?

Data

Standard 4 Accountability:
Hold school district accountable for meeting student learning expectations



Standard 5 Advocacy and Communication:
Engage local community and represent the values and expectations they hold for their schools



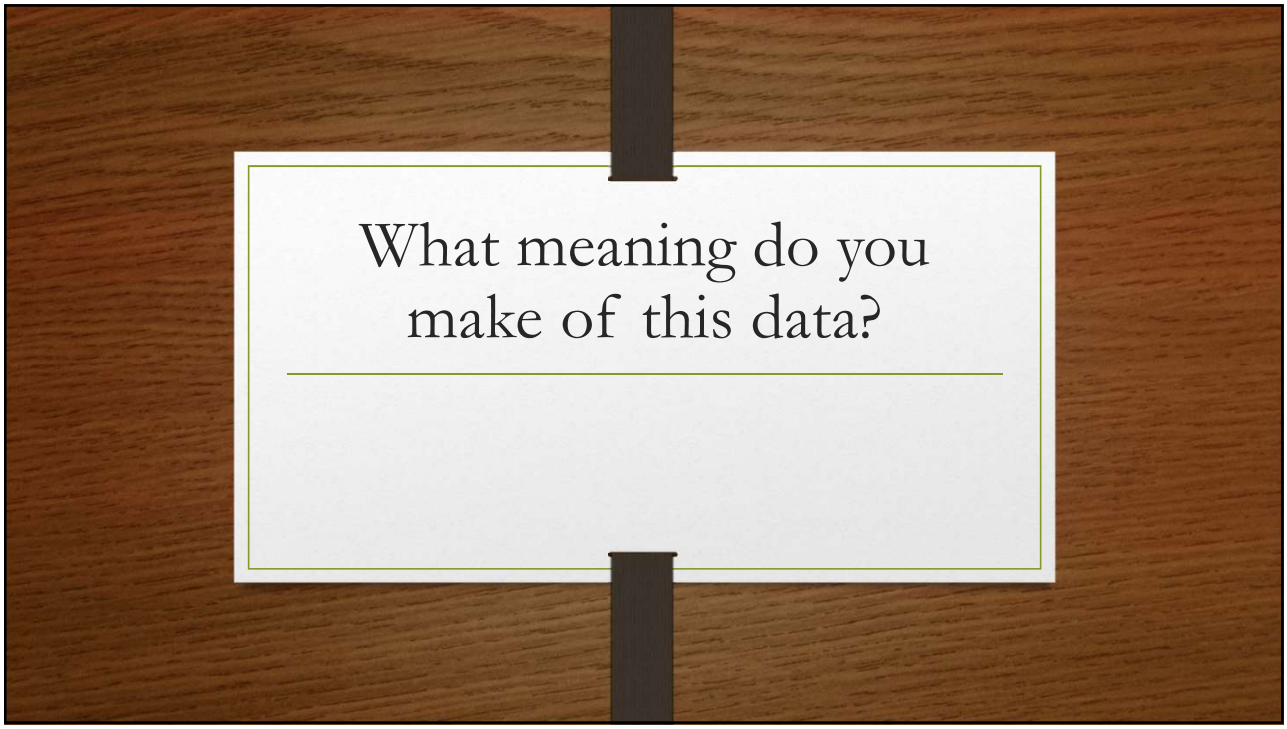
Highest overall benchmarks: Common threads?

- Standard 4(B): Evaluating the superintendent on clear and focused expectations
- Standard 2(D): Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan
- Standard 2(A): Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources
- Standard 3(E): Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals, and priorities for student learning

Standard 3(B): Employing and supporting quality teachers, administrators, and other staff and providing for their professional development

Standard 5(C): Ensuring district information and decisions are communicated community-wide

Lowest overall benchmarks: Common threads?

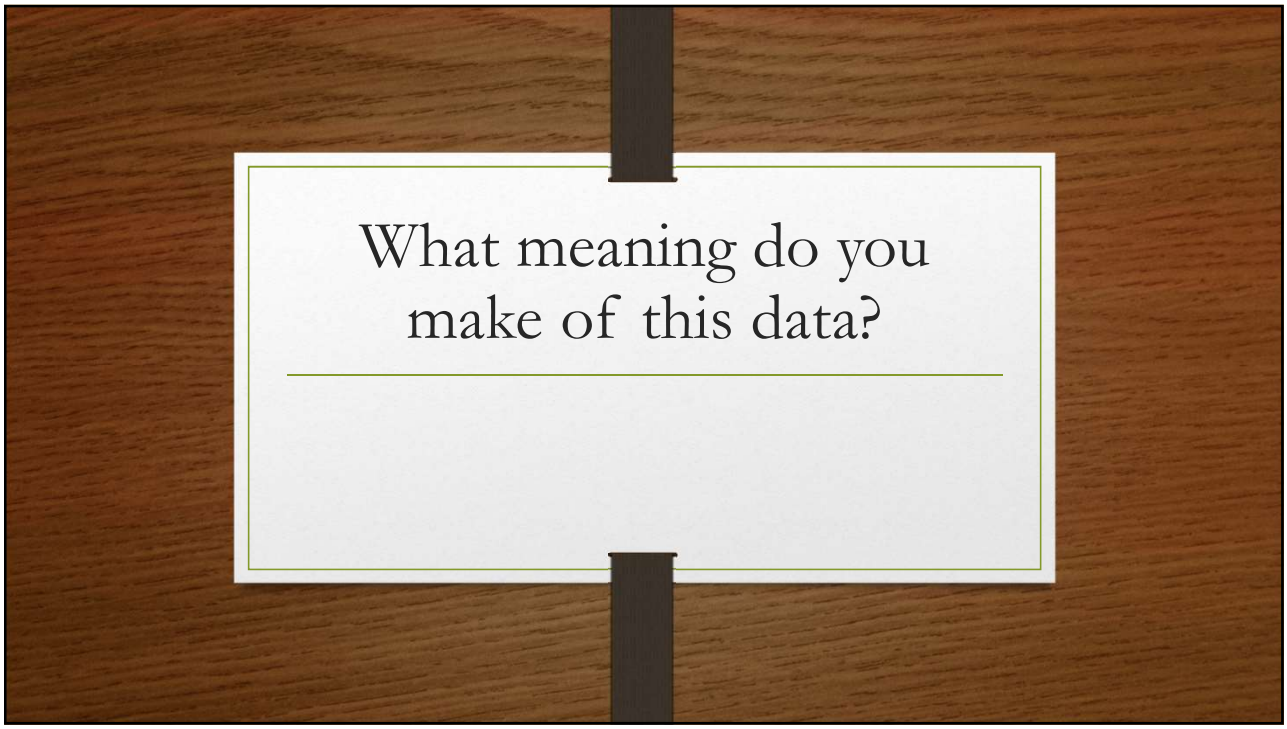


Highest levels of congruence

- Standard 1(A): Conducting board and district business in a fair, respectful, and responsible manner. (Overall score: 3.52 of 4)
- Standard 4(B): Evaluating the superintendent on clear and focused expectations. (Overall score: 3.84 of 4)

Lowest levels of congruence

- Standard 3(B): Employing and supporting quality teachers, administrators, and other staff and providing for their professional development. (Overall score: 2.56 of 4)
- Standard 3(A): Providing for the safety and security of all staff and students. (Overall score: 3.27 of 4)



How will you use this data?
To what do you commit?

DEMSP Project Planning: Community Engagement

Where did we leave off at the end of last year?

What has been implemented/accomplished?

Definition of community engagement: Where we left off

What is the board's role in engaging the community?

1. The board needs to go INTO the community in a more meaningful way
2. When do we decide it is time to step aside and give space to other people to represent the community?
3. Ensuring that people know the role of the board – what they can and cannot do. How CAN we help?

What modalities can/should the board use to engage the public?

1. More people have been able to attend on Zoom
2. Being involved in community engagement efforts that may not have to do with the board

What opportunities currently exist to engage with the board?

What does the board mean when it describes itself as "inaccessible"?

1. Room set up reinforces the dominant culture
2. Process and procedure
3. The system is big and hard to create change. Processes may move the board further away from the community.

Discussion: Community Engagement Efforts

- NAACP
- Students
- Families
- Community/school groups
- What else?

What worked? Where were there gaps?

Writing exercise

How DOES the board make decisions following community input?

How SHOULD the board make decisions following community input?

What is the gap between these two?



Writing exercise

- What is the WHY of community engagement?

Communications/leg staff

- Alex Pulaski
- Rachel Baker
- Lori Sattenspiel

Discuss with a partner

How DOES the board make decisions following community input?

How SHOULD the board make decisions following community input?

What is the gap between these two?

Barriers to board accessibility

- What do we know exists?
- From whom do we need more information?

Messaging to the public

- Conveying the board's response to mandates
- Conveying the rationale for decisions based on the board's broader view of the community and student body



What is next in your work as a team?



To what can you commit?

Next steps

Did we meet the objectives?

- Identify the WHY of community engagement
- Identify the WHAT – overall plan for the MSP project
- Identify the HOW:
  - Articulate a process for community engagement, including what exists and what is desired
  - Align goals from the self-eval with the overall MSP project
  - Identify next steps and commitments to action

Questions and discussion

Contact

Kristen Miles, OSBA

503.400.3042

kmiles@osba.org

Corvallis SCHOOL DISTRICT

III.C.1. Areas of strength

III.C.2. Areas of improvement

III.C.3. Commitments/goal-setting aligned with the self-evaluation

III.D. Dianne Efseaff Memorial Scholarship Program Project Planning: Community Engagement

III.D.1. Review progress from last year's MSP -- where did we leave off?

III.D.2. Objectives of the day

III.D.2.a. Identify the WHY of community engagement

III.D.2.b. Identify the WHAT -- overall plan for the MSP project

III.D.2.c. Identify the HOW

III.D.2.c.1) Articulate a process for community engagement

III.D.2.c.2) Align goals from the self-evaluation with the overall MSP project

III.D.2.c.3) Identify next steps and commitments to action

IV. BREAK (4:00 p.m.)*

V. BOARD BUSINESS ITEMS (4:15 p.m.)*

V.A. Online Curriculum Adoption

V.A.1. Staff Responses to Board Member Questions

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by:
Nikki McFarland, Secondary Teaching and Learning Coordinator
Amy Lesan, Elementary Teaching and Learning Coordinator
Melissa Harder, Assistant Superintendent
Byron Bethards, Mt. View Elementary School Principal
Mark Henderson, Crescent Valley High School Assistant Principal

Meeting Date: August 19, 2021

Corvallis Online Curriculum Adoption – Answers to Board Member Questions

NO ACTION REQUIRED

Background

At the August 12, 2021 School Board meeting, the Board received a written report regarding the proposed curriculum for Corvallis Online. Due to the size of the agenda at that meeting, there was no time for the Board to ask questions of staff. Instead, Board members submitted their questions to staff. Following are the questions and corresponding answers.

1. **What guidance is provided for parents to prepare them to support their child while attending Corvallis Online?**

Grades K-5: Scheduled family Zoom meetings to go through beginning the program, set goals and develop individual learning plans. Families will also have an online handbook that helps answer many FAQs.

Grades 6-12: August parent meeting held to go over expectations, how to support their child, class selection, teacher introductions. Parents are also signed up as a "coach" on their child's account and provided information on what being a "coach" means. Being a coach gives parents weekly updates on their child's progress.

2. **If a student has a question in a unit, how do they get help? Is there a delay? How long? What does that interaction entail?**

Grades K-5: Teachers setup systems for communication with families and students. Students can chat with teachers on google chat or through canvas. Teachers will develop individual learning plans for students and can monitor their progress virtually and often intervene before a student has a need to come to them with a question.

Grades 6-12: Teachers hold office hours every week. Students are taught how to communicate with their teachers. This is done through phone calls, emails, and messaging within the Apex system. Often a teacher will set up individual zoom meetings for students that are struggling or that reach out for help. There can be a delay but it's never more than a day. With the low student numbers this year we don't expect there to be much delay at all.

3. Because these are online units they seem rigid. What are the approaches being used to differentiate class content based on student need?

Grades K-5: Teachers will work to develop individual learning plans for each student. In this way, synchronous and individualized instruction can be given. At the same time, teachers can adjust the pacing and parts of online modules visible that are available to students.

Grades 6-12: Teachers in the Apex system have the ability to excuse any assignment, assessment or unit.

4. For students that are struggling, how are interventions applied? What does RTI look like for Corvallis Online?

Grades K-12: Struggling students are identified by the teachers and referred to our Student Support Team. The SST will determine what interventions best suit the student. The SST team is comprised of the principal, teacher, counselor and special education case manager.

5. What were the student outcomes for Corvallis Online compared to CDL last year. How does Corvallis Online compare to overall student performance in the 2019 school year?

We are in the process of analyzing data from last year and don't have results ready to share at this point.

6. What has been parent feedback from last year?

At the district level, we received no complaints about Corvallis Online and many families expressed interest in continuing this year. We currently have 75 (38 elementary) students enrolled for the 2021-22 school year. While we did not survey families we did survey students with Youth Truth. YT participation for CO students was low compared to on-site learner participation. In order to have some level of confidence about representation we need better data as their student voices are missing.

7. For students in elementary school attending Corvallis Online, what curriculum are we using to deliver subjects other than language arts and math?

a. Newsela (Reading and Social Studies)
b. IXL for supplemental math
c. Caring School Community for Social Emotional Learning
d. Mystery Science (possible for science)
e. PE module
f. Equity Lessons - Social Justice Standards

Corvallis
SCHOOL DISTRICT

V.A.2. Action to Adopt Online Curriculum

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator; Amy Lesan, Elementary Teaching and Learning Coordinator; Melissa Harder, Assistant Superintendent; Byron Bethards, Mt. View Elementary School Principal; Mark Henderson, CVHS Assistant Principal

Meeting Date: August 19, 2021

Corvallis Online Curriculum Adoption — ACTION REQUESTED

Background

The Board received a written report at its August 12, 2021 meeting. No discussion or action was taken at that meeting. Instead, Board members were asked to submit their questions to staff by August 16 so their answers could be presented at this meeting.

ACTION REQUESTED

Adopt Florida Virtual Learning School (FVLS) curriculum for Corvallis Online K-5 grade courses for:

- English Language Arts
- Mathematics courses

Adopt Apex Learning curriculum for Corvallis Online 6-12 grade courses for:

- Math
- Science
- English
- Social studies
- World languages
- Electives
- Career and Technical Education (CTE)
- Advanced Placement (AP)

MOTION REQUESTED

"I move to adopt Florida Virtual Learning School curriculum for Corvallis Online K-5 for English Language Arts and Mathematics, and to adopt Apex Learning curriculum for Corvallis Online 6-12 for Math, Science, English, Social Studies, World Languages, Electives, Career and Technical Education, and Advanced Placement."

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VI. BOARD MEMBER COMMENTS (4:45 p.m.)*

VII. ADJOURNMENT OF PUBLIC MEETING (5:00 p.m.)*

VIII. EXECUTIVE SESSION (5:00 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(d) to consult with persons designated for labor negotiations.

*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