



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 25, 2025 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/UC9Jtpte5dmilZI9kySBJbVQ?>
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 25, 2025
6:30 PM

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

Meeting Details: Thursday, September 25, 2025, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER (6:30 PM)*
- II. ACKNOWLEDGMENT OF LGBTQI2S+ HISTORY MONTH

Corvallis School District 509J

ACKNOWLEDGEMENT OF LGBTQI2S+ HISTORY MONTH

Resolution Number 21-1001

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by lesbian, gay, bisexual, transgender, queer, intersex, and Two-Spirit people as well as people from the multitude of other gender and sexual identities (LGBTQI2S+); and

WHEREAS the Corvallis School District affirms that LGBTQI2S+ students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, LGBTQI2S+ History Month grew out of the establishment of what was then called Gay and Lesbian History by Missouri high school history teacher Rodney Wilson in 1994; and

WHEREAS, National Coming Out Day occurs each October 11; and

WHEREAS, LGBTQI2S+ History Month was first celebrated in school districts within the United States in 2012; and

WHEREAS, LGBTQI2S+ History Month has yet to be proclaimed nationally; and

WHEREAS, LGBTQI2S+ history is not part of standard educational curricula; and

WHEREAS, LGBTQI2S+ History Month provides an opportunity to continue the District's growth in learning about the many contributions of LGBTQI2S+ people to the nation, world, and local community; and

WHEREAS, The State of Oregon has a documented history of anti-LGBTQI2S+ actions; and

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

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

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

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

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

does hereby proclaim **October 2021**, as well as each October annually, as **LGBTQI2S+ History Month** in the District and strongly encourages students, families, staff, and community members to join in existing local celebrations; and

encourages all schools in the District to help highlight this month in grade appropriate ways as well as highlight the contributions of LGBTQI2S+ peoples to the local community, nation, and beyond, both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 14th day of October, 2021.

ATTEST:

A handwritten signature in blue ink, appearing to be 'Sami', written over a horizontal line.

Sami Al-Abdrabbuh, Board Chair

A handwritten signature in blue ink, appearing to be 'Ryan', written over a horizontal line.

Ryan Noss, Superintendent



Corvallis

SCHOOL DISTRICT

III. STUDENT REPRESENTATIVE INTRODUCTIONS

IV. PUBLIC COMMENT (6:55 PM)*

NOTE: To indicate your desire to comment, please arrive several minutes before the meeting begins, and complete a request card; then, turn it in to the Board Secretary before the meeting begins. See the attached guidelines for providing input to the School Board.

Virtual option: Please contact Kimberly Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the Board Meeting to schedule public comment. Please include your name, address, the phone number you will call in from, and the topic of your public comment.



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 02-06-25)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/KL/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

Luhui Whitebear	541-714-3305	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Bernie Wang	541-704-7298		



Corvallis
SCHOOL DISTRICT

V. SUMMER PROGRAMMING UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

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

Meeting Date: September 25, 2025

Summer Programs Update

NO ACTION REQUIRED

The Corvallis School District offered nine summer programs during Summer 2025 designed to support student learning, enrichment, and well-being. These programs were aligned with district goals to promote equity, accelerate academic growth, and provide engaging opportunities for all students.

Key Program Areas

- **Academic Support and Credit Recovery**
Secondary students were offered credit recovery courses and academic supports to stay on track for graduation. Elementary and middle school students participated in targeted reading and math programs to strengthen foundational skills.
- **Student and Family Services**
Partnerships with community organizations expanded access to meals, childcare, and wraparound services during the summer months, ensuring families had continuity of support.
- **Special Education Extended School Year (ESY)**
Students with identified needs received extended services tailored to their IEP goals, ensuring continued growth and stability across the summer.

Looking Ahead

Summer programming will continue to evolve in alignment with board goals. Lessons learned from Summer 2025 will inform planning for Summer 2026, with a focus on expanding equitable access, strengthening partnerships, and ensuring all students have summer opportunities.



2025 Summer Programs





Summer Programs

Kinder Academy	Bridges
K–5 Inclusive Literacy Camp	Urban Farm
M.S. Math Camp	H.S. Credit Recovery
M.S. International Foods	H.S. Math
Secondary ESY	Mental Health Program





Summer Teams

*CSD HR Department

*CSD Business Department

*CSD Facilities Department

*CSD Food and Nutrition Department

*CSD Technology Department

*CSD Office of the Assistant Supt.

*Student Growth and Experience Department

*Corvallis Public Schools Foundation

*CSD Classified and Certified Staff

*CSD Administration

*CSD Communications Department

*STA and Dial-A-Bus



Purpose

Summertime provides a unique chance to build strong connections with students while supporting their academic and social growth. In a more flexible setting, students can recover credits, strengthen key skills, and engage in hands-on, meaningful learning. These programs help students stay on track while boosting confidence, curiosity, and a sense of belonging.



Summer Highlights

Students: Approx. 350 students

Staff: 88 staff members, 8 student workers

Total H.S. Credits Earned: Approx. 86 credits

Mental Health Supports: 22 students

Transportation: 54 students

Meals served: 11 sites

- 6,795 Breakfast, 23,422 Lunch, 3,874 Supper

Funding: CPSF, SG&E, Title, HSS, Pre-ETS

K-5 Inclusive Literacy Camp



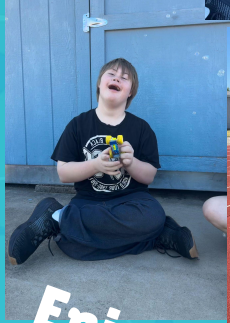
M.S. Math Camp



M.S. International Foods



Secondary ESY



Enjoying the
warm weather



Making
Drink
Orders



Board Games
(Social Skills)



Volcano Models



Bridges



H.S. Credit Recovery





Questions?



Corvallis
SCHOOL DISTRICT

VI. STUDENT & FAMILY SERVICES UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

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

Meeting Date: September 25, 2025

Student and Family Services Update

NO ACTION REQUIRED

Background

The Corvallis School District is committed to supporting the whole child through services that remove barriers to learning, strengthen student well-being, and build strong family-school-community partnerships. At the September 25, 2025, school board meeting, staff will provide the annual Student and Family Services Update, highlighting key program areas:

- **Family Advocacy (McKinney-Vento and Foster Care):**
 - Our Family Advocacy team continues to support students experiencing housing instability and those in foster care, ensuring access to education, stability, and essential resources. This work includes compliance with McKinney-Vento requirements, enrollment support, and partnerships with community organizations.
- **Mental Health:**
 - Our district mental health program supports students and families through on-site counseling, partnerships with local providers, and staff professional development. Efforts are focused on increasing access, reducing stigma, and ensuring timely interventions to promote student well-being.
- **School Counselors and Social Workers:**
 - Counselors and social workers are central to academic, social-emotional, and career readiness support. Our program focuses on providing equitable access to counseling services, career readiness initiatives, and family engagement programs.
- **Special Education:**
 - Special Education services continue to prioritize individualized supports and inclusion. Our programs focus on student access and participation, progress toward IEP goals, and efforts to align instructional practices with district goals for equity and excellence.

This annual update reflects the district's commitment to providing wraparound services that remove barriers to learning, promote student well-being, and strengthen family-school partnerships.

Family Advocacy: McKinney-Vento and Foster Care

The Family Advocacy program ensures that students experiencing housing instability or foster care placement receive equitable access to education.

Key Services

- Compliance with McKinney-Vento Act requirements, including immediate enrollment and transportation support.
- Collaboration with state and local agencies to coordinate resources for foster youth.
- Family advocates who provide case management, referrals to community resources, and academic support for students and caregivers.

This work directly aligns with the district's equity goals by ensuring that vulnerable students experience stability and opportunity in their education.

Mental Health Services

The district has strengthened its mental health supports to address student needs in both preventative and crisis contexts.

Key Services

- Access to licensed mental health professionals across schools.
- Partnerships with community-based mental health providers.
- Professional development for staff on trauma-informed care and student wellness.

These efforts reduce barriers to learning by promoting healthy coping strategies and timely interventions.

School Counselors and Social Workers

School counselors and social workers are critical in supporting students' academic, social-emotional, and career readiness.

Key Services

- Counseling guided by Oregon's framework for comprehensive school counseling.
- Connecting families to resources for food, housing, and healthcare.
- Support for student transitions, attendance, and college/career planning.

Special Education

The district continues to prioritize inclusive practices and individualized supports to meet the needs of students with disabilities.

Key Services

- Development and monitoring of Individualized Education Programs (IEPs).
- Expansion of inclusive classrooms and co-teaching models.
- Professional development for general and special education staff.

Conclusion

The Student Growth and Experience team plays a central role in ensuring that every student in the Corvallis School District has the support they need to thrive. From basic needs to social-emotional health to individualized academic supports, these programs reflect the district's commitment to equity, excellence, and partnership with families.

Pertinent Student Protections:

- [IDEA](#)
- [Section 504](#)
- [McKinney-Vento](#)
- [Foster Care](#)
- [HIPAA/FERPA](#)

Corvallis School District



Student Growth & Experience Update: Family and Student Support

Board Presentation – September 25, 2025

An integrated approach is led by the Student Growth and Experience Department, which works across academic programming, social-emotional learning, special services, and family engagement. The department's goal is to ensure that every student has the conditions needed to grow and learn.

Why Integration Matters:

- Academic rigor and student/family support are interconnected.
- Students succeed when basic needs, safety, and social-emotional health are addressed.
- Equity means removing systemic barriers so all students can access high-quality learning.
- Families as partners strengthen graduation and readiness for life after school.

Community Partners: (not exhaustive)

- **Health & Safety:** Benton County Mental Health, ABC House, CPD/Sheriff, Juvenile Dept.
- **Housing:** Jackson Street Youth Shelter, Unity Shelter
- **Community Resources:** Boys & Girls Club, Assistance League of Corvallis
- **Supported by hundreds of community volunteers**

Academic & Enrichment Pathways:

K-8 Experiential Learning - (not exhaustive)

- Community-based field-trips, Mariachi, Bike Safety, Salmon Watch, Outdoor School, Mock Congress, OSU partner programs, Career Fairs, Student Clubs, etc.

College & Career Preparation -

- **17** AP courses (+2 in 25/26)
- **22** College Now courses (+3 new instructors in 25/26)
- **11** CTE programs (new learning spaces, teacher licensure expansion)

Specialized Academics & Accommodations:

Special Education -

- School-centered model; inclusive supports at neighborhood schools
- **11%** historically → **14%** (2024–25) → **15%** current

Section 504 -

- Managed by administrators, counselors, and deans
- **9%** of students are supported with accommodations

Corvallis School District



Student Growth & Experience Update: Family and Student Support

Board Presentation – September 25, 2025

Comprehensive Student & Family Support:

Counseling & Social Work -

- **Tiered model:**
 - **Whole School:** SEL, school climate, bullying prevention, post-secondary planning
 - **Small Groups:** divorce, friendship, SEL skills, grief
 - **Individual:** case management, gender support plans, 504s

School-Based Mental Health - (2024-2025)

- **198 students** served:
 - **77** elementary, **61** middle, **60** high school
- Includes therapy, family sessions, and provider coordination
- **151** clients are Medicaid eligible
- From July 1, 2025 - **111 students served** (current: 9 therapists, one program manager)

Family Support Program - (2024-2025)

- **450+** families served
- **1,500+** individuals served
- Over **150** emergency utility payments
- Over **50** rental payments
- Over **1,500** gift cards (food, laundry, gas)
- Over **65** other emergency payments (vital records, car repair, etc.)
- Food & hygiene pantry supplies for all schools;
 - about **600** bags of culturally-specific & appropriate food distributed
- Over **80** scholarships for after-school care

Our team has regular presence in the following community meetings/spaces:

- Benton County Child Abuse Response Task Force (CART)
- Benton County Collaborative Network
- IHN-CCO Delivery System Transformation
- SORT (Street Outreach Team)
- Situation Table
- FHSP Housing Team Case Conferencing
- Homeless Service Provider Meeting
- Coordinated Entry Case Conferencing
- Sustainability Coalition Housing Action Team
- Coalition for Housing Equity
- LBL Poverty Prevention Task Force
- CARE Event



Student Growth & Experience

Student and Family Support

September 25, 2025



An Integrated Approach

An integrated approach is led by the Student Growth and Experience Department, which works across academic programming, social-emotional learning, special services, and family engagement. The department's goal is to ensure that every student has the conditions needed to grow and learn.





Why Integration Matters

- Academic rigor and student/family support are interconnected.
- Students succeed when basic needs, safety, and social-emotional health are addressed.
- Equity means removing systemic barriers so all students can access high-quality learning.
- Families as partners strengthen graduation and readiness for life after school.

Our district does not do this work alone.

We rely on extensive collaboration with community partners to expand capacity and reach.



Academic and Enrichment Pathways



**K-8
Experiential
Learning**



**College
Preparation and
Academic Rigor**



Specialized Academics & Accommodations

✓ Special Education

Historical CSD: 11%

2024-25 CSD: 14%

Current: 15%

✓ 504

9% of our student population



Comprehensive Student & Family Support



**School Counseling/
Social Work**



**School Based
Mental Health**



**Family Support
Program**

Questions?



Corvallis
SCHOOL DISTRICT

VII. REVIEW BOARD NORMS



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Superintendent Noss

Meeting Date: September 25, 2025

Review Board Norms

NO ACTION REQUESTED

Background

Board Norms are reviewed annually. Attached are the 2024-25 Norms. On September 25, 2025, Board members will review and make recommendations for edits, if any. The Board will be asked to adopt the 2025-26 Board Norms, with updates at the October 16, 2025, board meeting.

ACTION REQUESTED:

There is no action at this time.



Corvallis

SCHOOL DISTRICT

BOARD NORMS **2024-25** *(Adopted 09-19-24)*

A. How We Approach Board Work

1. The Board will commit to conducting its work with care and respect. Comments and actions that cause harm based on people's identities will not be tolerated.
2. The Board will value the lived experiences of students, families, staff, community, and board members when engaging with the community and during meetings.
3. The Board will actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints when engaging with staff, students, families, and community members.
4. The Board leadership will consist of a Board Chair and Co-Vice Chairs. A Vice Chair will perform leadership duties when the Chair is not available.

B. How We Meet

1. During board meetings, board members will strive to start and end on time. The Board will engage in relevant and topical discussion based on the agenda topics.
2. During board meetings, board members will have the opportunity to speak to each agenda item before members may speak a second time. The Chair has the authority to move the discussion forward.
3. During board meetings, board members will actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints.
4. During board meetings, board members will allow all members time to express themselves without feeling rushed. Members will be succinct to maintain opportunity for all to express themselves.
5. During board meetings, board members will allow moments of silence between commentaries to provide time to consider the discussion.
6. During board meetings, board members will adhere to public meeting laws, which stipulate that no quorum of a governing body may meet privately (including before and after meetings and during breaks) to decide, deliberate on, or gather information on any matters.

C. How We Engage with Public Comment

1. The Board will value public comment as an important way to hear from students, families, staff, and community members and, as such, is essential to the work of the district and board.
2. The Board will facilitate comments from the public and follow-up questions from board members, adhering to the time allotted for public comment.
3. The Board will actively listen to those sharing their points of view to facilitate full understanding and the possibility of changing viewpoints.
4. The Board will defer to the Superintendent to offer a response directly following public comment if a comment relates specifically to district operations and is time-sensitive in nature.
5. The Board may revisit topics or issues brought up during public comment if they choose to do so at the appropriate time in the agenda. If needed, the Board will utilize work sessions and other forms of engagement to hear from the community.

D. How We Support Students and Staff

1. The Board will value every student in a school building as a unique individual with identities, lived experiences, and points of view that enhance our schools and district.
2. The Board will value every staff member in a school building as an educator of students. The Board will respect and rely on their professional expertise.
3. The Board will be cognizant of scarcity of resources and time when requesting action from staff. Information requests that demand significant staff effort to fulfill will be aligned with the District Goals and approved by the Board.
4. The Board may visit schools and participate in school events as informal expressions of interest in school affairs and not as visits for supervisory or administrative purposes.



Corvallis
SCHOOL DISTRICT

VIII. REVIEW BOARD & SUPERINTENDENT WORKING AGREEMENTS



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: September 25, 2025

Review Board and Superintendent Working Agreements

NO ACTION REQUESTED

Background

Board and Superintendent Working Agreements are reviewed annually. Attached are the 2024-25 working agreements. On September 25, 2025, Board members will make recommendations for edits, if any. The Board will be asked to adopt the 2025-26 Board and Superintendent Working Agreements at the October 16, 2025, board meeting.

ACTION REQUESTED:

No action requested at this time.



Corvallis

SCHOOL DISTRICT

BOARD AND SUPERINTENDENT WORKING AGREEMENTS

2024-25

(Adopted 9/19/24)

A. Purpose of Agreements

The Board of Directors is the governing body for the School District. To effectively meet the District's goals, the School Board and Superintendent must function together as a cohesive leadership team. The following are the group agreements for the Board and Superintendent to support a collaborative relationship.

B. Board Job Description and Relationship with the Superintendent

1. The Board will act as trustees of the district, seeking to make decisions in the best interest of all students in the community.
2. The Board will collaborate with the Superintendent to set the long-term direction of the district through the mission, vision, goals, and priorities.
3. The Board will govern through policymaking, planning, and oversight, while acting as financial stewards of the district, including setting expectations, aligning resources with priorities, planning for fiscal sustainability, and monitoring progress.
4. The Board will conduct district business with care and respect, fostering board unity and assisting in gaining acceptance and support in the community by openly sharing district progress and celebrating student success.
5. The Board will understand that as an individual, a board member has no authority. It is when acting through a majority that the Board has influence.
6. The Board will supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
7. The Board may engage and volunteer in learning activities at the board, district, community, state, and national levels.
8. The Board will, as a cohesive leadership team, work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
9. The Board will refer all matters related to day-to-day operations to the Superintendent, respecting the Superintendent's responsibility to manage district operations and ensuring a timely response from the District.

C. Role of Board Leadership

1. Board leadership will manage the Board's processes, convene meetings, develop the Board agenda with the Superintendent, seek board member input, and execute documents as appropriate.
2. Board leadership will serve as the authorized spokesperson for the Board with regard to board policy, process, and decisions. The Chair may delegate this responsibility to other board members and/or the Superintendent.
3. Board leadership, or a designated delegate, will respond to communications addressed to the Board. All Board members will be included in responses issued by the Board chair. **Following the chair's response, other Board members may also respond if they choose.**
4. Board leadership will communicate with individual board members as mediator should an issue or problem develop between members of the Board and express expectations under policies, working agreements, and group operating norms.
5. Board leadership will assist the Superintendent in communicating important information to the full Board and will keep board members apprised of information exchanged with the Superintendent.
6. Board leadership will set strategic priorities for board professional development annually.
7. Board leadership will consist of a Board Chair and Co-Vice Chairs. A Vice Chair will perform leadership duties when the Chair is not available.

D. Role of the Superintendent

1. The Superintendent serves as the chief executive officer charged by the Board to be the operational and instructional leader of the school district.
2. The Superintendent invests in the relationship with and the capacity of members of the Board.
3. The Superintendent works with the Board to establish strategic priorities for the District.
4. The Superintendent prepares annual goals for the Board's consideration.
5. The Superintendent serves as the chief advisor of the Board by providing relevant qualitative and quantitative data and other sources of accurate information to board members so that comprehensive, evidence-based decisions can be made.
6. The Superintendent communicates with board members promptly and effectively by informing the board of all emergent information, including relevant trends, anticipated media coverage, or vital external or internal change.
7. The Superintendent or designee schedules times for a maximum of three board members to meet with the Superintendent or designee for information-sharing sessions and questions. Answers to questions will be shared with the entire Board, and meeting participants will not deliberate towards a decision.



Corvallis

SCHOOL DISTRICT

IX. ADJOURNMENT (8:35 PM)*

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841