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
Monday, September 26, 2016 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

Monday, September 26, 2016
6:30 PM

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

Meeting Details: Monday, September 26, 2016, 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. ALTERNATIVE PATHWAYS

Corvallis
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Prepared for: Corvallis School Board
Prepared by: Eric Wright, Alternative Pathways Coordinator
Meeting Date: September 26, 2016

Alternative Pathways Update — NO ACTION REQUIRED

I. College Hill

We are beginning the year over capacity by just a bit. We received our referrals at the end of last school year but several students who had moved out of state returned unexpectedly and we had a few students in crisis in the district who really needed our services. So our labs are fuller than they have ever been.

Nonetheless, this has been the best start to a school year for students in my tenure at College Hill. There is a real energy and focus on hard work that palpitates through the building. Academy courses just began this past week and we have students this year working on Engineering 1 & 2, Digital Storytelling, Horticulture, Construction Math, Knitting, Mindfulness, Critical Thinking, Book Club, Landscape Maintenance, Net Games, Soccer, and a host of other direct instruction courses. These courses give our students the opportunity to collaborate, think critically, exercise their minds and bodies, and solve real-world problems. In addition, students have already earned 10.5 credits through their syllabus-based courses.

Our cohort of students this year is characterized by passion, humor, kindness, and some wisdom. We are working on grit, determination, focus, and vision.

We are excited to infuse more project-based learning opportunities into our classes and opportunities for students to showcase their learning. Last year's film festival, plant sale, and Chick Tech presentations were experiences that were so significant for our students, we want to create opportunities for all of our students to stretch themselves and show off a bit.

Above all, our work this year will be about relationships. It is our goal to see to it that each and every College Student is known, understands his/her value, and feels like a part of a unique and special community. These relationships are built on trust, respect, fresh starts daily, and a willingness to have difficult conversations. The foundation of these relationships are being built already and I am confident that they will continue to grow and strengthen as we work together this year.

II. Urban Farm

The dream that was the Urban Farm has finally become a reality! Our first cohort of students are already dedicating themselves to building something that will stand the test of time and serve as an avenue for student success for years to come. We began the year with 13 students, all freshmen and sophomores, who were selected and referred by their schools, CHS, CV, and College Hill. These are some of the vulnerable students in our district, and 9 of them have had perfect attendance. These students are feeling more connected to school than ever before and do not want to miss out on any of the action. It is really exciting to be in on the ground floor.

Although the students have yet to break ground and are, understandably, antsy to get their hands dirty, this team has dedicated themselves to doing things well and being sure of their direction before they dig in. They have been visiting local farmers to learn the basics of the industry, gleaned corn and tomato fields to understand the basics of harvesting, and worked with local scientists to understand the nature of soil and the characteristics of our site. In addition, the group has broken down into four departments: Facilities, Communications, Livestock, and Marketing. These teams are taking unique ownership of pieces of the project; we are witnessing growth and improvements in the land every day.

Academically, these students have written business proposals, composed research papers about chicken varieties and presented their findings to the group, begun to study a potential rainwater catchment system and all the math that it entails, and read their first novel, *Seed Folks*, together.

We want to thank the facilities, maintenance, and grounds crews for their partnership, support, guidance, and participation in this work. They are such a significant part of the educational program and we could not do this without them.

As we commit ourselves to the success of every student in our community, it is programs like this, with these types of professionals, that will make it possible.

III. Corvallis Online

We continue to offer online credit recovery opportunities for students at each of our three high school sites and we continue to hone our practices to support student success. While most of our online courses utilize the Odysseyware curriculum, we have moved our language arts courses over to a Moodle version of our College Hill curriculum. These courses are much more effective in skill-building and do not require students to slog through as many pieces of literature like *The Inferno*, or *Sinners in the Hands of an Angry*

God. Using more engaging, accessible, and age-appropriate materials and requiring students to work through each step of the writing process, we are confident that our students will have greater success both in their classes and in the development of their skills as readers and writers. We also continue to offer courses in math, science, social studies, and health, and elective opportunities.

We recognize that nothing can replace the effectiveness of a classroom teacher, but we are dedicated to creating significant learning opportunities in relational spaces for each of our students.

IV. Linn Benton Community College (LBCC) Partnerships

While last year was a year characterized by moving targets and changing legislation, this year promises to be one of new beginnings and renewed opportunities. The end of the advanced diploma definitely put a wrench in the plans of many of our students last year, the new reality of Oregon Promise, Post-Graduate Scholars, Free Application for Federal Student Aid (FAFSA) completion for all, and a new High School Partnerships Director at LBCC creates a clear picture of the work that lies before us.

Our overall numbers of students matriculating on to LBCC are certainly down from last year. Although these numbers are, surprisingly, difficult to obtain, we are confident that we have fewer Corvallis School District students enrolled than we did a year ago. There is no more advanced diploma, which accounted for approximately 150 of our students last year. We now have 17 students participating in Post-Graduate Scholars and we do not have a firm answer on our Oregon Promise enrollment…please stay tuned as we try to get firmer numbers on this group. We continue to have about 11 students participating in the Alternative Learning Options (ALO) program as former homeschooled students working toward a high school diploma. This number may decrease a bit as we are no longer enrolling out of district students outside the transfer window. I do expect our Expanded Options Program (EOP) enrollment to increase as we urge more students to explore post-secondary opportunities before graduating.

Virginia Mallory is the newly hired Director of High School Programs at LBCC. We are excited to partner with her as she establishes a regional vision of collaboration between high schools and the college.

V. WINGS

The WINGS (Work-experience, Instruction, Networking, Goal-setting, and Self-determination) program continues to support 18–21 year-old students as they transition into supported living and working opportunities. A bit down in student numbers this year

as they prepare for an enrollment bubble in the next few years, the WINGS team are dedicating themselves this year to creating an environment that supports students academically, vocationally, interpersonally, in their communication, and in their participation in leisure and recreational activities.

These students spend much of their days out in the community at work sites engaging in work readiness training, navigating their physical and social worlds, and preparing for greater levels of independence and quality of life.

This year we are so excited to share that our newest job site is the Majestic Theater. One of our students has even earned her first free ticket to an evening of improvisation. We are so excited to see these community partnerships grow and are so grateful to the businesses in Corvallis that have welcomed our students and committed themselves to mutually beneficial partnerships.

VI. Corvallis Community Transition Program

The CCTP is really finding its footing and creating incredible opportunities for students this year. In speaking with the staff, we are so much further along than we were at this time last year. This program serves students between the ages of 18 and 21 who have completed high school but are not yet ready to transition into independent living and work. They are working together to conquer their fears, to communicate effectively, to follow through, to become independent and employable.

This program is a partnership with the Oregon Youth Transition Program, which works to find paid work for young adults with barriers to employment. They are engaging in work experience to build work readiness skills at sites like Phagans' Beauty College, Benton Food Share, Meals on Wheels, Habitat for Humanity, and many other locations.

Students in this program may be taking a course or two at LBCC, engaging in a vigorous job search, volunteering to establish work readiness, or developing skills to overcome employment barriers. They are also learning to navigate our community transportation, finance, and civic institutions. They will be living on their own soon and we need to ensure that they are prepared.

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III.A. Pipeline Project

pipeline

Fast Lane to Success

Albany Area Chamber of Commerce

Pipeline Program

The Coming Jobs War

By Jim Clifton

Leaders of countries and cities, Clifton says, should focus on creating good jobs, because as jobs go, so does the fate of nations. Good jobs bring prosperity, peace and human development.

pipeline
Fast Lane to Success

What are the key issues for industries?

- Open Starting Positions - NOW
- Open Technical Positions – NOW
- Future Demand – Increasing needs

Why?

- Lack of qualified new hires; skills, attitude, etc.
- Career Technical Education (CTE) classes/programs limited, not offered or not meeting needs.
- No CTE feeder programs at local high schools or LBCC.
- 50+ years directing students to 4 year university degrees.

pipeline

Fast Lane to Success

Formed Workforce Development Task Force with industry leaders, LBCC, Linn County and GAPS.

Hutchins Advertising did initial outreach; focus groups and surveys of students and educators. Chamber organized tours for teachers, counselors, students, administrators.

Nationally, approximately 70% of high school seniors do not go on to receive a 4 year degree, but need post secondary education or training for a successful career.

We recognized the lack of knowledge about Albany area businesses and career opportunities. We must educate parents, students, educators, community on career opportunities at Albany area businesses.

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Fast Lane to Success

Local industries identified needs:

- Over 1,100 skilled employees are needed in the next 5-7 years in just 7 industries in our area.
- Workforce education for specific skills on specific equipment needed and ongoing training.
- If our businesses don't make/build/create it they will get it from somewhere else.

Local Industries, Samaritan Health Services, LBCC, GAPS, and Linn County stepped up to financially support the Pipeline program. Industry leading the way.

- Workforce Development Director, Josefine Fleetwood, hired by the Albany Area Chamber in Sept. 2014.

pipeline

Fast Lane to Success

- Launched marketing and outreach to Albany and surrounding communities, schools, students, educators and businesses to let them know what we are doing and how they can participate in the Pipeline program.
- pipelinetojobs.com

pipeline

Fast Lane to Success

Industry and LBCC CTE Tours – ongoing

Middle School Career Clubs - ongoing

High School Educator Tours - ongoing

Manufacturing Day, October 7, 2016

Health Care Day, January 2017

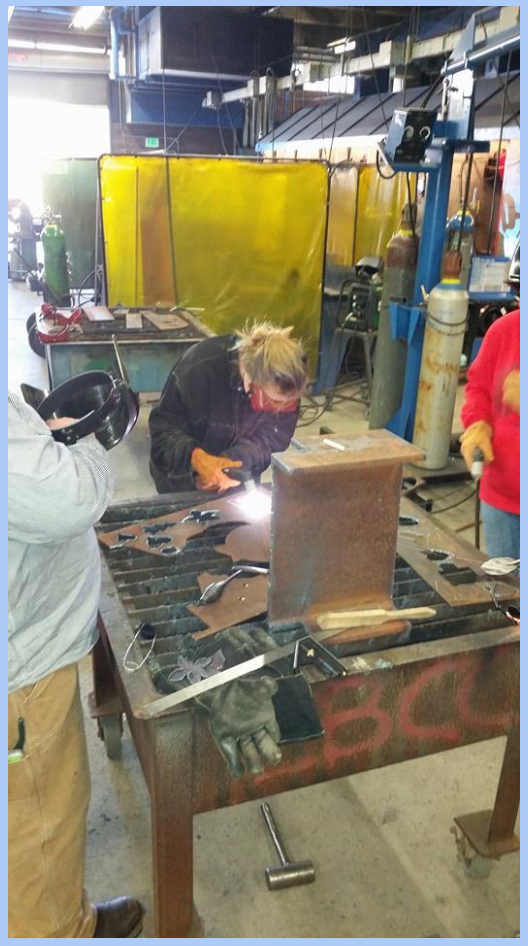
Middle School Makers Clubs

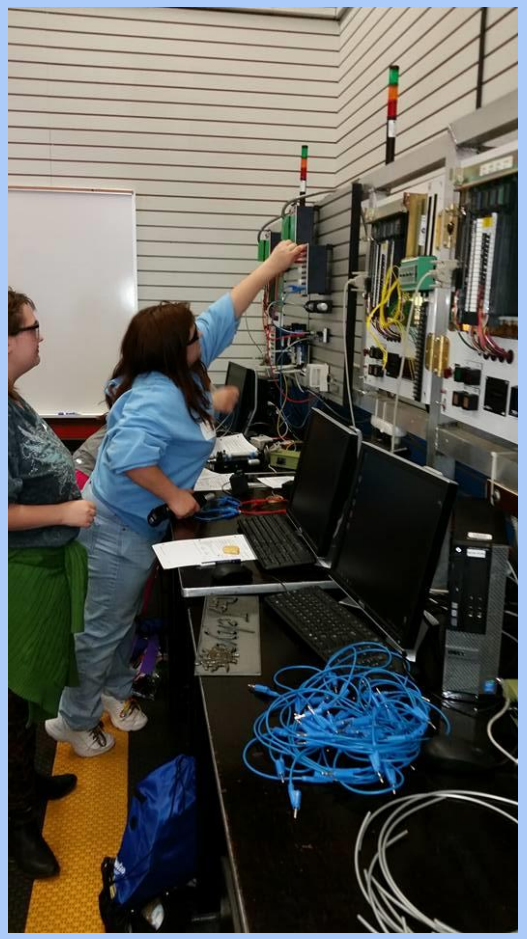
Women in Manufacturing - Spring 2017

Middle/High School Manufacturing Summer Camp – June 2017

National Career & Technical Education Signing Day at LBCC, Feb. 16th, 2017

Women, Metals and Manufacturing, April 2016: Introduced girls to careers in the trades at LBCC. 29 girls attended from 5 schools and 3 districts. Next event is scheduled for Jan. 20th, 2017.





National CTE Signing Day: 30 Linn and Benton County students attended in spring 2016. Planning to grow the programs at LBCC participating and the number of students signing. Raising money now for scholarships.



pipeline

Fast Lane to Success

Industries funding request to City Of Albany to use economic development funds for equipment purchases, refined several times, $2.8 million granted.

Equipment program is for the next 6 + years of career forecasts. LBCC will upgrade the equipment in the future.

pipeline
Fast Lane to Success

Expanded Opportunities

- With the success of the Pipeline program we are doing outreach to become the regional Pipeline program in the Linn and Benton Counties. Entek, Lebanon Schools and Corvallis Schools recently became partners.

- Pipeline is expanding to help introduce students to health care employment opportunities. Health Care video and website page under development.

- South Albany Employability Grade. Emphasizing soft skills. The importance of on time attendance, teamwork, etc.

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Fast Lane to Success

CTE is STEM

STEM and CTE Alignment

- Career and Technical Education is an important part of **S**cience, **T**echnology, **E**ngineering and **M**ath (STEM) educational goals established by the Department of Education.

- CTE is a catalyst for STEM education. There are unfilled STEM jobs and the gap for students in STEM fields is widening.

- Often times when individuals think about STEM, they think of scientists and engineers which is right on target. However, what doesn't come to mind are the numerous high wage, high skilled, high demand careers that CTE programs are preparing students for .

Manufacturing Day
LBCC Mechatronics



Manufacturing Day
LBCC Welding



Industry Tours for High Schools



Visual Communications and Printing Career Day



pipeline

Fast Lane to Success

Pipeline Video

- https://drive.google.com/file/d/0B55-XNR7WXhsSFZLNUh0ZUk3VXc/view?usp=sharing

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III.B. Urban Farm

IV. SUPPORTS FOR NEW TEACHERS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Suzanne McFarland Price and Carole Beedlow
Meeting Date: September 26, 2016

Supports for New Teachers

NO ACTION REQUIRED

I. Systems of Support

Each year, the Teaching and Learning Department allocates funding for teacher induction and essential supports for beginning teachers (in their first or second year of teaching) and those teachers who are new to the district.

Beginning teachers are, on average, less effective than more experienced ones.[1] High quality induction programs can accelerate new teachers' professional growth, making them more effective faster. Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states' and school districts' investment, and improve student learning.[2]

The Corvallis School District offers three key areas of support:

A. New Teacher Academy

The New Teacher Academy is a two-day session that provides differentiated professional development. The purpose of the academy is to induct new teaching staff, share the district's culture and vision, and review district policy, procedures, and processes. This year the focus was on growth mindset, planning lessons using the lens of equity, and communicating with parents, guardians and families. This year, we served 44 new teachers at our academy, including 18 elementary teachers, 21 secondary teachers, three Speech and Language Pathologists, one elementary counselor, and one behavior specialist who serves both elementary and secondary.

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[1] Hanushek, E., Kain, J. F. et. al. (2005.) "The Market for Teacher Quality." NBER Working Paper 11154. National Bureau of Economic Research: Cambridge, MA.
[2] Ingersoll, R. & Strong, M. (June 2011). "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." Review of Educational Research, 81(2), 201-233. 3

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B. Teacher Mentor Program

Suzanne McFarland Price, a teacher on special assignment (TOSA), is the district's full-time Mentor Teacher Coordinator and is joined by six part-time mentors this year. Ms. McFarland Price oversees the mentor team as well as plans, coordinates and facilitates the new teacher academy and the building buddy program. Carole Beedlow is the Program Coordinator for the Albany/Corvallis Mentor Forums. She also serves as mentor to the Mentor Teacher Coordinator.

Mentors use research-based mentoring strategies and formative assessment tools provided by the New Teacher Center, a national non-profit organization dedicated to improving student learning, to guide their work. They work with beginning teachers to improve their practice and impact on student learning, spending 60 hours or more with first-year teachers, and between 30 and 60 hours with second-year teachers.

Mentors:

- Challenge beginning teachers to advance their practice.
- Are committed to a collaborative practice that includes the building principals.
- Provide a safe and confidential space for work with beginning teachers.
- Provide resources.
- Plan lessons with teachers.
- Observe beginning teachers and provide evidence for teacher reflection.
- Participate in instructional rounds with teachers.
- Attend professional development with teachers.
- Attend and provide professional development to beginning teachers.

The number of mentor assignments depends on new hires and staffing. Our mentor staff for the 2016-17 school year serve 32 beginning teachers. Of the beginning teachers, a few are in the bilingual teacher pathway/"grow our own" program.

Beginning Teachers By School				
Adams Elementary	1		Mountain View Elementary	1
Lincoln Elementary	5		Linus Pauling	7
Garfield Elementary	4		Cheldelin Middle	1
Hoover Elementary	5		Corvallis High	2
Jefferson Elementary	0		Crescent Valley High	2
Wilson Elementary	3		Speech and Language Pathologists	2*
Franklin School	0		**1 at Franklin & Cheldelin; 1 at Hoover & Garfield*	

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Mentors for Beginning Teachers	
2016-17 Mentors	Mentor Assignments
Full-time mentor	10 first-year and 8 second-year teachers
Part-time mentor	2 first-year and 4 second-year teachers
Part-time mentor	2 first-year and 1 second-year teacher
Part-time mentor	1 first-year teacher
Special Education mentor	1 second-year special ed. teacher
Life Skills mentor	1 first-year life skills teacher
Speech Language Pathologist mentor	2 first-year SLPs

C. Building Buddy Program

The Building Buddy Program provides, when possible, an on-site support person for topics that apply to building and district culture such as the grading system, curriculum night, parent conferences, school schedules, professional learning communities, and school events.

There are 33 teacher leaders in our schools supporting 60 new and beginning teachers and a few experienced teachers who are not new in our district but have changed buildings or accepted new positions. Some teachers who are in multiple buildings will have one buddy at each site.

II. Data

The primary method of data collection includes soliciting qualitative feedback from mentors in mentor forums, tracking mentor and beginning teacher hours, and surveying beginning teachers at year-end. We also gather information and feedback from teachers, administrators, and mentors. Feedback has been very positive about the teacher induction program and the continuing support provided to new teachers.

The qualitative data shows that experienced and beginning teachers feel that our induction program supports them in their transition into the profession and into our district. The mentor program has helped with the retention of beginning teachers.

Teachers reported that building buddies provided support with logistics, systems, and procedures in their schools. Beginning teachers, both first- and second-year, reported that mentors impacted their practice and student learning. Building principals also value our new and beginning teacher support system and believe buddies and mentors provide pathways to more effective teaching.

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Data is used to inform and improve the teacher induction process. Feedback from the 2015-16 New Teacher Academy was incorporated this year in the form of increased differentiation in professional development during the academy. Data collected from beginning teachers about their mentoring experience led to an increased focus for mentors on using formative assessment tools to focus on instruction, sharing available community resources and how to better communicate with families and guardians.

III. Plans for 2016-17 and Beyond

A. Continue to gather feedback about the New Teacher Academy from all stakeholders and develop meaningful and relevant new teacher induction professional development.

B. Continue to partner with mentors from the Albany School District to coordinate professional development opportunities for beginning teaching staff and to further improve our mentor programs.

C. Continue to provide professional development that is based on needs of beginning teachers and that:
    a. Is created and presented by mentors or guest speakers.
    b. Includes time for small group and mentor-directed groups for sharing.
    c. Is provided throughout the school year in November and December 2016, and March 2017.

D. Continue to differentiate teacher induction professional development for beginning and veteran teachers.

E. We will seek funding sources to send mentors to Oregon Department of Education and New Teacher Center trainings in the future.

IV. Summary

In the last three years of these programs, we have served 98 beginning teachers and many experienced teachers who were new to our district. We have third and fourth year teachers who had been mentored and are now taking on leadership roles in their schools, such as Teacher Evaluation Leaders, Technology Coaches, and leaders of their grade level teams.

Mentor Program

Corvallis School District, Greater Albany School District, and Oregon State University

ODE Project Goals

Mentoring Matters!

- Increasing retention of beginning teachers and administrators
- Improving instructional practices for beginning teachers and administrators
- Increasing student learning and growth

... through the equity lens and creation of strategic opportunities for students of color.

2016-2017

Leadership Team Contact Information:

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Oregon State University:
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Program Coordinator Contact Information

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New Teacher Academy

Mentor Role & Support for Beginning Teachers

ROLE:

- Utilizes research based mentoring strategies
- Help beginning teachers (BT) set high expectations for themselves and for their students
- Balance immediate and long-term needs
  - Ex. Student behavioral issue→classroom management→analysis of student work→differentiation of instruction
- Challenges BTs to advance their practice
- Uphold high standards and promotes the learning of ALL students
- Committed to a collaborative partnership

SUPPORT:

- **Confidential** and collaborative Instructional Mentor
- Up to 75 hours of Instructional Mentoring via: Weekly contact
- One-to-one mentor sessions—Discuss **YOUR** needs...
- Resource gathering—building and district specialists
- Lesson Planning
- Observations—effective instruction is evidence based, observations provide opportunity to collect data
- Learning Lab/Instructional Rounds—observing other classrooms
- Professional Development
- Quarterly 2 hour PD sessions

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V. SUMMER EDUCATIONAL PROGRAMS SUPPORTED BY THE CORVALLIS PUBLIC SCHOOLS FOUNDATION

SUMMER PROGRAMS REPORT

Corvallis Public Schools FOUNDATION

Liv Gifford, Executive Director

September 26, 2016

MISSION AND PRIORITIES

Mission

- Uniting private donors and public educators in a common effort to provide the best possible education for all students

Priorities

- Reducing barriers to education for students navigating poverty and homelessness
- Providing pathways to graduation
- Expanding excellence through enrichment opportunities

PATHWAYS OF SUPPORT

Pass-through donations to schools/programs

- Individual schools
- District/Multi-school programs
  - Homeless Education
  - Graduate All-Night Party
  - Career Convention
  - Etc.

Foundation priorities and work

- Cash + endowment earnings
- Foundation-designated support:
  - Learning Enrichment Grants
  - **Graduation Rate Intervention Grants**
  - SOS funds

GRADUATION RATE INTERVENTIONS

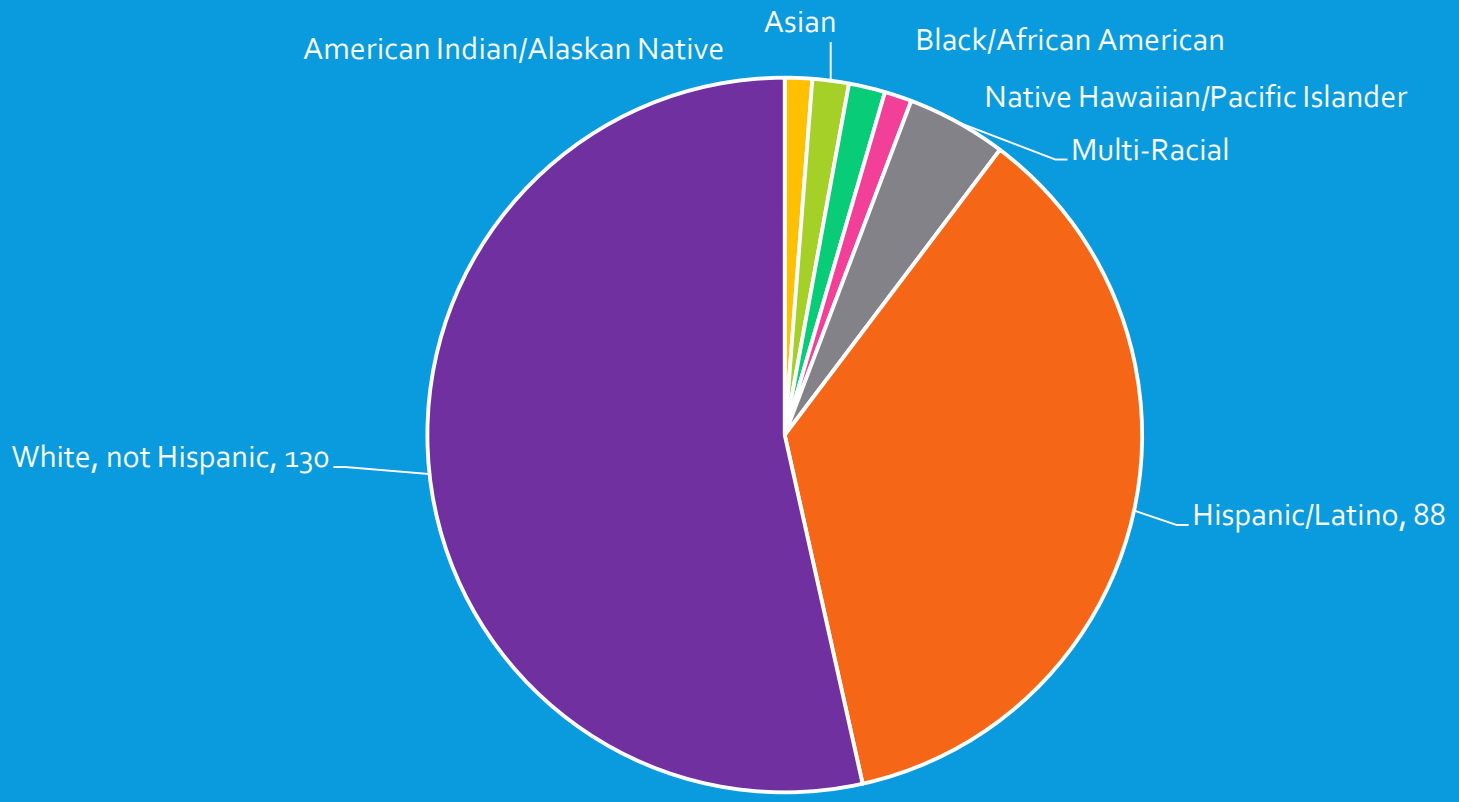
- The Foundation has provided approximately $40,000/year for the past 4 years.
  - Local businesses have contributed over $110,000 to this cause
- This year we provided $45,700 to summer programs.



School/Program	Summer 2016 offering	# students
College Hill High	Credit Recovery	96
Corvallis High	English Credit Recovery	31
	AVID Summer Boot Camp	25
	ELL Newcomer Prep	19
Crescent Valley High	Essential Skills Camp for Math/Writing	9
	Passing Camp in English	37
	AVID Summer Boot Camp	14
Linus Pauling Middle	Summer Math Camp	30
Mountain View	Moving to the Green Zone	11
Wilson	Summer Skill Boost	4
TOTAL		**276** (243 unique students)

STUDENT DEMOGRAPHIC DATA

- Number of unique students served = 243
- 47% non-white



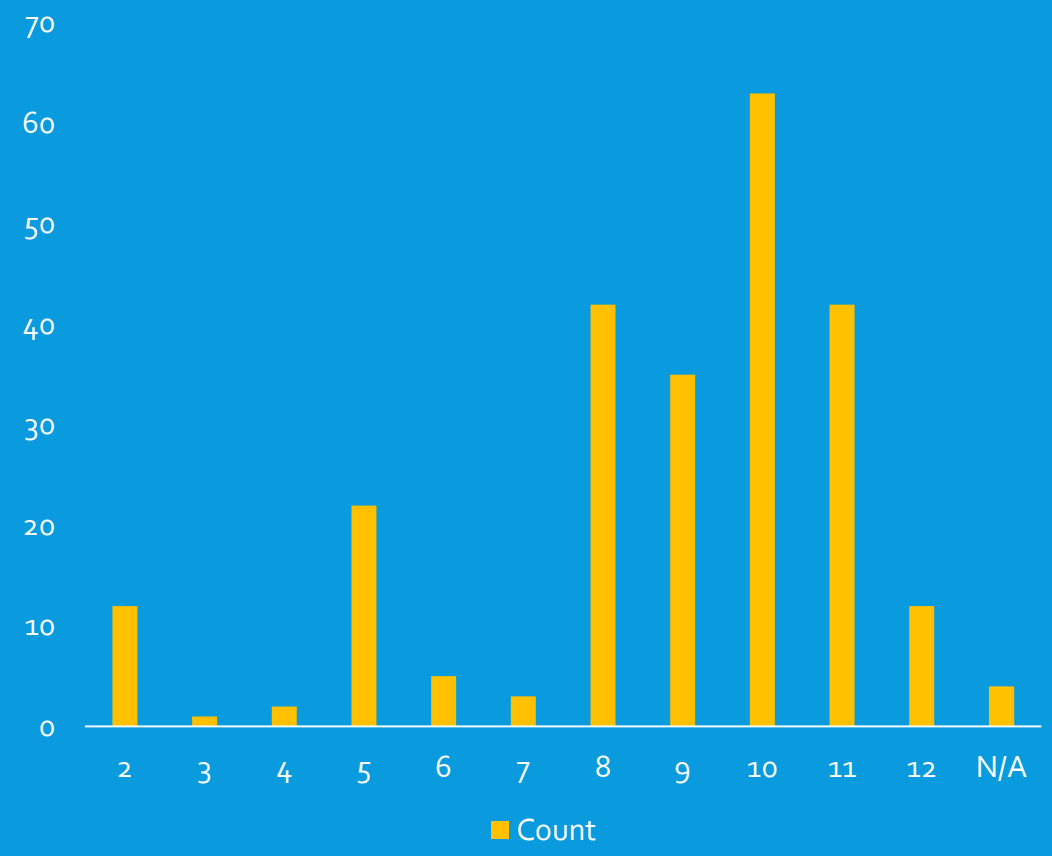
STUDENT SUBGROUPS



- 10 percent students with disabilities
- 54 percent students navigating poverty
- 32 percent emerging multilingual students
  - 10 languages other than English represented

PARTICIPATION BY 15-16 GRADE LEVEL

- 64 percent were in high school
- 21 percent were in middle school
- 15 percent were in elementary school



CREDIT RECOVERY OPTIONS

- Summer Credit Recovery - Online courses coordinated by College Hill, held at CHS
  - 86 unique students
- CHS English Credit Recovery Program
  - 31 unique students
- CV Passing Camp
  - 37 unique students
- As a result of these programs, **6 students were able to graduate** in 4 years

2013	2014	2015	2016
143 half credits	157 half credits	113.5 half credits	161.5 half credits

AVID BOOT CAMP
CORVALLIS HIGH SCHOOL



25 participants

The AVID elective teacher and two AVID tutors provided a 3-day transition/boot camp for incoming AVID 9 students.

AVID BOOT CAMP
CRESCENT VALLEY HIGH SCHOOL



14 participants

"We had two guest speakers from the community who talked about their careers and college . We visited Linfield College, which the students thoroughly enjoyed."

-- Assistant Principal Nikki McFarland

ELL NEWCOMER PREP
CORVALLIS HIGH SCHOOL



19 participants

"This program really gave some of our most vulnerable learners a step up as they were allowed to get comfortable at CHS and build a trusting relationship with their teacher."

– Assistant Principal Paul Navarra

SUMMER MATH CAMP
LINUS PAULING MIDDLE SCHOOL



30 participants

"This first year of a summer program at LP was a success. These kinds of programs are what can support students to have a successful transition and be prepared to start strongly in math in 6th grade."

- Principal Alicia Ward-Satey

SUMMER SKILL BOOST
WILSON ELEMENTARY SCHOOL



4 participants

"Every time I entered the room, I saw smiling students engaged in learning. Hearing the children say, 'This is awesome' shows that we made learning fun!"

– Principal Eric Beasley

MOVING TO THE GREEN ZONE
MOUNTAIN VIEW ELEMENTARY



11 participants

"The Foundation has provided a wonderful boost to these students. I believe this program should be provided to struggling students every summer to prevent the summer slide."

– Principal Lisa Krause

QUESTIONS/DISCUSSION



Thank you!

Liv Gifford

liv.gifford@corvallis.k12.or.us

Corvallis
SCHOOL DISTRICT

VI. BOARD AGENDA PROCESS

VII. REVIEW OF BOARD POLICIES

VIII. ADJOURNMENT

*All times are approximate.

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

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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