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 26, 2019 6:00 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/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, September 26, 2019
6:00 PM

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

Meeting Details: Thursday, September 26, 2019, 6:00 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 (6:00 p.m.)

II. PLEDGE OF ALLEGIANCE

III. SESSION 1 TRAINING -- OREGON SCHOOL BOARDS ASSOCIATION PROMISE SCHOLARSHIP PROGRAM

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: September 26, 2019

Session 1 Training -- Oregon School Boards Association Promise Scholarship Program

NO ACTION REQUIRED

Background

The Corvallis School District was selected for the 2019-2020 Oregon School Boards Association (OSBA) Promise Scholarship Program (PSP). The PSP includes 18 hours of professional development for the School Board through which Board members will gain valuable insight into their role of improving student achievement. Upon successful completion of the PSP, the Corvallis School District will earn a $5,000 scholarship to distribute to one or more students.

September 26, 2019, marks the first of six three-hour training sessions. The public is welcome to observe.



APPLICATION 2019

OSBA believes that school boards have an integral role to play in the continual improvement of student learning. We believe that role is a collaborative governance one with the superintendent/college president and a distributed leadership team (DLT). Participation in the Promise Scholarship Program (PSP) includes meetings with the school board, superintendent/president and the DLT. If your system does not yet have a DLT, OSBA will help you in establishing one, and if your system has a DLT, we will help in learning how to integrate its work with the role of the school board.

District/ESD/Community college

Name of person submitting application

Title

Email address

Phone

This application also functions as your board's intent to participate. It is due to OSBA by June 1, 2019. OSBA will announce selected applicants by July 1, 2019.

Boards selected through the Promise Scholarship Program (PSP) application process are making a significant commitment of time to training and/or project work, which could result in a significant change in how the school board has done its work in the past. Selected boards that complete all aspects of the program (as described below) will receive either $2,500 or $5,000 of scholarship money to distribute to one or more students. Boards may choose to participate in the full PSP program, or the half program. Each program is described below.

Full PSP Program:

This program is ideal for boards that have not completed OSBA's Basic and Intermediate Roles and Responsibilities trainings in the last 12 months, or that have had significant turnover on the board since last completing the training. It may also be ideal for boards that wish to develop/revise a board operating agreement, a board self-evaluation, or the superintendent/president evaluation process, and/or that desire to invest deeply in their own professional development.

Boards applying for this program must be willing to commit to a minimum of 18 hours of professional development/project work. **PSP sessions must be scheduled as stand-alone special meetings and are not to be combined with other board business. Full board participation is expected at the PSP sessions.** Boards that complete the program will earn a $5,000 scholarship to distribute to one or more students.

A sample program outline is below:

SESSION	TOPIC	TIME COMMITMENT
Session 1	Facilitated assessment of board training needs, setting expectations, designing project goals and outcomes, scheduling future sessions	Approx. 3 hours
Session 2	Basic Roles and Responsibilities	Approx. 3 hours
Session 3	Intermediate Roles and Responsibilities	Approx. 3 hours
Session 4	Project session 1 *(with District Leadership Team)*	Approx. 3 hours
Session 5	Project session 2 *(with District Leadership Team)*	Approx. 3 hours
Session 6	Final project session *(with District Leadership Team)*	Approx. 3 hours
Session 7	OPTIONAL - Facilitated board self-evaluation and/or superintendent/president evaluation work session	Approx. 3 hours (This can take place at any time within the year.)

HALF PSP PROGRAM:

This program may be ideal for boards that have recently completed OSBA's Basic and Intermediate Roles and Responsibilities trainings and have had no significant turnover on the board since last completing the training. It may also be ideal for boards that wish to expand on a previous PSP project or complete a different project, or that have less time to commit to the board's professional development.

Boards applying for this program must be willing to commit to a minimum of 12 hours of professional development/project work. **PSP sessions must be scheduled as stand-alone special meetings and are not to be combined with other board business. Full board participation is expected at the PSP sessions.** Boards that complete the program will earn a $2,500 scholarship to distribute to one or more students.

A sample program outline is below:

SESSION	TOPIC	TIME COMMITMENT
Session 1	Facilitated assessment of board needs for project, setting expectations, designing project outcomes, scheduling future sessions	Approx. 3 hours
Session 2	Project session 1 *(with District Leadership Team)*	Approx. 3 hours
Session 3	Project session 2 *(with District Leadership Team)*	Approx. 3 hours
Session 4	Final project session *(with District Leadership Team)*	Approx. 3 hours
Session 5	OPTIONAL - Facilitated board self-evaluation and/or superintendent/president evaluation work session	Approx. 3 hours (This can take place at any time within the year.)

BOARD PROJECT

Each participating board must complete a board project (to be approved by OSBA's Director of Board Development). The board project must be:

- Designed to impact student achievement for all students
- Relate to a potential, proposed or newly-adopted district initiative

(Examples of this might include a districtwide implementation of AVID or Restorative Justice, setting board goals or building a long-term monitoring plan for a newly-adopted strategic plan.)

The first session of the PSP will be planning the project and learning how the principles of distributed leadership may apply. The superintendent/president may be asked to build a District Leadership Team (DLT) to meet with the board for project sessions.

The project sessions will be co-created with the OSBA facilitator and will address the five roles of the board, as outlined in the Iowa Lighthouse research:

1. Set clear expectations
2. Learn as a board team
3. Provide support to ensure success
4. Hold the system accountable
5. Build the community will to succeed

OTHER REQUIREMENTS

The board must submit evidence that the board has formally agreed to apply for and, if selected, participate in the Promise Scholarship Program as described in this application.

During the eligibility period (7/1/19 – 6/30/20), you must submit documentation of the following:

1. Completed superintendent/president evaluation
2. Completed board self-evaluation using the new OSBA online board self-evaluation tool.

PRICING

PROGRAM	COST
Full PSP Program *(minimum 6 sessions; 18 hours)*	$2,400 plus travel expenses *(mileage, meals and hotel, if applicable)*
Half PSP Program *(minimum 4 sessions; 12 hours)*	$1,600 plus travel expenses *(mileage, meals and hotel, if applicable)*
Additional PSP-related session *(if needed)*	No workshop cost; expenses only *(mileage, meals and hotel, if applicable)*

APPLICATION AND ACKNOWLEDGEMENTS

Please use the space below to respond to the following questions:

1. Identify whether the board is applying for the full PSP program or the half program.
   Select one:

   - o Full program
   - o Half program

2. Describe why the board wants to participate in the PSP and what the board hopes to learn by participating in this program. (For example, what are your greatest hopes for the system and board if selected to participate?)

3. What aspect of student achievement do you hope to impact through participation in this program?

4. List the board's professional development activities within the last 24 months.

5. Please explain your:
    a. current board governance practices; and

    b. your interest in exploring a collaborative governance model.

Please read and initial each item below:

_____ I acknowledge that I have read and understand all parts of the application.

_____ The board has formally agreed to apply for and participate in the PSP. A copy of the resolution, motion and/or board minutes is included as documentation.

_____ The board understands the time commitment involved in the PSP and has agreed to schedule PSP sessions with the facilitator as stand-alone special meetings (not combined with other agenda items). The board has agreed to devote approximately three hours to each session.

_____ The board has agreed to full board participation and to have at minimum a quorum present in sessions with OSBA.

_____ The board has agreed to complete all project requirements by June 30, 2020.

_____ The board understands that all requirements of the PSP must be met before the district is awarded the $5,000 or $2,500 scholarship funds.

_____ _____

Signature of board chair Date

PSP CHECKLIST

Use this checklist to check your progress on the PSP.

☐ Application submitted by 6/1/2019. Included:

- Completed application form and acknowledgements page
- Board chair signature
- Copy of minutes and/or resolution/motion documenting the board vote to apply for and participate in the PSP

☐ Basic Roles and Responsibilities training completed *(full program):* _____

☐ Intermediate Roles and Responsibilities training completed *(full program)*: _____

☐ Initial PSP session completed: _____

☐ Session #2 completed: _____

☐ Session #3 completed: _____

☐ Session #4 completed: _____

☐ Session #5 completed *(full program):* _____

☐ Session #6 completed *(full program):* _____

☐ Superintendent/president evaluation completed, and documentation sent to OSBA: _____

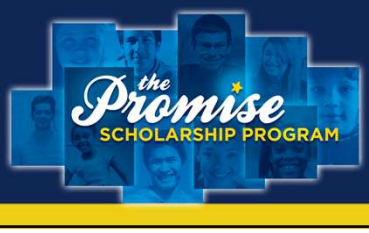
☐ Board self-evaluation completed using the OSBA online self-evaluation tool*:* _____



Corvallis District Session #1

Agenda – Session Outcomes

- Why PSP?
- PSP requirements
- Collaborative governance
- PSP project options
- Selection of PSP project (the fun part!)




Introductions


MICHAEL
JR.

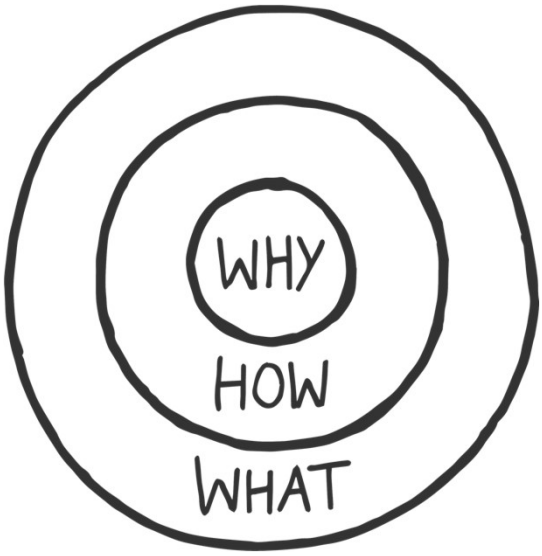
The Golden Circle



The Golden Circle

WHAT

Products sold, services offered or your role at work



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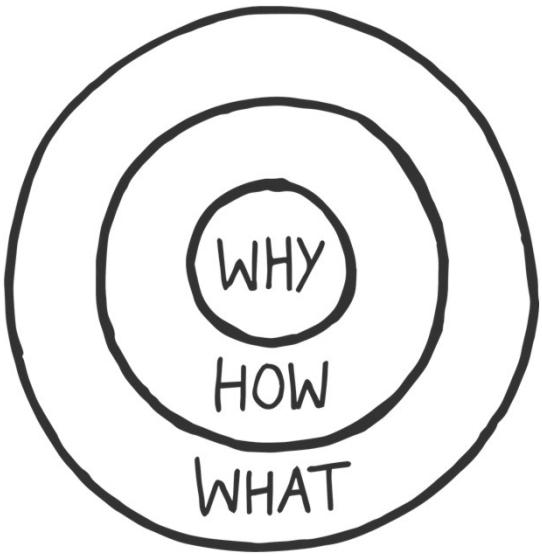
The Golden Circle

HOW

Your strengths, values and guiding principles



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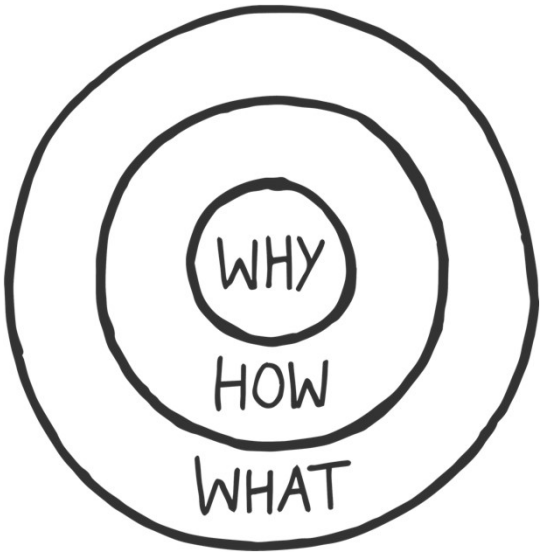
The Golden Circle

WHY

Your purpose, cause or belief



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The Golden Circle

Clarity of WHY

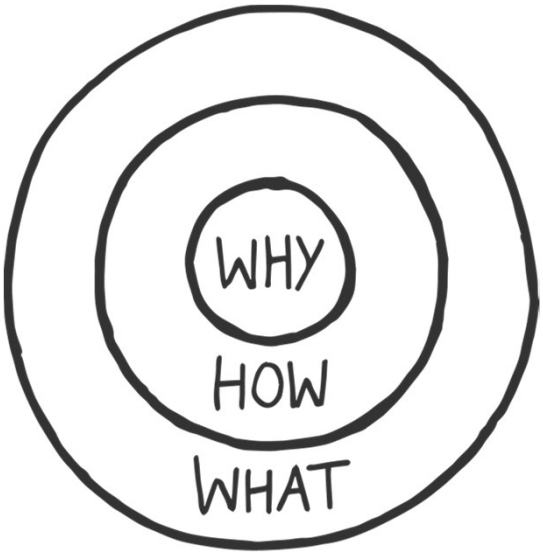
Your purpose, cause or belief.

Discipline of HOW

Your strengths, values or guiding principles.

Consistency of WHAT

Products sold, services offered or your role at work.





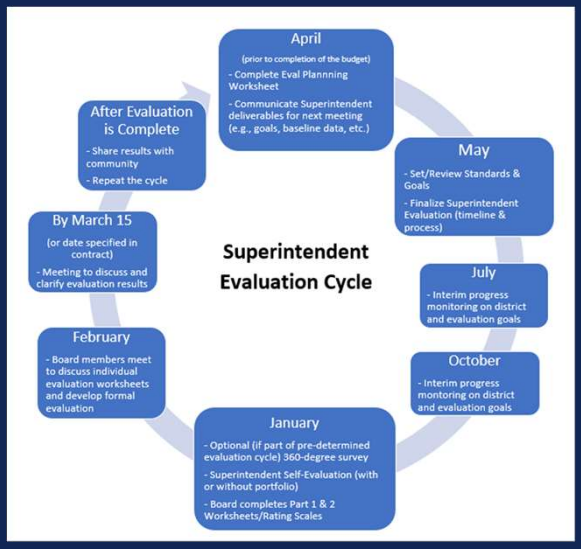
Why PSP?

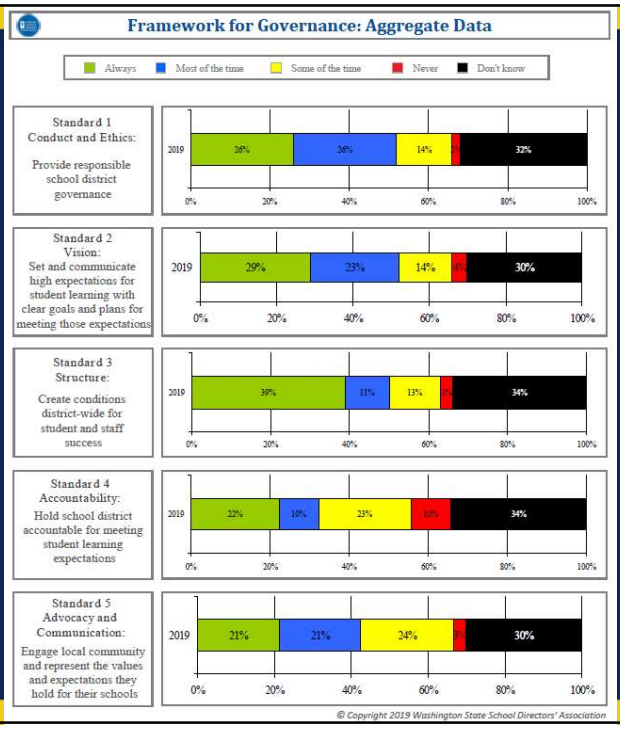
- Commitment to ongoing professional development and desire for continued momentum.
- Continue to close the achievement gap for racially and linguistically diverse students.

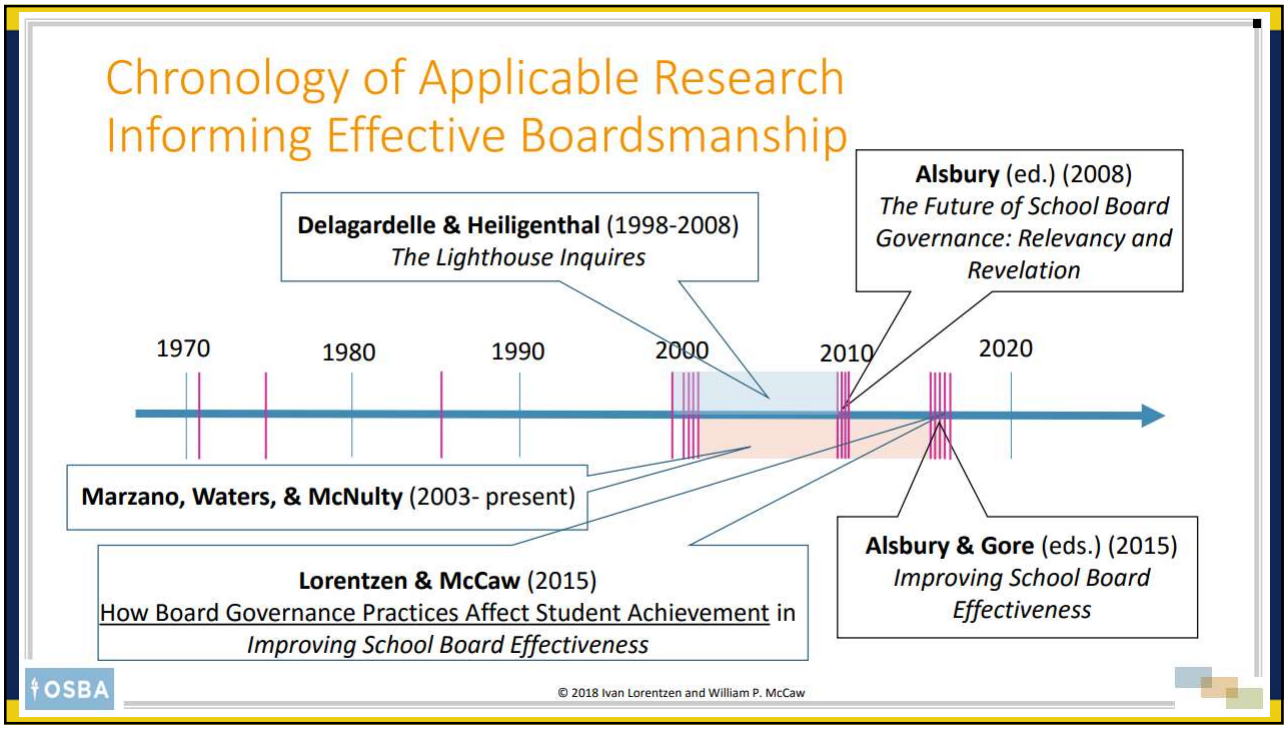
PSP Requirements

- Future sessions be 3-hour sessions dedicated to PSP work (separate from other board/district work) with everyone present.
- The board to evaluate the superintendent before 6/30/20.
- Complete a board self-assessment and adopt board development goals based on the results.
- OSBA expects the board to use Collaborative Governance to complete a project:
  - work with a District-wide Leadership Team (DLT) or other stakeholder group(s).
  - with specific agreed upon outcomes.

Superintendent Evaluation






Chronology of Applicable Research Informing Effective Boardsmanship
Delagardelle & Heiligenthal (1998-2008)
The Lighthouse Inquires
Alsbury (ed.) (2008)
The Future of School Board Governance: Relevancy and Revelation
1970
1980
1990
2000
2010
2020
Marzano, Waters, & McNulty (2003- present)
Lorentzen & McCaw (2015)
How Board Governance Practices Affect Student Achievement in
Improving School Board Effectiveness
Alsbury & Gore (eds.) (2015)
Improving School Board Effectiveness
OSBA
© 2018 Ivan Lorentzen and William P. McCaw


Collaborative Governance
Unified Leadership
Effective Partnerships
Systems Thinking
Shared Focus on Student Learning
Culture of Trust and Respect for Collective Responsibility
Learning Together
Collective Accountability and Support
Collaborative governance

Unified Leadership with Effective Partnerships

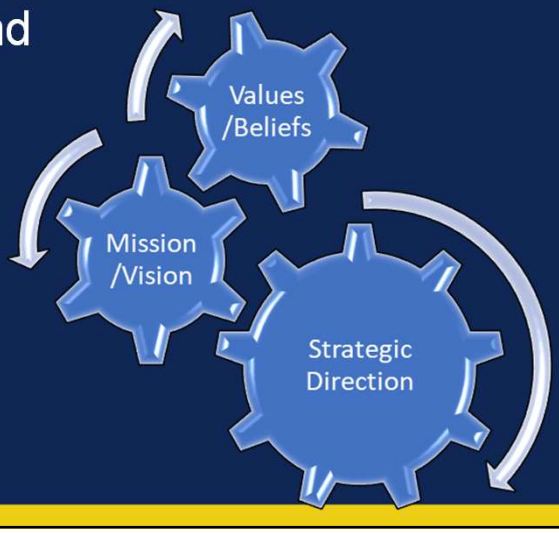
- All stakeholders share a common mission of student success (Marazano & Waters, 2009)
- Effective partnerships (Bostic, et. al., 2013)
- Collaborative goal setting with progress monitoring (Marazano & Waters, 2009; Dervarics & O'Brien, 2011)
- Board work is aligned with district goals & resource allocations (Marazano & Waters, 2009)

Systems Thinking Approach with a Shared Focus on Student Learning

- Setting clear expectations (Lighthouse, 1998)
- Ensuring that all students achieve at high levels is the key work of the board (NSBA, 2019)
- Creating the conditions for success (Lighthouse, 1998)
- Alignment of mission, priorities, and goals (Marzano & Waters, 2009; Dervarics & O'Brien, 2011)

Culture of Trust & Respect for Collective Responsibility

- Culture of learning and trust through…



(Rice, 2019)

Learning Together with Collective Accountability and Support

- Stakeholders learning together (Delagardelle, 2008)
- Holding the system accountable
- Creating the conditions for success (Lighthouse, 1998)
- Reciprocity of accountability and capacity (Elmore, 2000)

Unified leadership	• Vision and goals are clearly communicated • The board/sup work together to lead the district toward achieving the vision
Effective partnerships	• Stakeholders are invited to the conversation • Multiple perspectives are considered and honored
Systems thinking	• Big picture is considered • Decisions are supported by policy and best practice
Shared focus on student learning	• Intentional focus on success for all students
Culture of trust and respect for collective responsibility	• Role clarity for all parties • Mutual respect and communication that builds trust
Learning together	• Deep reliance on data to inform decisions • Learning and developing as a team
Collective accountability and support	• Decision-making is shared and accountability is reciprocal • The conditions necessary for improvement are monitored

Who is a Stakeholder?

WHO SERVES ON THE DISTRICT LEADERSHIP TEAM?

- Central office staff with responsibilities related to curriculum, instruction and assessment
- Building principals
- Teacher leaders from each building who work directly with the principal to provide leadership for improving teaching and learning in the focus area
- People who have the capacity, commitment and skill set that can actually lead the work of creating mastery of the instructional initiative throughout the system
- People who believe the circumstances in which they find themselves are conducive to accomplishing the goals they hold to be personally important



- Your staff
- Students and youth, including historically underserved
- Families
- Communities
- Tribal Members
- Civil Rights Organizations
- Community-Based Organizations
- Service Clubs
- Early Learning Advocates and Providers
- School Board Members
- Budget Committee Members

- PTAs, PTOs, Boosters, Parent Clubs, Site Councils
- Researchers and Advocacy Organizations
- Elected Officials
- Faith-Based Organizations
- Higher Education
- Health and Social Services
- Youth Development
- Business Community
- …and many more!

The DLT

DISTRICTWIDE LEADERSHIP TEAM TIP SHEET (Lighthouse)

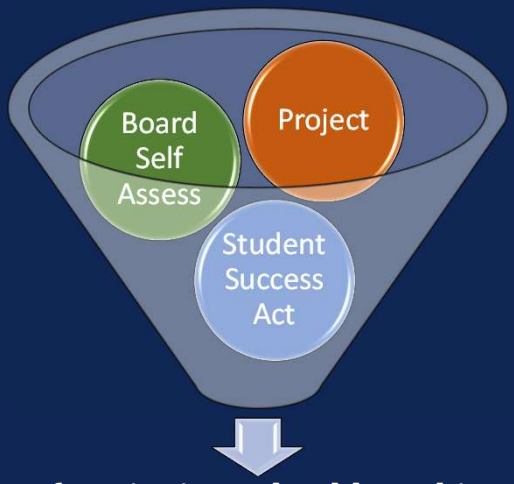
WHAT IS A DISTRICTWIDE LEADERSHIP TEAM?
The districtwide leadership team is a group of individuals who agree to assume leadership responsibility for guiding and protecting the work focused on improving student learning in the focus area.

What is the role of the districtwide leadership team?

- Identify specific learning needs to be addressed
- Engage all staff in the identification of needs and determining actions
- Provide guidance, direction and support for districtwide efforts to improve teaching and learning and building-level implementation of the districtwide efforts:
  - Provide input into the focus and design of the districtwide improvement effort
  - Lead the implementation of districtwide change initiatives – a change in results for students by:
    - A change in the culture of the district and schools
    - A change in instructional practices
- Monitor the implementation of districtwide change initiatives
- Plan/support the inquiry/professional development:
  - Engage the entire staff in action research around the improvement of instruction to impact the identified student learning needs
- Shepherd the initiative:
  - Set goals and measurable targets related to changes in the environment and student learning
  - Determine the specific strategies (facilitate the decision-making process, make recommendation and garner support, etc.)
  - Monitor progress
  - Adjust efforts and support based on progress data (mid-course corrections)

the Promise SCHOLARSHIP PROGRAM

PSP Options…



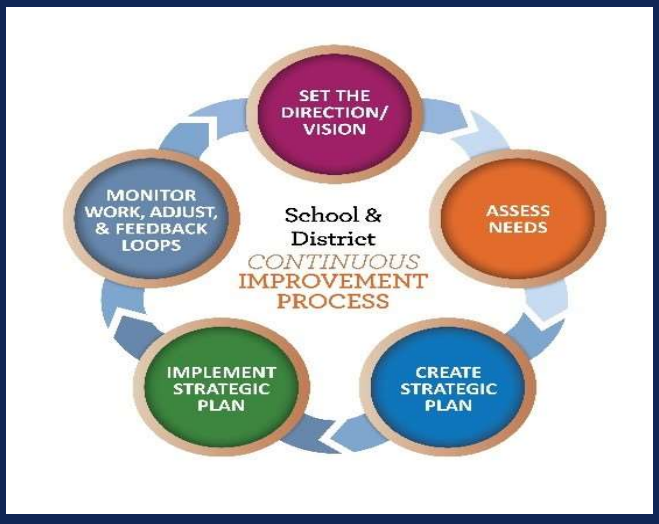
Higher functioning school board impacting student achievement

Facilitated Support as PSP Project



STUDENT SUCCESS ACT

Continuous Improvement Process



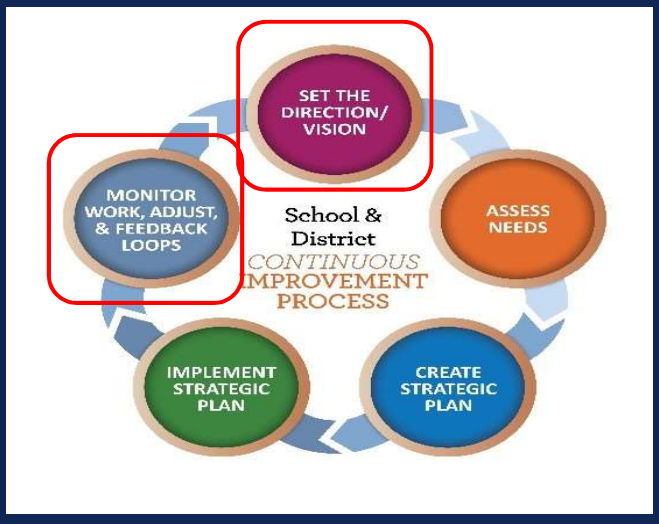
ROLE OF THE BOARD
THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction in Key Areas

Area being discussed: _____

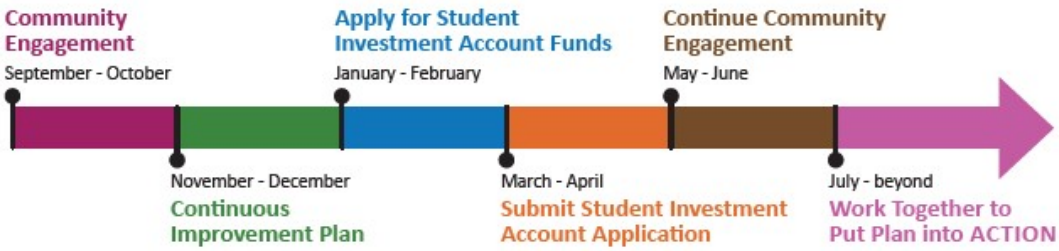
SET CLEAR EXPECTATIONS	LEARN TOGETHER AS A BOARD TEAM	CREATE CONDITIONS FOR SUCCESS	HOLD THE SYSTEM ACCOUNTABLE	BUILD PUBLIC WILL
What are our greatest hopes for the district in this area?	What information does the board need to ensure the right decisions are made?	What are we willing to support to ensure the expectations can be met?	What will we accept as evidence of progress toward expected outcomes?	What will we need to do to gain community support for this work?

Continuous Improvement Process



Student Success Act

SSA STUDENT INVESTMENT ACCOUNT TIMELINE 2019-2020



Combined Process



Mission /Vision	Strategic Direction	Decision Making thru Equity Lens	Monitor Work, Adjust & Feedback Loops	Board Self Assess	Supt. Evaluation	Roles & Resp.	Board Culture

Stakeholder Engagement	Needs Assessments	Board Work
Continuous Improvement Plan		**Promise Scholarship Program**
SSA/SIA Application		

Board Self-Assessment

- Mission/Vision
- Superintendent evaluation
- Basic Roles and Responsibilities
- Monitoring
- Data literacy
- Board culture

Other Project Identified by the Board

- Developing an equity lens
- Monitoring
- Community engagement


What
Do You
Choose?
SabrinasAdminServices.com/blog



Kristen Miles

Board Development Specialist

kmiles@osba.org

503.588.2800

Calendar Remaining Sessions:

_____ School Board Activity Calendar School Year _____

	July	August	September	October	November	December
Learn as a team					OSBA Annual Convention	
Vision & Goals (Expectations)						
Monitoring Progress (reciprocity)						
Policy (reciprocity)						
Budget (reciprocity)						
Public will to Succeed						
Supt. Eval.						
Other						

Corvallis
SCHOOL DISTRICT

IV. BOARD MEMBER COMMENTS

V. ADJOURNMENT (9:00 p.m.)

*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