Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Thursday, August 18, 2022 12:00 PM	Special	Corvallis Museum, 411 SW 2nd Street, Corvallis, OR 97333	See attached.

Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us

Corvallis
SCHOOL DISTRICT

Thursday, August 18, 2022
12:00 PM

AGENDA
Board Retreat of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, August 18, 2022, 12:00 PM in the Corvallis Museum, 411 SW 2nd Street, Corvallis, OR 97333.

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

I. CALL TO ORDER AND ROLL CALL (12:00 p.m.)*

II. BOARD RETREAT

II.A. Lunch (12:00 p.m.)*

II.B. Math Activity (12:30 p.m.)*

II.C. Book Discussion (1:00 p.m.)*

Limitless Mind

Book Discussion Questions

1. In the introduction, Jo defines growth and fixed mindsets. Describe your experiences with growth and fixed mindsets in school and beyond.

2. What research or anecdote stood out to you in Chapter 1? How will this information alter what you once believed to be true and/or how will it inform your work or practice?

3. Have you ever heard someone say they are not a "math person" or thought the same about yourself? How does our society picture someone who is a "math person?" Has any of the evidence Jo shared changed your view on this topic?

4. Jo compares US math classrooms to those in Japan and China: while US teachers typically give students 30 repetitive problems to practice, teachers in Japan and China that she has seen gave no more than three problems to investigate and struggle through understanding. In what ways do either of these depictions resonate with your experiences when you were in school?

5. How can we support children (or others) to accept mistakes as a learning opportunity? Given that it's a whole cultural change, how can we help everyone around us learn to love mistakes, struggle, and failure?

6. Which of the research findings about growth mindset surprise you, if any?

7. Describe your personal experiences as a child or adult with the word "smart."

8. What is an example of a subject/topic where you can use a multi-dimensional approach?

9. Describe a time when you felt as though you were not a good learner because you were not thinking or working quickly enough.

10. Share your thoughts on replacing speed with flexible thinking. What personal experiences have you had with this?

Corvallis
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II.D. Break (2:00 p.m.)*

II.E. Board Goals Review (2:15 p.m.)*

Corvallis SCHOOL DISTRICT

2018-2023 Board Goals

(Adopted 10-14-21)

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Monitor students' reading progress in grades pre-K - 3rd grade using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.
2. Prepare students to successfully complete Algebra I by the end of 9th grade.
3. Develop a system that ensures each 9th grade student is on track to graduate.
4. All students graduate with a post-secondary plan.

Goal 2: Equitable Systems

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

Strategies:

1. Recruit and retain racially and culturally diverse staff.
2. Increase and support student voice, empowerment, and leadership in our schools.
3. Expand parent and community partnerships.
4. Increase and support school staff and administrative empowerment in leadership in our schools.
5. Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

(Continued on next page.)

Goal 3: Real-World Learning

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

Strategies:

1. Support cultural responsiveness and biliteracy in our students and staff.
2. Create additional learning pathways toward graduation and life beyond high school.
3. Integrate real-world, experiential learning in all grades.
4. Integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.
5. Integrate environmental, social, and economic sustainability in learning experiences.

Goal 4: Health & Wellness

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

Strategies:

1. Support and enhance programs that promote student mental wellness and safety.
2. Support and enhance programs that promote student physical wellness and safety.
3. Support a robust worksite wellness program for district staff.

Goal 5: Long Range Facility Planning

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

Strategies:

1. Communicate the needs for improved infrastructure and facilities with the Corvallis community.
2. Engage staff, parents, students and community in execution of facility improvements consistent with the district's core values for educational design.
3. Complete construction projects through a voter-approved bond levy.

(Continued on next page.)

Goal 6: 2021-22 Goal in Response to COVID-19

As a school district, adapt to the new conditions presented by the COVID-19 pandemic. Take all preventative measures available, working with community partners, to keep our schools open with students in our classrooms. Make decisions focused on health and safety, student achievement, and equitable systems.

1. Implement the most current Oregon Department of Educational blueprint.
2. Implement executive orders, rules, and guidance from the Oregon Department of Education, Oregon Health Authority, Governor's Office, and Benton County.
3. Provide ongoing communication with staff, students, and the community.
4. Utilize any new resources that are earmarked for the purposes of academic, health, and wellness resumption efforts.
5. Prioritize communities that are disproportionately impacted by COVID-19.

COMMUNICATIONS AUDIT

AUGUST 18, 2022

AGENDA

01
WHY

02
GOALS

03
PROCESS

04
OUTCOMES

05
BOARD PRIORITY

WHY AN AUDIT

- No previous audit
- New leadership
- Strategic planning
- Evaluation
- Program development
- Communication changes
- Perception

GOALS

COMMUNICATIONS

- Assess the effectiveness of current strategies
- Identify gaps in strategies and areas for growth
- Gather direct family, staff, and community input on strategies
- Ensure communication efforts are two-way
- Determine areas of priority, so workload is manageable and efficient

GOALS

NSPRA

An audit looks at

- Current perceptions about the image of our district and schools
- Parent, employee, student, and community stakeholders' issues, concerns and information wants as well as any existing barriers to two-way communications with them
- Current and potential marketing/branding, engagement, and crisis communication strategies
- Short- and long-term communication goals and priorities as well as key messages to emphasize
- Communication organization and staffing needs

AUDIT PROCESS

NSPRA

Working with National School Public Relations Association (NSPRA)





STRATEGY

Communicate strategically, build trust, and foster positive relationships

AUDIT PROCESS

TWO RESEARCH COMPONENTS

01 Quantitative

- SCoPE Survey

02 Qualitative

- District Materials Review
- Focus Groups and Interviews

AUDIT PROCESS

QUANTITATIVE

SCoPE Survey (School Communication Performance Evaluation)

Staff
Families
Community members

Communication preferences, perceptions, and ideas.

AUDIT PROCESS

QUALITATIVE

Materials Review

Print/digital publications
Media coverage
Analytics
CSD org chart
Communications program org chart
Policies
Websites
Social Media

CSD mission, goals, objectives, and long-range strategic plan
Communications plans
Reports on district demographics and growth
Comms budget expenditures
School board meeting agenda & follow up action report
School report card
Bond campaign materials
Communications workshops for staff

AUDIT PROCESS

QUALITATIVE

- Focus Groups
- 10 focus groups
- Interviews
  - Superintendent
  - Communications Coordinator
  - Communications Team

OUTCOMES

REPORT

Based on

- Materials review
- Survey results
- Focus groups
- Interviews
- Fact finding

Contains

- Auditor's key findings
- Recommendations



OUTCOMES

REPORT

Strategic Communications Plan
Two-way communication & engagement strategies
Clean, consistent messaging
Improving internal communications
Outreach to key internal audiences
Employee ambassadors
District image
Digital communications & social media
Communication vehicles
Research & evaluation
Program infrastructure & staffing
Priority items



NSPRA RUBRICS OF PRACTICE

PARTICIPATION IN NSPRA LEADERSHIP IN SCHOOL COMMUNICATION PROGRAM

CRITICAL FUNCTION AREAS

01

Comprehensive Professional Communication Program

02

Internal Communications

03

Parent/Family Communications

04

Marketing/Branding Your Schools

05

Crisis Communication

06

Bond/Finance Election Plans and Campaigns



BOARD PRIORITY
COMMUNICATIONS

Communication and taking input

Community understands the role of the board

Area of growth: communication

QUESTIONS

Corvallis
SCHOOL DISTRICT

II.F. Retreat Wrap-up (4:45 p.m.)*

III. ADJOURNMENT (5:00 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