



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 29, 2022 6:30 PM	Special	Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, 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/UC9Jtp5dmilZI9kySBJbVQ?>
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 29, 2022
6:30 PM

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

Meeting Details: Thursday, September 29, 2022, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, 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 (6:30 p.m.)*
- II. ACKNOWLEDGEMENT OF HISPANIC HERITAGE MONTH

Corvallis School District 509J
Acknowledgement of Hispanic Heritage Month
Resolution Number 21-0901

WHEREAS, Hispanic Heritage Month grew out of Hispanic Heritage Week which was established by President Lyndon Johnson in 1968; and

WHEREAS, Hispanic Heritage Month was established as September 15 to October 15 through Public Law 100-402 by President Ronald Reagan in 1988; and

WHEREAS, September 15 recognizes independence for Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua, September 16 recognizes independence for Mexico, September 18 recognizes independence for Chile, and October 12 recognizes Dia de la Raza; and

WHEREAS, the State of Oregon has a documented history of xenophobia and anti-Indigeneity; and

WHEREAS, Hispanic, Latino/a/x/e, and Chicano/a/x/e students and staff make up the largest racial or ethnic minority group in Corvallis schools; and

WHEREAS, people who identify as Hispanic, Latino/a/x/e, or Chicano/a/x/e, have a rich history and have positively influenced and enriched our society and our schools through their entrepreneurship, commitment to community service, deep value of justice and liberty, and social and cultural life; and

WHEREAS, Hispanic, Latino/a/x/e, and Chicano/a/x/e people have made and continue to make important contributions to education, science, art, culture, and public service, and our nation's growth and prosperity; 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.

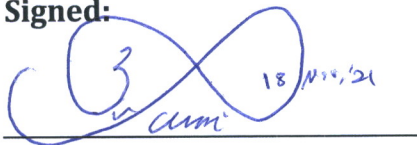
NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF CORVALLIS SCHOOL DISTRICT 509J, BENTON AND LINN COUNTIES, OREGON AS FOLLOWS:

Proclaim September 15, 2021 through October 15, 2021, as well as each September 15 through October 15 annually, as Hispanic Heritage Month in the Corvallis School District and strongly encourage families, staff, and community members to join in existing local celebrations, and;

Encourage all schools in the Corvallis School District to help highlight this month in grade appropriate ways as well as highlight the contributions of Hispanic, Latino/a/x/e, and Chicano/a/x/e 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 9th day of September, 2021.

Signed:



Sami Al-Abdrabbuh
Board Chair

Attested:



Ryan Noss
Superintendent



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- III. EXECUTIVE SESSION (5:30-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(f) for the purpose of discussing records that are exempt by law from public inspection.
- IV. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION
- V. ACTION ON BUDGET COMMITTEE VACANCIES



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Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: September 29, 2022

Budget Committee Vacancies

ACTION REQUESTED

Background

Pursuant to Board Policy DBEA, "Budget Committee," and prior to October 1 each year, the Board will identify vacant budget committee positions that must be filled by Board appointment.

The Budget Committee has 14 members: seven elected school board members and seven citizens appointed to three-year terms by the board. The citizen members are appointed by open vote of the School Board, as openings occur.

This year, staff have identified the following committee vacancies:

- Three (3) three-year term appointments, due to the completion of three year terms by Katherine Bremser, Margit Foss, and Andrew Freborg
- One (1) one-year appointment due to the resignation of Sravya Tadepalli

Committee members completing terms are eligible for re-appointment should they apply. Openings on the Budget Committee will be advertised through customary district communication channels.

The recruitment schedule for these two open seats is proposed as follows:

- September 29 School Board Meeting – publicly identify vacant committee positions and approve recruitment calendar
- September to mid-October –promote opportunities
- October 25 – application deadline (first review deadline; positions open until filled)
- November 3 School Board Meeting – appoint members

Involvement

Finance and Operations Department staff.

ACTION REQUESTED:

Identify these vacancies and adopt this recruitment schedule.

MOTION REQUESTED:

"I move that the Board identify three full-term openings and one one-year appointments on the 2023 Budget Committee and approve the recruitment schedule as presented by staff."



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- VI. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) WORK SESSION (6:45 p.m.)*



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Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: September 29, 2022

OREGON SCHOOL BOARD ASSOCIATION (OSBA) WORK SESSION

NO ACTION REQUESTED

Corvallis School Board MSP Project

- A. Review of Board Retreat Materials
 - 1. What comes next
- B. Work with Healthy Business Systems & Associates (Consultant)
 - 1. Processes
- C. Where do we see ourselves by Spring (outcome)
 - 1. How do we track success?
- D. Next steps

Goal #1: Student Achievement	Goal #2: Equitable Systems	Goal #3: Real-World Learning	Goal #4: Health & Wellness	Goal #5: Long-Range Facility Planning	Not assigned to a goal
Academic Rigor (9)	Structural & Systemic Supports (7)	Real World Education (11)	Focus on SEL (10)	Facilities (11)	Communication - Role of Board (9)
Differentiation (8)	Respect / Trust (7)	Variety (6)	Staff (9)	Health & Safety (6)	Communication - Variety of methods (9)
Students (7)	Equity (6)	Outreach (3)	Health & Safety (7)	Safety (5)	Politics (8)
Structural & Systemic Supports (3)	Belonging (6)	Differentiation (3)	Safety (6)	Accessibility (5)	Board Focus(8)
Equity (2)	Accessibility (6)	Politics (2)	Students (4)	Community (4)	Opportunities for Input (4)
Staff (2)	Transparency (6)	Opportunities for Input (2)	Belonging (4)	Politics (2)	Transparency (4)
Board Focus (2)	Reduced Barriers (5)	Academic Rigor (2)	Respect/Trust (4)	Reduced Barriers (2)	Variety (4)
Accessibility (1)	Opportunities for Input (4)	Safety (1)	Outreach (3)	Opportunities for Input (2)	Outreach (4)
Variety (1)	Communication -Role of Board (2)	Equity (1)	Community (2)	Communication -Role of Board (2)	Community (3)
Reduced Barriers (1)	Communication -Variety (2)	Community (1)	Reduced Barriers (2)	Transparency (2)	
Opportunities for Input (1)	Outreach (2)	Students (1)	Board Focus (2)	Structural & Systemic Supports (2)	
Transparency (1)	Focus on SEL (2)	Respect/Trust (1)	Facilities (1)	Communication - Variety of methods (2)	
Focus on SEL (1)	Academic Rigor (1)	Reduced Barriers (1)	Structure & Systemic Supports (1)	Variety (2)	
	Facilities (1)		Accessibility (1)	Outreach (1)	
	Safety (1)			Equity (1)	
	Community Board Focus (1)			Belonging (1)	
	Politics (1)			Real-World Education (1)	
	Community (1)				
	Board Focus (1)				

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GOALS AND STRATEGIES

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.

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.



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Board Community Engagement Process



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Work in partnership with the Corvallis School District leadership to co-design an authentic process to inform the development of the Board of Directors' strategic plan.

The process will prioritize continued relationship building with students, families, staff, and community stakeholders while centering the district's vision and core beliefs for equity in Corvallis schools.



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Proposed Engagement Actions

- Facilitate engagement sessions
- Plan and debrief meetings with district leadership
- Design key questions for each stakeholder group



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Engagement Report

- Description of methodology
- Quantitative and qualitative analysis
- Articulation of themes

Presentation of engagement findings and report to the Board of Directors

Corvallis School Board MSP Project, Session #1

KRISTEN MILES

OSBA

SEPTEMBER 2022

Half program

Review retreat

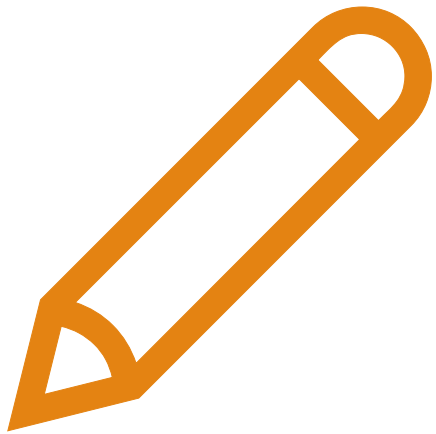
Three big questions

MSP role

Who is involved?

Outcomes

Planning session



Review of retreat

Big questions



WHAT COMES NEXT?



WHAT DO YOU HOPE TO ACHIEVE
WITH YOUR CONSULTANT?



WHAT PROGRESS SHOULD BE
MADE BY SPRING?

A thin, dark vertical line is positioned to the left of the title text.

Roles of the board

What is the
role of the
MSP in this
process?



Who is involved/at
the table?

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Outcomes for the MSP



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VII. BOARD NORMS – FIRST READ (9:45 p.m.)*



Corvallis

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Board Norms 2021-22

(Adopted 10-14-21)
(Revised 9/29/22)

The Corvallis School Board also has Board and Superintendent Working Agreements, which provide guidance regarding meeting operations and communication.

A. ~~Focused Use of Meeting Time~~ How We Approach Board Work

1. ~~Start on time and use time wisely, based on the agenda topics.~~
1. ~~The board commits 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 in its deliberations. Members will express what they have learned from the experiences of others.~~
3. ~~Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.~~
4. ~~Allow all members time to express themselves without feeling rushed by.~~
~~Members will be succinct to maintain opportunity for all to express themselves.~~
2. ~~—~~
 - a. ~~Utilizing the phrase, "I agree with ____" to avoid repetition of the same ideas and points.~~
 - b. ~~Balance Board members' speaking time.~~
 - c. ~~Be succinct to maintain opportunity for all to express themselves.~~
3. ~~Engage in relevant and topical discussion.~~
4. ~~Utilize "Board Member Items" monthly agenda time to provide updates to the full board regarding the work of District committees and work groups.~~
5. Allow moments of silence between commentaries to provide time to consider the discussion.

B. ~~Orderly~~ How We Meet ~~Procedure~~

1. ~~Board meetings will start and end on time. The board will use time wisely, engaging in relevant and topical discussion based on the agenda topics.~~
2. ~~In business meetings, members will be allowed to speak twice to each agenda item and no member may speak a second time until all members have had an opportunity to be heard.~~
1. ~~Effectively employ parliamentary procedure to facilitate a smooth meeting.~~
2. ~~3. Regulate input and comments from the public to the time allotted for public testimony. If needed, the board will utilize work sessions and other forms of engagement to hear from the community.~~

Commented [NK1]: Key:
Black – Language in adopted norms
Red – New language to revised Norms
Green – Language from adopted norms moved within document

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Commented [VA2]: Fine in a business meeting, but in a work session I am looking for additional perspective. Some people process by speaking.

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Commented [VA4]: Vague.

C. ~~Consider Staff and District Capacity and Resources~~ How we Engage District Staff

1. The Board sees every person in a school building as an educator of children. The board will respect and rely on the professional expertise of district staff.
- ~~1.2.~~ 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.
- ~~2.3.~~ Assess whether a majority of the Board can benefit from particular information from staff before making the request for it.

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D. Respectful Deliberation and Conversation

4.
- ~~1. Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.~~
- ~~2. Vocalize what another individual's statement has helped you learn or reconsider.~~
- ~~3. Facilitate focused, open conversation.~~
- ~~4.5. Strive to value all opinions. Refrain from deriding others' ideas.~~

Commented [VA5]: Incorporated into A. How We Approach Board Work

Commented [VA6]: Vague

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2022 Board Norms Survey

1 response

[Publish analytics](#)

What important practices is the board using, but are not mentioned in the current board norms? (Another way to think about this is: What are the good things that the board is doing that we want to carry forward into future iterations of the board?)

1 response

making time for deep discussion is not really spelled out in the norms.

What key concepts or values are missing from the board norms? How should they be expressed?

1 response

bringing in experiences from the community related to our work as board members but outside of an official liaison or meeting. For example, Lu and Shauna's mention of the HS murals is tied to the work but experienced in a personal capacity. There have been other times board members as parents have also brought in personal experiences from the schools their children attend that relate to board work and the work of the district.

What language in the current board norms creates division, silences voices, or works against the board's value of inclusion?

1 response

A2a as worded leans towards if it has been said, don't say it again. B relies on regulatory type language that leans towards "order" as the priority which creates silences of both board members and community members. C2 implies that individual board members needing more



information is not relevant if it the full board doesn't need it in order to make decisions. D4 makes sense and also does not make sense. It makes sense to not talk down on others' ideas, yet if comments cause harm, it should be ok to call that out. We have had this happen in the past for example.

Everything else: What is the good, the bad, anything that is missing, or that needs to be retained or removed from the Board Norms?

1 response

Perhaps something that specifically calls out that comments that cause harm based on peoples' identities will not be tolerated. This is also missing from the public comment page I believe.

What expectations of the superintendent should the board highlight over the next few years?

1 response

in the working agreement, we should revise C6 to say something like, one of the Co-Vice Chairs. Providing a means for staff and students to engage with the board directly seems like something it would be great see somehow included as a working agreement. we have a process for the PTA/PTOs but that is it. Having reports highlight the impact (positive or negative) of new or revised policies on operations and/or day to experiences of staff, students, and families would be good to know as well.

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Google Forms





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DRAFT Board Norms 2022-23

The Corvallis School Board also has Board and Superintendent Working Agreements, which provide guidance regarding meeting operations and communication.

A. How We Approach Board Work

1. The board commits 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 in its deliberations. Members will express what they have learned from the experiences of others.
3. Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.
4. Allow all members time to express themselves without feeling rushed. Members will be succinct to maintain opportunity for all to express themselves.
5. Allow moments of silence between commentaries to provide time to consider the discussion.

B. How We Meet

1. Board meetings will start and end on time. The board will use time wisely, engaging in relevant and topical discussion based on the agenda topics.
2. In business meetings, members will be allowed to speak twice to each agenda item and no member may speak a second time until all members have had an opportunity to be heard.
3. Regulate input and comments from the public to the time allotted for public testimony. If needed, the board will utilize work sessions and other forms of engagement to hear from the community.

C. How we Engage District Staff

1. The Board sees every person in a school building as an educator of children. The board will respect and rely on the professional expertise of district staff.
2. 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.



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VIII. BOARD MEMBER COMMENTS (10:00 p.m.)*

IX. ADJOURNMENT (10:20 p.m.)*

*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