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, March 23, 2023 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/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, March 23, 2023
6:30 PM

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

Meeting Details: Thursday, March 23, 2023, 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/UC9Jtpte5dmilZl9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*

II. READING OF RESOLUTION NO. 22-0204 - ACKNOWLEDGMENT OF WOMEN'S HISTORY MONTH

Corvallis School District 509J

ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

Resolution Number 22-0204

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by all people who identify as women and girls, which includes trans women and girls; and

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

WHEREAS, Women's History Month grew out of local efforts in Santa Rosa, CA began by the Education Task Force of the Sonoma County Commission on the Status of Women by establishing Women's History Week in 1978 for the Sonoma School District and community; and

WHEREAS, International Women's day has occurred globally since 1911 in an effort to celebrate the social, economic, cultural, and political achievements of women; and

WHEREAS, women historically have been denied rights to vote, own property, and serve in political offices and other leadership positions until the twentieth century; and

WHEREAS, trans women's identities have historically been criminalized and continue to be targeted by violence; and

WHEREAS, National Women's History Week was first proclaimed the Week of March 8, 1980; and

WHEREAS, Women's History Month has been proclaimed nationally since 1995; and

WHEREAS, women have contributed to the history and collective future of Corvallis and Benton County, OR; and

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

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

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

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

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

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

does hereby proclaim **March 2022** as well as each March annually, as **Women's History Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade-appropriate ways as well as highlight the contributions of all women 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 24th day February, 2022.

Signed:

Sarah Finger McDonald
Board Chair

Attested:

Ryan Noss
Superintendent

S:\DO\Super\Kim\BOARD\ACTION\2022\02-24-22\Resolution No 22-0204 Women's History Month.docx

Corvallis
SCHOOL DISTRICT

III. BOARD GOAL LISTENING SESSIONS REPORT (6:40 p.m.)*

Community Engagement Sessions

November 29, 2022 – January 10, 2023

Corvallis SCHOOL DISTRICT

2023-2028
Corvallis School Board Goals

Prepared by:

Heidi East McGowan, M.B.A., M.P.H.
East Consulting & Associates

Kim A. Rogers, Ph.D., M.P.H., M.S.

Superintendent

Ryan Noss

Assistant Superintendent

Melissa Harder

Corvallis School District Board of Directors

Sami Al-Abdrabbuh, Board Member | Position #1

Tina Baker, Board Member | Position #2

Terese Jones, Board Member | Position #3

Luhui Whitebear, Co-Vice Chair | Position #4

Shauna Tominey, Co-Vice Chair | Position #5

Vincent Adams, Board Member | Position #6

Sarah Finger McDonald, Chair | Position # 7

Table of Contents

	Page
Introduction	5
Engagement Sessions	6
Demographics	7
Common Themes	
Methodology / Data Analysis	10
Current Positives / Strengths	11
Current Barriers / Challenges	15
Supporting Students	19
Board Goals	21
Advancing Equity	23
Next Steps	25
Acknowledgements	26
Appendices	
Appendix A. Demographic Survey	28
Appendix B. Board Engagement Questions	29
Appendix C. 2018-2023 Board Goals	30
Notes	33

Introduction

Background

The Corvallis School District (CSD) Board of Directors established the first Board goals in the 2016-2017 school year. These five goals and corresponding strategies were developed in alignment with Imagine Corvallis 2040: Our Community Vision in Action, which was organized into 6 focus areas:

1. Corvallis supports and engages a changing population in a welcoming community
2. Corvallis is a safe, sustainable, resilient, small city
3. Corvallis connects health care, education, and human services
4. Corvallis has a robust, diversified economy supporting good jobs and a livable community
5. Corvallis cultivates an identity centered on arts, culture, recreation, and celebration
6. Corvallis is a compact, well-planned, livable city

In preparation for revising the current 2018-2013 Board goals, the Board recognized the importance of creating space for community involvement in this process and identified the community “voice” as an essential component of informing and developing future Board goals.

Purpose

The Corvallis School District partnered with East Consulting & Associates to facilitate multiple engagement sessions with students, parents, local community members, and special interest groups. The purpose of these engagement sessions was to solicit feedback from the community about their experiences with the Corvallis School District, as well as the current Board goals – student achievement, equitable systems, real-world learning, health & wellness, and long-range facility planning. Participant responses will be used to inform a strategic plan to develop the 2023-2028 Corvallis School District Board Goals.

Engagement Sessions

Session 1.
November 29, 2022
District Diversity Equity Inclusion (DEDI) Committee
18 participants

Session 2.
November 30, 2022
Open Community Forum I
16 participants

Session 3.
December 7, 2022
Students Advocating for Equity (SAFE)
85 participants

Session 4.
December 13, 2022
Open Community Forum II
25 participants

Session 5.
December 14, 2022
Special Education Advisory Committee (SEAC) I
14 participants

Session 6.
December 14, 2022
Special Education Advisory Committee (SEAC) II – Spanish
6 participants

Session 7.
January 9, 2023
Casa Latinos Unidos and NAACP – Spanish
8 participants

Session 8.
January 10, 2023
Open Community Forum III
37 participants

Demographics

The Corvallis School District Superntendent, Assistant Superintendent, and Board of Directors partnered with East Consulting & Associates to develop the protocol for this demographic survey.

Prior to each engagement session, participants were asked to complete an anonymous demographics survey. Surveys consisted of four general questions about affiliation, race, ethnicity, and gender (See Appendix A). Surveys were available in English and Spanish.

Of the total 209 participants who took part in the engagement sessions,198 participants completed the demographic survey, while 11 participants declined. The survey results are listed below in both counts and percentages.

Affiliation

As shown in Table 1, of the 198 engagement session participants who completed the survey, the majority (*n*=94) identified a parent or family member of a current student.

Table 1. *Affiliation with Corvallis School District (n=198)*

	n	Percentage
Current student	86	43.3%
Parent or family member of current student	94	47.4%
Corvallis School District Staff	24	12.1%
Community member not related to current student	7	3.5%

Note. *Survey respondents could select more than one answer*

Race

Of the 198 participants who completed the survey, over half (*n*=103) identified as White, followed by Latin American – White (*n*=33), Asian (*n*=21), and Black (*n*=14).

Table 2. *Self-Identified Race (n=198)*

	n	Percentage
American Indian	4	2.0%
Central/South American Indian	7	3.5%
Asian	21	10.6%
East Asian	11	5.6%
South Asian	8	4.0%
Southeast Asian	5	2.5%
African American	11	5.6%
Black	14	7.1%
Caribbean	3	1.5%
Latin American – Black	6	3.0%
Latin American – Brown	1	0.5%
East African	1	0.5%
South African	2	1.0%
West African	1	0.5%
Native Hawaiian	5	2.5%
Eastern European	5	2.5%
Latin American – White	33	16.7%
Middle Eastern	12	3.1%
North/South African – White	3	3.1%
White	103	52.0%
Other:		
Latino / Latina	5	2.5%
Mexican American	6	3.0%
Indigenous Mexican	1	0.5%
Filipino	1	0.5%
Did not answer	8	4.0%

Note. *Survey respondents could select more than one answer*

Ethnicity

As shown in Table 3, almost 70% (*n*=137) of the participants identified as non-Hispanic.

Table 3. *Self-Identified Ethnicity (n=198)*

	n	Percentage
Hispanic	57	28.8%
Non-Hispanic	137	69.2%
Did not answer	4	2.0%

Gender

As seen in Table 4, approximately 64% of the participants who completed the survey identified as female.

Table 4. *Self-Identified Gender (n=198)*

	n	Percentage
Female	126	63.7%
Male	54	27.3%
Cis Gender	7	3.5%
Transgender	1	0.5%
Gender Fluid	2	1.0%
Non-Binary	3	1.5%
Gender Queer	1	0.5%
Did not answer	4	2.0%

Common Themes

Methodology

Each engagement session lasted appoximately 1.5 hours. Engagement sessions were facilitated using broad open-ended questions that focused on three content areas: 1) Positives/Strengths, 2) Barriers/Challenges, and 3) Board Goals/Recommendations.

Prior to the start of the engagement sessions, participants were provided the complete list of engagement questions (see Appendix B) and the existing 2018 - 2023 Board Goals (see Appendix C). All materials were offered in English and Spanish.

Field notes were taken during the engagement sessions for the purpose of documenting the content of the conversations, including feedback provided by the participants.

Data Analysis

Responses to engagement session questions were systematically analyzed for common themes. Thematic analysis was used to identify and organize emerging patterns in content and meaning from the qualitative data obtained through the engagement sessions. Emerging themes were (a) listed separately and chronologically, (b) examined for conceptual similarities and differences, and (c) grouped into clusters of lower-order subthemes based on thematic connections. Lower-order themes were then further grouped into higher-order core themes, which were each labeled and represented graphically in a summary table of themes, together with relevant examples.

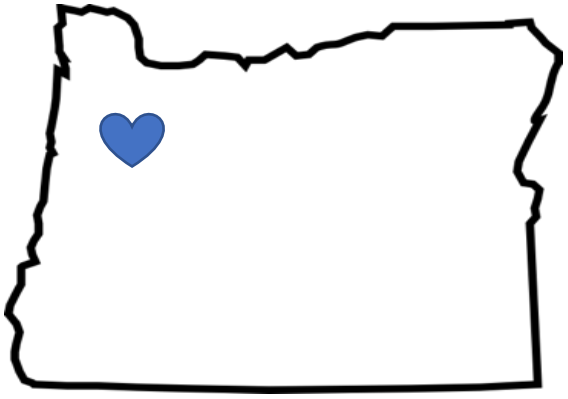
This report provides an initial analysis and presentation of findings.

Positives / Strengths

The following themes emerged from the engagement sessions highlighting current positives and strengths for raising children or growing up in the Corvallis community:

Corvallis Community

1. **Safety**
2. **College Town**
3. **Location**
4. **Care & Connection**
5. **Resources**



> “Corvallis is a lovely place. There is no better community.”

> “It takes a community to raise kids in the community.”

A complete overview of community positives and strengths is provided in **Table 5.**

Table 5. Overview of Community Positive / Strengths	
Theme	**Example**
Safety	• It's a safe community to raise children
	• Quiet and safe
	• Low crime
	• My child feels safe
	• Environment feels safe
	• Safe for kids to wander around
	• Love that it is quiet and safe
	• Community feels safe…no threat of harm
College Town	• Love being in a college town. Provides a world that is bigger than Corvallis
	• College-driven community
	• College town offers additional opportunities and resources (e.g., KidSpirit)
	• OSU brings diversity
	• University = high respect for education
	• International and cultural experiences afforded by OSU
	• College town attracts positive cultural experiences
	• A lot of opportunities to learn since this is a college town
Location	• Beautiful community…picturesque…beautiful setting
	• Open green spaces
	• Peaceful, natural environment
	• Small and not fast-paced
	• Close to mountains and the coast
	• It's very calm here
	• Small size geographically
	• Lots of nature nearby
Care & Connection	• Love community…feel a part of something
	• The folks in the community care and support each other
	• We are a welcoming community!
	• Village mentally
	• Community that cares about each other
	• I felt comfortable here. I fell in love with the community and space
	• Welcoming and inclusive
	• I like the people. They are kind
Resources	• Public library
	• Parks & Recreation
	• Amazing collaboration with Boys & Girls Club
	• Transportation – free city bus
	• Multicultural Center
	• Accessibility services for families that need them
	• IMPACT, Special Olympics, Benton County DD Services - open to all types of students in Special Education

The following themes emerged from the engagement sessions for current positives and strengths in the Corvallis School District (CSD):

Corvallis School District

1. **Student & Community Engagement**
2. **Quality Teachers**
3. **Student Support**
4. **Facility Improvement**
5. **Commitment to DEI**

> "The community is a reflection of the CSD – intentions are good. The district values teachers and community members and students."

> "Continuous feedback between the School Board and community. Helpful for growth and changes and seeing where we are at every time."

A complete overview of the CSD positives and strengths is provided in **Table 6.**

Table 6. Overview of Corvallis School District Positive / Strengths	
Theme	**Example**
Student & Community Engagement	• The CSD values parents' input and involvement
	• Holding the listening sessions to gather community input
	• I can reach out and I am heard and acknowledged…proactive in hearing our voices
	• CSD is considerate of our feelings and point of view
	• Having these meetings – these spaces to hear the parent voices
	• Involving community feedback on a regular basis. Asking more than once feels good
	• Appreciate the listening sessions and the opportunity to reach out to different folks
	• Respecting that students have knowledge and something to share
	• How accessible superintendent is and present at all the meetings
Quality Teachers	• Lots of dedicated teachers working for the district
	• New teacher academy support from the superintendent being here
	• Phenomenal teachers despite the COVID disruption
	• Really impressed with our teachers. We've been impressed with every teacher
	• Teachers are excellent. The glue that holds it together
	• Observed great care from teachers. Deep desire to help each student
	• Attracting and retaining great teachers
	• Great experiences with teachers – kind and firm, received positively
Student Support	• Commitment to dual language program
	• Great job promoting social emotional learning and growth mindset
	• Free lunches and breakfast. No application needed
	• The counselors are very helpful. I like their open-door policy
	• Providing safe environments
	• Does a good job of identifying [families] who need support of all different types
	• Addition of mental health services has been a bonus
	• Care and attention for my child's overall well-being, beyond just academics
Facility Improvement	• Updated schools from a function and safety standpoint - large investment
	• Improvements of nearly all facilities
	• Appreciate the investment in facilities and buildings
	• Facilities are pretty extraordinary, especially with the upgrades
	• The new buildings and the investment of our town in these schools
	• Funding for buildings – upgrades and investing in structures
Commitment to DEI	• They believe in diversity
	• SAFE and PRIDE groups are sponsored by the CSD. This is huge!
	• Engaging equity (language and cultural) in the classroom
	• Impressed with the equity work and the goals the district has been focusing on
	• Valuing culture
	• Prioritizing marginalized communities
	• Inclusion assistants in the classroom
	• Emphasis on the policy for equity. The transgender policy is valuable

Barriers / Challenges

The following themes emerged from the engagement sessions for barriers and challenges that exist in the Corvallis School District that prevent students, staff, or families from having a successful experience:

Corvallis School District

1. **Diversity & Cultural Competence**
2. **Special Education**
3. **Academics**
4. **Behavioral Issues**
5. **Basic Needs**

> “It’s tough to define what a successful experience is – it’s different for different people.”

> “This question should be considered with regard to “which students” and “which families.” There is some invisibility for some students and families.”

A complete overview of CSD barriers and challenges is provided in **Table 7.**

Table 7. Overview of Corvallis School District Barriers and Challenges	
Theme	**Example**
Diversity & Cultural Competence	• There is no diversity in the classroom or no diversity within the staff
	• Lack of diversity in Corvallis…barrier for development of child
	• There is the school perspective, the parents, and the student. There's a gap in the middle for many of culturally-linguistically diverse families.
	• Sometimes we are blind to the barriers for families of color
	• Ways to accommodate for families of color. Our system works in a White mentality. We have to find ways to reach out to families of color
Special Education	• Question: Do teachers receive SpEd training? What does that look like?
	• The schools need more staff/educators that have experience with special needs
	• SpEd caseloads are too big. They have a lot of responsibilities, not enough time
	• The way disability is viewed in our school system is a deficit and it needs to be changed
	• We need to educate children about students with disabilities. We are talking about race and culture. We also need to talk about special needs. They may be in the same room, but they are not included
	• Students with disabilities - the data shows over and over that these students are failing - there is no sign of improvement
	• Equitable access to resources; every school runs their SpEd program differently
	• Systems to support students during transitions from one level to the next
Academics	• The academic expectations and standards are not high enough
	• Making it too easy for students to "be successful"/ graduate; need more challenge to get into competitive schools
	• Math should be accessible by all for all regardless of their level
	• Programs are cancelled (OBOB, Robotics)
	• Detracking math has not been beneficial for all students. Those with higher level skills are not challenged
	• Focus on measure of growth, not performance
Behavioral Issues	• Behavior issues continue to be a barrier for other students to access learning
	• Having extremely disruptive children in the class; this does not support staff or the rest of students
	• Too much freedom for students who are disruptive; need to have an alternate path (better for students and staff)
	• Bullying is a problem. Students do not feel supported when they report incidents
	• With behavior issues it takes teacher time away from the other kids
	• Behavior staff are so overwhelmed
Basic Needs	• Housing/food insecurity prevents many students and families from having a positive learning experience
	• Families navigating poverty and homelessness
	• There are some extremes – socio-economic... the divide is hard.
	• Students who experience homelessness - their life experience is taxing them to the point that they may not be able to participate in these programs

The following themes emerged from the engagement sessions for barriers and challenges that prevent students accessing programs or resources:

Accessing Programs & Services

1. **Transportation**
2. **Knowledge**
3. **Language**
4. **Financial Resources**
5. **Communication**

> “They don’t participate because there isn’t extra support. No accessibility.”

> “Sometimes we don’t know what programs there are in the school. Sometimes we don’t know what the resources are.”

A complete overview of barriers and challenges to accessing programs and resources is provided in **Table 8.**

Table 8. Overview of Barriers and Challenges to Accessing Programs & Resources	
Theme	**Example**
Transportation	• After school is a challenge, especially since we don't have transportation
	• How to get to swim practice without family resource to get to practice
	• Students who rely on bussing often are late, can't stay after school for extra help
	• School programs are competitive - sports too. Anyone with access outside of school gets on the teams
	• Transportation to and from school is a barrier
	• Transportation is a huge barrier
Knowledge	• Information is not getting to the parents, if students are not aware of these resources, parents won't know
	• Knowledge of what is available. I don't even know what the resources are.
	• Students don't know how to access programs, and no one is reaching out to see if they need it
	• What programs or resources? More than sending a flyer…don't know things even exist
	• Sometimes we don't know about the programs.
Language	• Lots of steps to make sure the communication is translated – there is a disconnect between immigrant families
	• My child doesn't know about the programs because of limited language
	• Those who English is not first language may have a barrier in communication
	• International families are not familiar with the system not having gone through K-12 in the US so struggle to support and know what to ask or what to expect
	• The schools should find ways to get information to parents. This includes families that speak languages other than Spanish or English
Financial Resources	• Financial needs
	• Only some families/students can access tutoring to accelerate in math – now only students with money can advance
	• Financial barriers from letting students access programs (e.g., fee may be waived for activity/sports but can't afford the uniform or costume needed)
	• Lack of income
	• Families that work and students that work; it is hard to connect with the resources they need
Communication	• Lack of communication on how to access programs
	• Fix communication chain
	• Feel some items are not communicated or shared to a broader audience. (e.g., need to prepare early in MS to take higher level courses in HS).
	• There needs more communication, many parents don't have access to email, so they don't know about the things going on in the district
	• Lack of consistent communication school to school
	• The way we communicate does not always work for families of color

Supporting Students

The following themes emerged from the engagement sessions for feedback on recommendations for how to better support and prepare students for the challenges and opportunities they will face in the future:

Recommendations for Student Support

1. **Build Partnerships**
2. **Academic Excellence**
3. **Teach Life Skills**
4. **Career & College**
5. **Transitions**

> “This is a million-dollar question!”

> “21st Century Learning. How do we prepare students for the world they are graduating into? Where are we with that? How do we support students for what they are going into?”

A complete overview of recommendations to support students is provided in **Table 9.**

Table 9. Overview of Recommendations to Support Students	
Theme	**Example**
Build Partnerships	• Greater partnerships between schools and community to learn about resources
	• Workshops to expand the relationships between parents, students, & teachers/staff
	• Build that connection between staff and families to support the plans of the student
	• OSU is an untapped resource
	• Inviting families to the table as true members of the team
	• Need parents, kids, teachers working together
	• More inclusiveness with the community so they are out and about interacting
	• Build positive relationships with students
	• Getting to know students and their stories (more personal connections)
	• [Students] need to feel like they are a part of their school community
Academic Excellence	• Academic excellence…elevating all, but ensuring that we aren't lowering the ceiling
	• Challenge every student at the level they need to be challenged
	• Pursuing excellence is important – keep offering AP classes
	• Baseline for kids to achieve isn't enough. Need to push kids. They can/should be more independent and/or pushed to higher levels
	• Students need to be challenged- don't take away the hard things
	• Clearer communication about the rigor of academics
	• More challenge academically. Extra programs that get kids to think outside the box
Life Skills	• Preparation for real life
	• What does “Real World Learning” mean? Balancing a checkbook? Woodshop? Teamwork? They are going to need to learn all of these real-life skills
	• Teach students social/emotional learning all years in school
	• More real-life classes: personal finances, interviewing skills, stress management, taxes, good eating habits,
	• Cross cultural experiences for families and students
	• How do we help kids to build flexibility and learn from one another?
	• More independent, critical thinking skills
	• Increasing education on emotional intelligence
Career & College	• Prepare students for a variety of futures – lots of pathways
	• Knowing about all of the post HS opportunities. Not everyone is going to college
	• Career options, school options, and military
	• More support on campuses for specific questions about college and career
	• Provide workshops and job fairs about what is out there and available to help figure out what kinds of jobs they are looking for
Transitions	• There needs to be a transition process from high school and beyond. There has been a lack of planning for this next step. Not a lot of resources during this transition
	• If there was a transition program from elementary to middle and middle to high
	• Students with disabilities need a thorough and thoughtful transition process
	• Solid transition plans and resources available so that our students can have the opportunities to shadow a business, get a job, needs to be in place

Board Goals

The following themes emerged from the engagement sessions for feedback on current board goals and suggestions for improving and prioritizing future board goals in the Corvallis School District:

Board Goals

1. **Equitable Systems**
2. **Health & Wellness**
3. **Real-World Learning**
4. **Academic Achievement**
5. **Implementation & Evaluation**

> “Equity discussions…we need to move beyond the mono lens, one dimension, and look at all aspects of it. Intersectionality is important and needs to be included.”

> “All important and all should continue to be prioritized. All integrate well with each other. Student achievement is embedded with the other goals listed.”

A complete overview of board goals is provided in **Table 10.**

Table 10. Overview of Corvallis School District Board Goals	
Theme	**Example**
Equitable Systems	• Add disability to Equitable Systems
	• Equitable systems – prioritize this because it will fix the others
	• How is recruitment and retention of BIPOC staff actually happening? What is the strategy? The goals need to be more specific about action.
	• Equity discussions – more disability awareness
	• Equitable Systems has to be a part of Academic Achievement
	• Nothing for persons with disabilities - this is the largest minority group and they are intersectional - needs to have something specific about disabilities
	• Missing a student identity strategy
	• Focus on transportation issues so not impacting students access to learning
Health & Wellness	• Health & Wellness a priority. Foundational to all the other things
	• Putting more resources into supporting students at an emotional level
	• Student safety needs to be a part of Health & Wellness goal
	• School district get involved in helping to get better mental health resources
	• Health and wellness as a habit…starts from a young age
	• Everyone needs mental health support and food security
	• More support or resources when it comes to bullying and harassment
	• H&W needs a strategy around teaching screen time literacy - risk, exposure, screen time limits - do not expect kids to be monitored by the filter
	• Missing SEL strategy – addressing emotional IQ
Real-World Learning	• Corvallis has some great opportunities here and get them into spaces and have an internship-type program. Reaching out to local business
	• More cultural learning – there are many cultures in the district
	• Contemporary learning environment (be open to new ways of providing learning opportunities)
	• Would like to see more opportunities for real world experiences, even basic level
	• Missing financial, computer, and media literacy
Academic Achievement	• Set a benchmark for excellence; missing excellence in student achievement
	• Only reading and math highlighted, what about other subject areas?
	• It should be a big priority to make sure that the school and school district should be actually supporting students instead of lowering requirements for success
	• Deep partnership with OSU on multiple levels
	• Lift everyone up rather than lowering expectations
	• Low expectations for students with disabilities
Implementation & Evaluation	• Is there ever an evaluation around implementation?
	• The question is about implementation. That is what should be revised/reviewed
	• How can we know if they are meeting them?
	• It would be nice to see a comparison between the initial goals and what the district does to achieve them/take action/implement them
	• There should be a focus on implementation evaluation

Advancing Equity

The following themes emerged from the engagement sessions for feedback on recommendations for advancing equity in the Corvallis School District:

Advancing Equity

1. **Student Involvement**
2. **Resources & Support**
3. **Communication**
4. **Teachers & Staff**
5. **Curriculum**

> "Every school should have an equity plan for the year…staff development, data-driven & accountability."

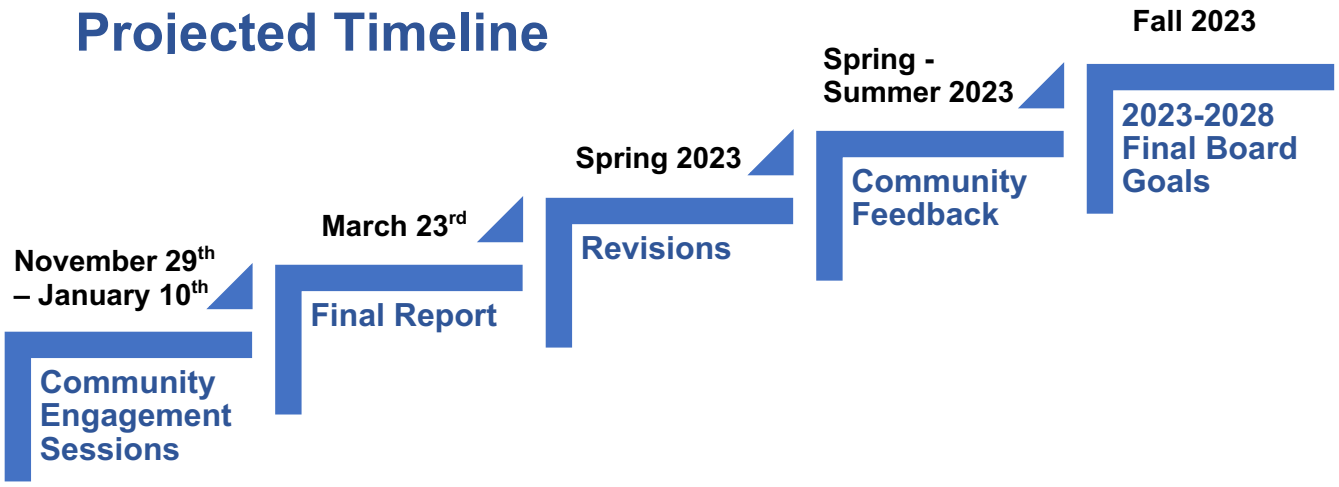
> "We have seen more changes and more support with Ryan's help. We hope he stays as superintendent for many more years."

A complete overview of recommendations to advance equity in the Corvallis School District is provided in **Table 11.**

Table 11. Overview of Recommendations to Advance Equity in the CSD	
Theme	**Example**
Student Involvement	• Including kids in their version of success
	• Need more understanding and see it from a student perspective
	• Increase student voice and empowerment
	• Like to see more buy-in from students about their learning & the importance of it
	• Increasing and maintaining student involvement so they know their viewpoints are heard and they have a voice in the systems
	• Students feeling included. A sense of belonging should be for all students
	• When you ask to hear student voices, actually hear them and listen to them
	• Take action on student suggestions
Resources & Support	• Children with disabilities need to be included in an equitable way
	• Prioritize BIPOC affinity spaces (like SAFE). Provide more funding for these
	• To know and elevate the strengths of children with special needs
	• Working to support those who have greater needs
	• LGBTQ staff representative
	• Many barriers for families (transportation, time, childcare). Can the district help?
	• Scholarship opportunities and funding
	• Connect kids with more people –internships, connections, coaches, mentorship
	• Who gets lost when we talk about equitable systems is neuro-diverse kids
Communication	• Communication needs to be a priority as we think about engaging families
	• Keep asking for feedback and experiences
	• Staff on the front lines see a lot and need a way to share this productively
	• Make sure people feel secure about sharing what they see as inequities. This session is one way
	• Needs to be more meetings like these where our voices are heard and valued
Teachers & Staff	• Introduce educators to implicit bias and learning strategies to mitigate it
	• Have more staff trained to help all types of children
	• Make sure teachers are aligned with the vision of the district around equity - continue to discuss this
	• Provide teachers and staff with tools and training
	• Focus on recruiting and retaining diverse staff (race, culture, language)
	• Teachers to talk to students about students with disabilities
	• Cultural events with more staff involved
	• Professional development opportunities for staff on racial consciousness
Curriculum	• Implementing equity into the curriculum from a young age
	• Lift everyone up rather than lowering expectations
	• History curriculum to teach about people of color history and culture
	• Include ethnic studies at middle and high schools as a social studies option
	• Encourage teaching equity in school and making sure it's part of the curriculum
	• Share equity lessons with parents

Next Steps

Projected Timeline



The Final Report summarizing the information from the engagement sessions will be presented to the School Board on March 23, 2023.

The board will continue the revision process at their May 4, 2023 work session.

Members of the public can email their comments about the draft goals to the Board or attend public comment at a board meeting.

Information about topics at future board meetings is posted on the school board BoardBook webpage: https://meetings.boardbook.org/Public/Organization/1216

Acknowledgements

A special thanks to the parents, students, staff, and community members who participated in and shared their “voices” in the engagement sessions.

Interpreters:
Isabel Juarez Lopez,
Carlos Valdes Casillas,
Elena Chavarria-Correa,
LuisCabeza-Luque

Childcare:
Aafia Saeed, Kandy Chavez

Notetakers

Catering Services

Appendices

Appendix A. Demographic Survey

Thank you for taking a moment to fill out this survey. This is an anonymous survey. Please do not write your name on the survey. The information you provide will be aggregated in a report and used to inform the Corvallis School Board about who participated in the engagement sessions.

1. What is your association with the Corvallis School District? Please check all that apply.

   - ☐ Current student
   - ☐ Parent or family member of current student
   - ☐ Corvallis School District staff
   - ☐ Community member (not related to a current student)

2. What is your racial identity? Please check all that apply. If you are unable to find the race with which you most closely identify, you have the option to enter your race under the "Other (please specify)" option.

   - ☐ American Indian
   - ☐ Alaska Native
   - ☐ Central/South American Indian
   - ☐ Oregon Tribes
   - ☐ Asian
   - ☐ East Asian
   - ☐ South Asian
   - ☐ Southeast Asian
   - ☐ Oceania
   - ☐ African American
   - ☐ Black
   - ☐ Caribbean
   - ☐ Latin American – Black
   - ☐ Central African
   - ☐ East African
   - ☐ South African
   - ☐ West African
   - ☐ Native Hawaiian
   - ☐ Eastern European
   - ☐ Latin American – White
   - ☐ Middle Eastern
   - ☐ North/South African – White
   - ☐ White
   - ☐ Other (please specify)

3. What is your ethnicity?

   - ☐ Hispanic
   - ☐ Non-Hispanic

4. What is your gender identity? _____

Appendix B. Engagement Questions

Positives / Strengths

1. What is one thing about the community that makes it a good place to raise children or to grow up in?
2. When considering what you value about the Corvallis School District, what is the school district currently doing well?

Challenges / Barriers

3. What challenges and barriers exist that prevent students, staff, or families from having a successful experience in the Corvallis School District?
4. What challenges and barriers exist that prevent students from accessing programs or resources?
5. What can the school district do to better support students and prepare them for the challenges and opportunities they will face in the future?

Board Goals / Suggestions

6. When you reflect on the Board's five goals (see below), which of these are important to continue to prioritize? Is there anything missing?
    a. Student Achievement
    b. Equitable Systems
    c. Real-World Learning
    d. Health & Wellness
    e. Long-Range Facility Planning
7. What goals would you like the district to prioritize to prepare students for their futures?
8. When you reflect on the Board's goal of equitable systems, what suggestions do you have for the Corvallis School to advance equity in the next five years?

Appendix C. 2018-2023 Board Goals

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.

Notes:

> “Committed to building relationships of trust and respect, providing inclusive learning environments that are culturally relevant, and igniting student engagement through real-world experiential learning.”
>
> – Corvallis School District

Corvallis School District
Community Engagement Sessions | Summary

Participants

209

The Corvallis School District (CSD) facilitated 8 engagement sessions to solicit feedback from the community about their experiences with the CSD, and the current Board goals. A total of 209 parents, students, staff, and community members participated in the engagement sessions. The information will be used to inform and develop the 2023-2028 Board goals. The following are the primary themes that emerged from the engagement sessions:

Positives & Strengths

★★★★★

Corvallis Community

1. Safety
2. College Town
3. Location
4. Care & Connection
5. Resources

Corvallis School District

1. Student & Community Engagement
2. Quality Teachers
3. Student Support
4. Facility Improvement
5. Commitment to DEI

Barriers & Challenges

Corvallis School District

1. Diversity & Cultural Competence
2. Special Education
3. Academics
4. Behavioral Issues
5. Basic Needs

Access to Programs/Services

1. Transportation
2. Knowledge
3. Language
4. Financial Resources
5. Communication

Supporting Students

1. Build Partnerships
2. Academic Excellence
3. Teach Life Skills
4. Career & College
5. Transitions

Board Goals

1. Equitable Systems
2. Health & Wellness
3. Real-World Learning
4. Academic Achievement
5. Implementation & Evaluation

Advancing Equity

1. Student Involvement
2. Resources & Support
3. Communication
4. Teachers & Staff
5. Curriculum

Distrito Escolar de Corvallis
Sesión comunitaria/ Resúmen

Participantes

209

El Distrito Escolar de Corvallis (CSD) facilitó 8 sesiones de participación para solicitar comentarios de la comunidad sobre sus experiencias con el distrito y las metas actuales de la Junta. Un total de 209 padres, estudiantes, personal y miembros de la comunidad participaron en las sesiones. La información se utilizará para informar y desarrollar las metas de la Junta para 2023-2028. Los siguientes son los temas principales que surgieron de las sesiones de escucha:

Positivos y fortalezas

★★★★★

Comunidad de Corvallis

- Seguridad
- Ciudad universitaria
- Ubicación
- Cuidado y conexión
- Recursos

Distrito Escolar de Corvallis

- Involucramiento de estudiantes y comunidad
- Profesores de calidad
- Apoyo Estudiantil
- Mejora de las instalaciones
- Compromiso con Diversidad, Equidad e Inclusión

Barreras y desafíos

Distrito Escolar de Corvallis

- Diversidad y competencia cultural
- Educación especial
- Académia
- Problemas de comportamiento
- Necesidades básicas

Acceso a programas y servicios

- Transporte
- Conocimiento
- Idiomas
- Recursos financieros
- Comunicación

Apoyando estudiante

- Construir asociaciones
- Excelencia académica
- Enseñar habilidades para la vida carrera y universidad
- Transiciones

Objetivos de la junta

- Sistemas Equitativos
- Salud y bienestar
- Aprendizaje del mundo real
- Logro académico
- Implementación y Evaluación

Avanzando en equidad

- Participación estudiantil
- Recursos y apoyo
- Comunicación
- Maestros y personal
- Plan de estudios

Community Engagement Sessions

Corvallis SCHOOL DISTRICT

Strategic Planning | 2023-2028 Board Goals

Session 1.
November 29, 2022
District Diversity Equity Inclusion (DEDI) Committee
18 participants

Session 2.
November 30, 2022
Open Community Forum I
16 participants

Session 3.
December 7, 2022
Students Advocating for Equity (SAFE)
85 participants

Session 4.
December 13, 2022
Open Community Forum II
25 participants

Session 5.
December 14, 2022
Special Education Advisory Committee (SEAC) I
14 participants

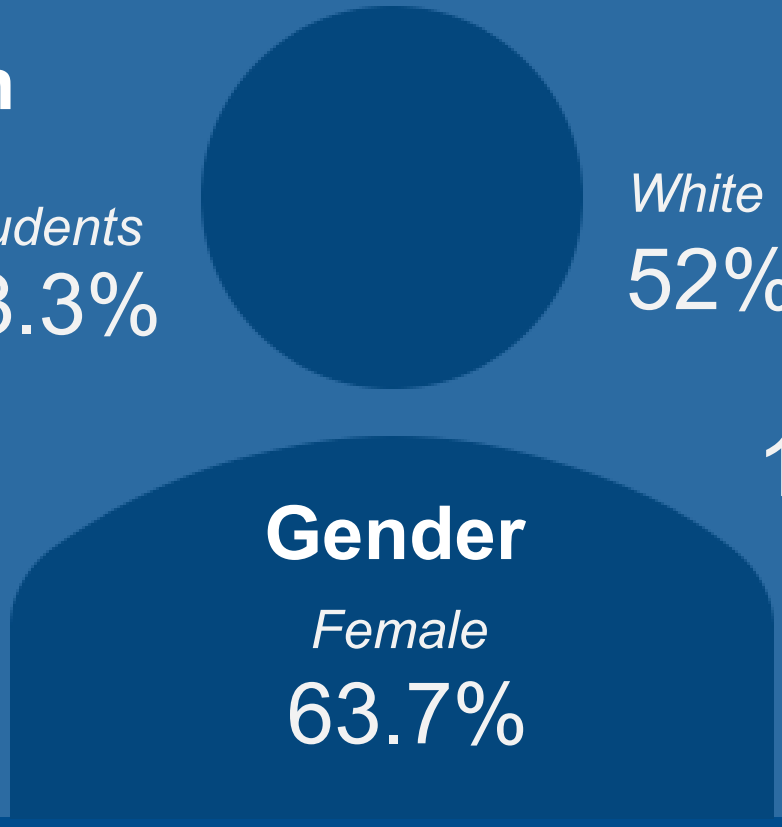
Session 6.
December 14, 2022
Special Education Advisory Committee (SEAC) II – Spanish
6 participants

Session 7.
January 9, 2023
Casa Latinos Unidos and NAACP – Spanish
8 participants

Session 8.
January 10, 2023
Open Community Forum III
37 participants

8 Sessions

209 Participants



Demographic Survey

(*n*=198)

Common Themes

Positives Strengths

1. **Safety**
2. **College Town**
3. **Location**
4. **Care & Connection**
5. **Resources**

> “Safe and welcoming community.”

> “Community that cares about each other.”

What is one thing about the community that makes it a good place to raise children or to grow up in?

Positives Strengths

1. **Student & Community Engagement**
2. **Quality Teachers**
3. **Student Support**
4. **Facility Improvement**
5. **Commitment to DEI**

> “Allowing students to have a voice.”

When considering what you value about the CSD, what is the school district doing well?

Barriers Challenges

1. **Diversity & Cultural Competence**
2. **Special Education**
3. **Academics**
4. **Behavioral Issues**
5. **Basic Needs**

> “We need to education children about students with disabilities. They may be in the same room, but they are not included.”

What challenges and barriers exist that prevent students, staff, or families from having a successful experience in the CSD?

Barriers Challenges



1. **Transportation**
2. **Knowledge**
3. **Language**
4. **Financial Resources**
5. **Communication**

> “Sometimes we don’t know what programs are in the school. Sometimes we don’t know what the resources are.”

What challenges and barriers exist that prevent students from accessing programs or resources?

Supporting Students

1. **Build Partnerships**
2. **Academic Excellence**
3. **Teach Life Skills**
4. **Career & College**
5. **Transitions**

> “This is a million-dollar question!”

What can the school district do to better support students and prepare them for the challenges and opportunities they will face in the future?

Board Goals

1. **Equitable Systems**
2. **Health & Wellness**
3. **Real-World Learning**
4. **Academic Achievement**
5. **Implementation & Evaluation**

> “All are important and all should continue to be prioritized. All integrate well with each other.”

When you reflect on the Boards’ five goals, which of these are important to continue to prioritize? Is anything missing? What goals would you like the district to prioritize to prepare students for their futures?

Advancing Equity

1. **Student Involvement**
2. **Resources & Support**
3. **Communication**
4. **Teachers & Staff**
5. **Curriculum**

> “Every school should have an equity plan for the year…staff development, data-driven & accountability.”

When you reflect on the Board’s goal of equitable systems, what suggestions do you have for the Corvallis School to advance equity in the next five years?



Questions & Reflections

Thank you!

Corvallis
SCHOOL DISTRICT

IV. MCKINNEY VENTO / FAMILY ADVOCATE / MENTAL HEALTH SYSTEMS OF CARE (7:20 p.m.)*

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sabrina Wood, Joe Leykam, Kela Lynn, Sarah Devine, Martha Calderon, and Jody Miehl
Meeting Date: March 23, 2023

Student and Family Services Update NO ACTION REQUIRED

This report includes information that is connected to the following programs:

Pertinent Student Protections

IDEA
Section 504
McKinney-Vento
Foster Care
HIPAA/FERPA

Program report:
a.) Family Advocacy, including McK-V and Foster Care
b.) Mental Health
c.) School Counselors and Social Workers
d.) Substance abuse and misuse

Family Advocacy: McKinney-Vento and Family Support

McKinney-Vento Act Overview

The McKinney-Vento Act is a federal act that ensures that homeless children and youth are provided with free, appropriate public education, despite the lack of a fixed residence and/or supervising parent or guardian.

Under McKinney-Vento, homelessness is defined in four categories:

- Shared: a family doubled up with another family due to loss of housing or economic hardship
- Unsheltered: a family living in a car, park, public place, or campground due to loss of housing or economic hardship, or living in inadequate housing (lacking utilities, running water, etc)
- Sheltered: a family living in an emergency shelter or transitional housing
- Hotel/Motel: a family living in a hotel or motel due to economic hardship

Unaccompanied Homeless Youth: a youth living in one of these situations who does not live with a parent or guardian

Rights Under the McKinney-Vento Act

The McKinney-Vento Act allows students to:

- Remain in school of origin, regardless of where student is currently staying
- Receive transportation to school of origin
- Enroll in school immediately, even if lacking educational/vaccination records
- Automatically enroll in free/reduced lunch program
- Access all programs they're eligible for, such as language assistance, career education, and summer learning

McKinney-Vento Data

By living situation:

	Count	Percent
Doubled Up	**258**	**84.0%**
Hotels/Motels	**17**	**5.5%**
Sheltered	**20**	**6.5%**
Unsheltered	**12**	**3.9%**
Grand Total	**307**	**100.0%**

***39 Unaccompanied Homeless Youth**

***Note: This data only captures the first living situation the family is in during the year; many families cycle through multiple categories during a single school year.**

Special Education:

IEP	Count	Percent
McV	**61**	**19.9%**
All students	**735**	**11.83%**

ELL enrollment:

	Count	Percent
McV	**60**	**19.5%**
All students	**521**	**8.39%**

Individual Race/Ethnicity:

McKinney-Vento:

Individual Race Category	Count
AI/AN	**57**
Asian	**3**
Black	**59**
NH/PI	**7**
White	**244**

Federal Race/Ethnicity:

McKinney-Vento:

Federal Race/Ethnicity	Count	Percent
AI/AN	8	2.6%
Asian	1	0.3%
Black	12	3.9%
Latinx	96	31.3%
Multiracial	39	12.7%
NH/PI	5	1.6%
White	146	47.6%
Grand Total	**307**	**100.0%**

All students:

Federal Race/Ethnicity	Count	Percent
AI/AN	43	0.69%
ASIAN	285	4.59%
BLACK	93	1.50%
Latinx	1148	18.48%

Multiracial	584	9.40%
NH/PI	25	0.40%
WHITE	4034	64.94%
Grand Total	**6212**	**100.0%**

Family Support Program Scope

While there are certain supports (transportation to school of origin, for example) that are specific to students who qualify under the McKinney-Vento Act, we know that there are many families within Corvallis School District who benefit from the support of a family advocate. For this reason, we serve a broader range of students and families than those who currently qualify under McKinney-Vento.

- Ideally, we want to identify families in need and put supports in place before they lose housing. This offers the least trauma and disruption to family life, including minimizing disruptions to education. Our increase in staffing has allowed us greater capacity to intervene at this level.
- Families who have gained stable housing may still benefit from various supports. It is important for families to have continuity in the supports they receive for as long as it is helpful. This increases the likelihood that they will remain stably housed and allows space to attend to other identified areas of need as they arise.
- Approximately one-third of CSD students qualify for free or reduced lunch (for free lunch, income below $35,000/year for a family of four). Many of these families may never qualify under McKinney-Vento but experience a range of hardships that can negatively impact students' access to education and the family's overall stability.

Community Partnerships and Involvement

Meeting the wide range of student and family needs that arise requires us to foster numerous and diverse partnerships across our community. The list below includes many of our key collaborators:

- Corvallis Public Schools Foundation
- Dial-A-Bus of Benton County
- Assistance League of Corvallis
- Jackson Street Youth Services
- Community Outreach, INC
- Center Against Rape and Domestic Violence (CARDV)
- Unity Shelter
- Corvallis Housing First
- Vina Moses
- City of Corvallis Housing & Neighborhood Services
- Local affordable housing developers
- Legal Aid Services of Oregon
- KidCo Head Start
- Bates Hall Head Start

- We Care Corvallis
- DevNW
- Corvallis Daytime Drop-In Center
- Southside Youth Outreach
- Boys & Girls Club of Corvallis
- Department of Human Services
- Community Services Consortium
- Linn-Benton Food Share
- Casa Latinos Unidos
- Old Mill Center for Children and Families
- Benton County
- South Corvallis Food Bank
- St. Vincent de Paul
- OSU Human Services Resource Center
- Heartland Humane Society
- Corvallis Rotary

Our team participates in a variety of meetings with community groups, including:

- WRAP meetings (for students on our caseloads)
- Benton County Homeless Service Provider meetings
- Benton County Food Security Provider meetings
- SNAP community partner provider meetings
- Case conferencing for coordinated entry
- Meetings with other local McKinney-Vento liaisons
- Meetings with other Foster Care Point of Contacts

Staff

- Adaline Padlina, Student & Family Advocate at Adams & Bessie Coleman
- Carlos Valdes-Casillas, Bilingual Student & Family Advocate at CHS
- Harumy Concepcion, Health Navigator at Garfield
- Jenn Reuter, Student & Family Advocate at Mountain View & Cheldelin MS
- Jessica Perez, Bilingual Student & Family Advocate at Linus Pauling
- Khalidah Daod, Arabic Student & Family Advocate at Adams, Garfield, LP, Franklin, CV
- May Terrell, Student & Family Advocate at Letitia Carson
- Mirvana Mahmoud, Arabic Student & Family Advocate at Letitia Carson & CHS
- Sarah Devine, Family Outreach Supervisor/McKinney-Vento Liaison/Foster Care Point of Contact, district-wide
- Viviana Gonzalez, Health Navigator at Linus Pauling
- Zulema Mendoza Arista, Health Navigator at Lincoln

Note: even if staff are listed at only one or two buildings, because they serve all students within the family they commonly work across multiple buildings and levels.

Family Support Program Data by Role

Health Navigators - 500+ individuals (parents, students, pre-k children)
Family Advocates - 200+ families, 360+ current students, 80+ pre-k children
Bilingual Student & Family Advocates - 60+ families, 200+ for Operation School Bell
Arabic Liaisons - 40+ families

While there can be a crossover of caseloads in some instances, each staff member working with a student or family is providing a unique set of resources. The intensity of the support offered can also vary widely, from giving one or two specific resources to daily check-ins, intensive emotional support, and comprehensive resource navigation/case management over multiple years.

Program Accomplishments

- Continuing collaboration with the city, housing developers, and others to fast-track families into permanent housing.
- Strengthening and deepening relationships with service providers in order to stay up-to-date on community resources and new opportunities.
- Expanding self-referral options for families to increase the program's points of entry
- Increasing awareness of McKinney-Vento and Family Support Program among community providers to increase identification and referrals (presentations at community agency staff meetings, etc.)

Budget

Our program's ability to maintain support resource centers in school buildings and pay for a variety of family needs as they arise is possible because of the financial support of the Corvallis Public Schools Foundation. The Foundation provides flexible funds, allowing us to pay for needs other community agencies don't cover. We can also make payments immediately in an emergency, which is uncommon in the community and allows us to do things like turn a family's water on the same day we learn of the shutoff (instead of sending them to a community partner that would take three weeks to process their request).

This school year, the Foundation has provided our program with approximately $80,000 to meet these needs. The Foundation also distributes "SOS" funds to secondary schools yearly to meet the needs of students navigating poverty. The amount each school receives is based on size and free/reduced lunch numbers.

Foster Care

Rights of Students in Foster Care
"Foster Care" means substitute care for children placed by the Department of Human Services (DHS) or a tribal child welfare agency away from their parents and for whom the department or agency has placement and care responsibility, including placements in foster family homes,

foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

If a student is in Foster Care, they have the right to:

- Immediate enrollment in school (last school attended or as determined by a judge)
- Transportation to and from school, even when living out of district
- Enrollment in free lunch
- Additional support as-needed for engaging in school-related activities

Transportation
We are currently providing individual transportation to 23 students in foster care.

Mental Health & Wellness Program

History

This is the 4th school year the Corvallis School District's Mental Health & Wellness program has been operating. The program was founded in 2019 due to the noted impact of mental health challenges on students graduating from our schools. The lack of access to mental healthcare services across the whole student body, and notably students of color, those from the LGBTQ+ community, as well as those who experience the impacts of poverty, had been identified as a key factor limiting the success of students in our school system. Since then, the program has grown each year to include additional services and schools with the aim of ensuring that students can receive high-quality mental health care close to home in their neighborhood schools.

Scope

The Corvallis School District Mental Health & Wellness Program is the only fully operational Behavioral Health Clinic operated by a Public school district in Oregon. We provide Individual, Group, and Family therapy services, Mental Health Skills Training, and coordination of partner mental health supports for all students across our 13 k-12+ schools. We also provide integrated substance abuse response through a supportive model within the MH&W Program.
In addition to direct mental health services in a traditional behavioral health clinic model, the Corvallis School district offers a wide variety of mental health supports and services woven through its educational offerings. We provide community-wide training and coordination around suicide prevention and postvention; respond to serious critical incidents (such as deaths and serious illnesses) for all students, families, and staff; offer extensive mental health support to our teachers and staff; as well as work with partners on enhancing the network of behavioral health services across our community.

Community Partnerships and Involvement

The CSD MH&W program values strong partnerships within the Corvallis Community, including these key collaborators:

- Old Mill Center for Children and Families
- Benton County Behavioral Health
- Samaritan Health Services - Mental Health Family Center

- Corvallis Clinic - Psychiatric Collaborative Care program
- Trillium Family Services
- The Corvallis School Foundation
- Intercommunity Health Network - Coordination Care Organization
- Benton County Developmental Diversity
- Benton County Juvenile Department
- Benton County Public Health
- Department of Human Services - Children and Youth Offices
- Linn-Benton-Lincoln ESD
- Evergreen Behavioral Health Collective
- Portland State University School Of Social Work
- Pacific University School of Social Work
- Casa Latinos Unidos

Staff

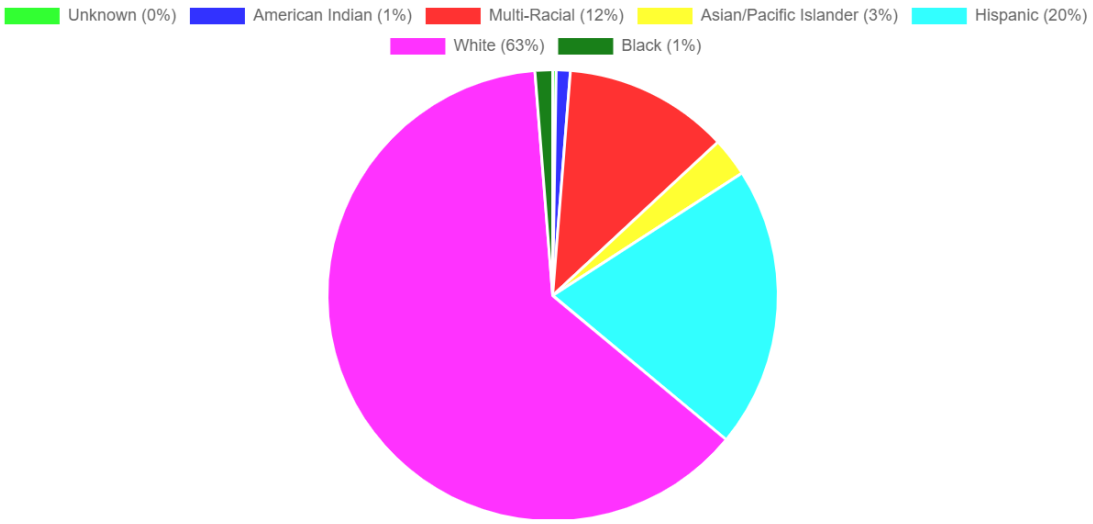
- Sara James: Therapist - Mt. View/SEG
- Maeve Dempsey: Skills Trainer - Mt. View/SEG
- Ranferi Herrera Flores: Therapist - Garfield/Lincoln
- Chris Cavagnaro: Skill Trainer - Garfield/Lincoln
- Summer Garibay: Therapist - Coleman/KJH
- Ashley Marcus : Skills Trainer - Coleman/KJH
- Mackenzie Rice : Therapist - Carson/Adams
- Aaron Spitzer: Skills Trainer - Carson/Adams
- Chris Bueford: Therapist - Cheldelin
- Katie Palmer: Skills Trainer - Cheldelin
- Liz Sheridan: Therapist - Linus Pauling
- Melisa Lopez: Skills Trainer - Linus Pauling
- Lise Verhoogen-Odden: Therapist - CHS
- Yi-Lin Hung: Therapist - CV
- Patricia Martinez: Therapist - College Hill
- Kari Neubauer-Potthoff: Therapist College Hill
- Jody Miehl: Substance Abuse Response Specialist - District Wide
- Joe Leykam: MH Manger
- Erin Zurbrugg : Therapist Intern - Franklin/HS
- Martha Calderon: Clinical Supervisor
- Eryn Womack: Medicaid Specialist

Students Served

Since the beginning of the 2022-23 school year the CSD MH&W Program has served 269 students. This is a 123% increase in the number of students served over the same time period in the 20-21 school year - which in turn was an increase from the previous year. Overall, the ongoing growth of the program continues year after year. This year 153 of our students are returning to the program from last academic year - showing the strength of long-term relationships in our school communities.

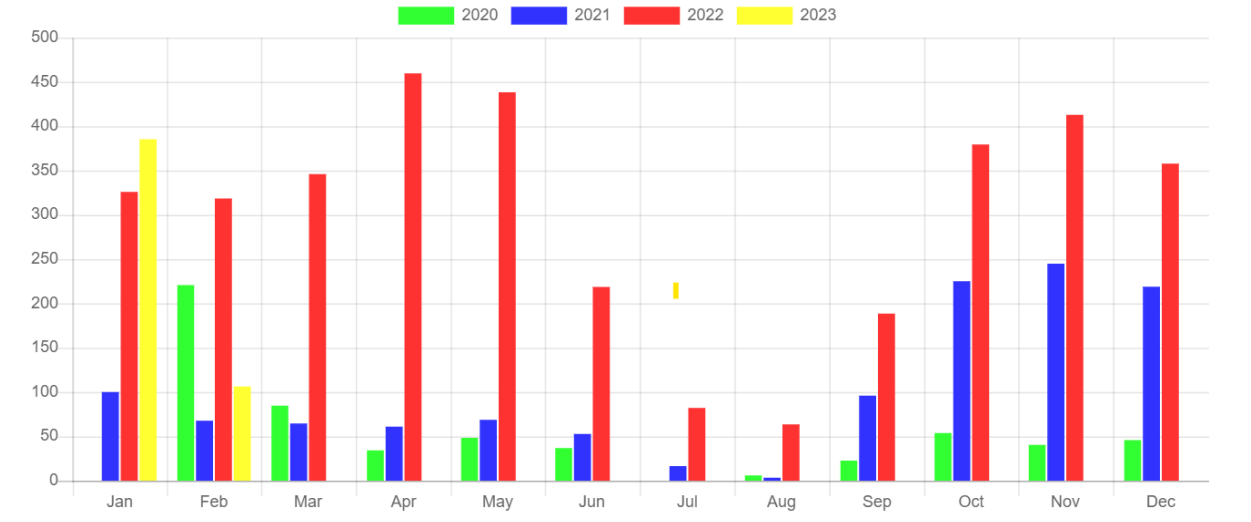
We serve 52% male clients in our program. There remain ongoing limits in our data reporting related to gender identity, which will hopefully be alleviated as we transition to a new student information system next year.

Racial Demography of students within the MH&W program are as follows:



Snapshot of Services

Over the Current 22-23 School year, we have delivered 2,796 hours of clinical services to students. This is an increase of 1,690 hours from the previous time period in SY 2021-22. The service volume by month over the last three years of operations breaks down as follows:



These services continue to include individual, family, and group psychotherapy, skills training, and substance abuse screening.

- Individual therapy is a service where a therapist works directly with a student on an identified mental health condition.
- Family Psychotherapy is a service where a therapist work with a student and a family member on family dynamics and skill development
- Group psychotherapy is where a therapist or skills trainer work with a group of students on an identified mental health concern or skill development
- Skills training is targeted work between a Skills Trainer and a student on intentional skills

practice. Such as but limited to; emotional regulation, working on transitions or boundaries, peer conflict, communication development, anger management skills, anxiety coping skills (test anxiety), and much more.

- Substance abuse screening is a service where a therapist works with a student to identify the overall pattern of use and misuse of the substance. They also work to help motivate and support a student to engage in a pattern of healthy behavior, including reducing and eliminating harmful misuse patterns.

What this looks like during the course of the day varies widely, and elements of services over the last year have looked like this:

- Therapist engaging in home visits to support a grandparent caring for multiple grandchildren with traumatic histories.
- Therapist who supported another building by taking on a Spanish-speaking client.
- Therapist leading team debriefs after a crisis response at an elementary school.
- Therapist participating in SST, IEP, 504, CARE, and WRAP meetings, etc.
- Therapist supporting and advocating for student asset outcomes.
- Therapist ongoing communication with parents and stakeholders on behalf of students.
- Therapist coordinating services with multiple other mental health serving organizations for a student with complex needs.
- Therapist and skills trainer teaming to engage in family supports for a suicidal student and their Spanish-speaking parent.
- Therapists who are certified trainers for QPR (suicide prevention) supporting school-wide training.
- Skills Trainers lead by direction of the Therapist treatment plan and goal.
- Skills Trainers focused on teaching their clients how to cope and manage any functional impairments associated with their diagnosis.
- Skills Trainer running therapeutic imagery skills such as Role-playing games with students.
- Skills Trainer supporting students with de-escalation techniques.
- Skills Trainer joining a building principal to outreach to a student who has not been to school in some time.
- Skills trainer demonstrating effective interventions to behavior support staff with a student.
- Skills Trainers run social skills training with students on topics such as; Anger management, anxiety, communication skills development, conflict resolution, diversity and equity, time management skills, teamwork building, testing anxiety, grief and loss, and so much more.

Top 5 diagnoses in the program over this year are:

ICD Code	Diagnosis	# Dx	Graph
F41.1	Generalized anxiety disorder	661	
F43.10	Post-traumatic stress disorder, unspecified	363	
F43.9	Reaction to severe stress, unspecified	323	
F90.2	Attention-deficit hyperactivity disorder, combined type	302	
Z62.820	Parent-biological child conflict	274	

Budgetary Considerations

The program continues to be funded through Student Success Act Funding as its primary budget element. To offset the impact on the overall budget, the MH&W program draws from two budget elements that significantly offset its costs to the district:

- Medicaid Administrative Claiming (MAC) Time study data accounts for approximately half of the total costs of the MH&W program. This is Medicaid-based funding that is afforded to

school districts for work related to the coordination of Medicaid services. It is not otherwise encumbered in the school district budget and has allowed for the program's flexibility to integrate operations within existing systems.

- Fee For Services billing for direct mental health services has increased again this year. This element relates to the funding we receive from Medicaid and other insurance funders for services delivered. Due to the constraints of private insurance, we continue to bill the Oregon Health Plan when students are eligible, which is over half of our total client population.
- Grant funding supports a small component of staffing this year and funds our clinical supervisor position for this and the next school year. The district intends to continue the clinical supervisor position after this grant expires.

Operational costs have increased as a result of wage increases this year, and we are returning funds roughly 40% of the program budget. This is despite increases in fees for services and MAC time study incomes. Our goal will be the move towards a place where the operational costs are offset by Medicaid funding. Over the next year to two years.

School Counselors and Social Workers

We are staffed with School Counselors/social workers in each building. They work closely with students, families, and staff to support the social-emotional and academic needs in the school. This year, this team is partnering with the mental health team to improve the practices and policy for students who are transgender or gender expanding and improving our suicide assessment paperwork. They also work as a team on a scope and sequence for college/career pathways and the larger scope and sequence for school counselors/social workers.

Substance Abuse and Misuse

Screening Tools:
The Screening to Brief Intervention (S2BI) is a screening tool consisting of *frequency of use* questions to categorize substance use into different risk categories. The S2BI asks a single frequency question for past year's use of the three substances most commonly used in adolescents and teens: tobacco, alcohol, and marijuana. Affirmative responses prompt questions about additional types of substances used. For each substance, responses can then be categorized into levels of risk. Each risk level then maps suggested appropriate service levels of intervention.

The CRAFFT is the most well-studied adolescent substance use screener available and has been shown to be valid for adolescents from diverse socioeconomic and racial/ethnic backgrounds. The current version of the tool, the CRAFFT 2.1, includes evidence-based revisions to increase the sensitivity and specificity of the tool and includes vaping as a method of administration for marijuana use. The CRAFFT 2.1+N contains additional questions about tobacco and nicotine use.

This year we have worked on supporting referrals coming to this program not only through the mental health department but also through the student behavior support staff. This has increased our access to students who may be struggling but are not currently served within the school district mental health program.

Parent/Guardian:

Schools are often the first connection for parents when looking for appropriate services. The Drug and Alcohol Use and Misuse Response Specialist complete the connection to parents/guardians looking for further education, information, and observation on supporting a healthy lifestyle for their student who may be using/misusing. Connection occurs in person, via phone, and/or virtual connection and is available to any parent/guardian within the district.

Gracias gracias gracias

R

Feb 15, 2023, 11:57 PM

Rommy Streicher
<rommystreicher@gmail.com>

A quien corresponda

Hola solo quiero exponer ante todos ustedes lo que mi familia ha pasado y como nos hemos beneficiado con los servicios enfocados a los hispanos, el cual nos ayudaron y cambiaron vidas.

Yo tengo una sobrina de 13 años, quien es la protagonista de esta historia. Mi hermana quien era una madre soltera falleció, cuando la niña tenía 4 años de edad, el golpe más duro que un hijo puede tener, ya que no hay conocimiento ni registro del padre de mi pequeña. Así que quedó totalmente huérfana.

Ella vivía con su abuela materna en México hasta que cumplió los 7 años de edad y convencí a mi mama que la mandara a vivir conmigo porque aquí es una ciudad con miles de actividades y libertad que le ayudarían a tener una mejor vida y podría buscar ayuda para ella, con mucho pesar por la separación mi madre accedió, esta hermosa niña ahora se enfrentaba no solo a separarse de su abuelita, se enfrentó a cambiarse de país, llegando a una ciudad hermosa efectivamente pero con la necesidad de adaptarse a mi, a un lugar desconocido, con otro idioma y cultura diferente, con un sistema educativo y social distinto a lo conocido.

En cuanto llegó busque ayuda con organizaciones locales porque sabía que mi niña necesitaba trabajar la pérdida de su mamá y su nuevo mundo, por fin encontré a alguien hispano (porque se que no necesitaba a alguien que supiera el idioma sino a alguien que conociera cómo es la cultura) pero sólo pudo ir a 2 sesiones, explicándole que necesitaba apoyo y un animal de servicio por su estabilidad emocional. Esa fue la última sesión ya que se mudo a otro estado.

Así creció hasta los 12 años, en la entrada de la adolescencia, pasando ya por una pandemia que nos obligó al encierro y aislamiento social, en ella las hormonas comenzaron a hacer estragos al confrontarla con ella y sus procesos incompletos ya mencionados.

En ella se formaban miles de preguntas con la búsqueda constante de su identidad y sentido de pertenencia, en su interior preguntaba lo que de niña no podía preguntar “porque me dejó mi mamá, ¿fue mi culpa?, quien es mi papa? Etc.

Ella ha tenido que vivir hasta el día de hoy en dos mundos uno en casa y otro en la escuela, ya que la cultura dentro de casa es con principios y valores hispanos y en la escuela americanos.

Dentro de esta difícil etapa tuvo un comportamiento de enojo, desanimo, coraje reprimido, depresión etc. etc. etc. dando como resultado unas pésimas calificaciones, los maestros reportándome que no salía a convivir con nadie, que no comía en la escuela, una falta de interés hasta en su persona, cuando ya se sentía mal acudía con la consejera de la secundaria pero solo como escape.

Un día este problema creció y se salió de control para mi, entro en crisis y rebeldía (jamás como para salirse de los limites en contestaciones, comportamientos dentro de casa violentas o inapropiados) detonando en un intento de suicidio, gracias a Dios no se concreto, pero yo no tenía con quien ir ni donde pedir ayuda porque yo sabia que necesitaba a alguien que me entendiera pero no el idioma sino en la cultura.

Gracias a Dios en el Distrito Escolar de Corvallis una persona que siempre está buscando cómo ayudarnos me informo que ya contaban con los servicios de una psicóloga hispana, me puso en contacto con ella, tuve la primera entrevista para explicarle la situación y por la gravedad del caso accedió a atender a mi niña.

Recuerdo cuando salió de la primera cita que tuvo mi hija, se subió al carro y me dijo: “Por fin hay alguien que me entiende”. Este comentario me dio PAZ y me dio certeza que podían ayudar a mi hija, solo le pedía a Dios que estuviera más tiempo.

Desde el mes de octubre mi hija ha estado en sesiones una vez por semana y mi hija es otra, las terapias le han impactado no solo en su vida sino en la de la familia, teniendo repercusiones en sus estudios, en sus relaciones con sus compañeros, con los maestros etc.

Ya se ha integrado de manera fluida en las actividades de la casa, cumple con las tareas, hace ejercicio y los maestros me dicen que está mejor en las clases, que ya pone atención y

participa más, a cumplido las tareas al 100% sacando calificaciones de estar en D en este momento las cambio a A, me he encontrado a maestros del año anterior y me felicitaron porque la niña dio una exposición a una clase de un grado inferior con gran desenvolvimiento, sonríe más, tiene ganas de vivir, se ha puesto a pensar sobre lo que quiere hacer, está diseñando ropa, se pone a planear a que universidad va a ir, es mas cariñosa físicamente etc etc etc

Esto lo quise escribir para que vean la importancia y el impacto que ha tenido en nuestra vida contar con personal que entienda las diferentes culturas, porque gracias a la psicóloga hispana mi hija está con nosotros más completa, más plena.

Los quisiera exhortar a que tengan más personal, pero no solo hispano, también a alguien que entienda la cultura árabe, china, etc. al igual por el número de población hispana hay mucha necesidad de personal y me encantaría que incrementaran la contratación de psicólogos hispanos, porque la necesidad es mucha y los obreros son pocos.

Gracias por siempre tener el interés de ayudar a todos los diferentes grupos en este arcoíris de ciudad.

R

Feb 15, 2023, 11:57 PM

Rommy Streicher
<rommystreicher@gmail.com>

To whom it may concern

Hi, I just want to tell all of you what my family has been through and how we have benefited from Hispanic-focused services, which have helped us and changed lives.

I have a 13-year-old niece, who is the protagonist of this story.

My sister, who was a single mother, passed away when the girl was 4 years old, the hardest blow a child can have, since there is no knowledge or record of my little girl's father. So I'm totally orphaned

She lived with her maternal grandmother in Mexico until she was 7 years old and I convinced my mother to send her to live with me because here is a city with thousands of activities and freedom that would help her have a better life and she could seek help. for her, with much regret for the separation, my mother agreed, this beautiful girl now faced not only separating from her grandmother, she faced moving to another country, arriving in a beautiful city indeed but with the need to adapt to me, to an unknown place, with another language and different culture, with an educational and social system different from what is known.

As soon as I arrived, I looked for help with local organizations because I knew that my daughter needed to deal with the loss of her mother and her new world, I finally found someone Hispanic (because I know that I didn't need someone who knew the language but someone who knew what it was like culture) but was only able to go to 2 sessions, explaining to me that she needed support and a service animal for her emotional stability. That was the last session since he moved to another state.

This is how she grew up until she was 12 years old, at the beginning of adolescence, already going through a pandemic that forced us to confine ourselves and social isolation, in her the hormones began to wreak havoc to confront her and her already mentioned incomplete processes.

In her, thousands of questions were formed with the constant search for her identity and sense of belonging, in her interior she asked what as a child she could not ask “why did my mother leave me, was it my fault?, who is my father? Etc.

She has had to live to this day in two worlds, one at home and the other at school, since the culture at home is with Hispanic principles and values and at school American.

During this difficult stage, he behaved in anger, discouragement, repressed anger, depression, etc. etc etc resulting in terrible grades, the teachers reporting that he did not go out to live with anyone, that he did not eat at school, a lack of interest even in his person, when he already felt bad he went to the high school counselor but only as an escape .

One day this problem grew and got out of control for me, I went into crisis and rebellion (never to go beyond the limits in answers, violent or inappropriate behavior at home) detonating in a suicide attempt, thank God I did not specify , but I had no one to go to or where to ask for help because I knew I needed someone who understood me but not the language but the culture.

Thank God, in the Corvallis School District, a person who is always looking for how to help us informed me that they already had the services of a Hispanic psychologist, she put me in contact with her, I had the first interview to explain the situation and the seriousness of the case he agreed to take care of my girl.

I remember when she left my daughter's first date, she got in the car and told me: "Finally there is someone who understands me." This comment gave me PEACE and gave me the certainty that they could help my daughter, I just asked God to be there longer.

Since the month of October my daughter has been in sessions once a week and my daughter is different. The therapies have impacted not only her life but that of the family, having repercussions in her studies, in her relationships with her peers, with the teachers etc.

He has already integrated smoothly into the activities at home, he does his homework, he exercises and the teachers tell me that he is better in class, that he is paying attention and participating more, he has completed his homework 100%, getting grades from being in D at this moment I change them to A, I have met teachers from the previous year and they congratulated me because the girl gave an exhibition to a class of a lower grade with great development, she smiles more, she has a desire to live, she has put to think about what she wants to do, she is designing clothes, she starts planning which university she is going to go to, she is more physically affectionate etc etc etc

I wanted to write this so that you can see the importance and impact that having staff who understand different cultures has had on our lives, because thanks to the Hispanic psychologist my daughter is with us more complete, fuller.

I would like to urge them to have more staff, but not only Hispanic, but also someone who understands the Arab, Chinese, etc. culture. As well as the number of the Hispanic population, there is a great need for personnel and I would love for them to increase the hiring of Hispanic psychologists, because the need is great and the workers are few.
Thank you for always having the interest to help all the different groups in this rainbow of a city.

Corvallis SCHOOL DISTRICT

Student Services Board Report

March 23rd, 2023

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director, jennifer.duvall@corvallis.k12.or.us

541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

Goal 4: Health and 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.

SW

Who is our front line?

The Team

Staff Roles / SST Info	Adams Elementary	Lincoln Elementary	Garfield Elementary	Katherine Jones Harrison Elementary	Bessie Coleman Elementary	Letitia Carson Elementary	Mt. View Elementary	Franklin Elementary	Linus Pauling	Cheldelin	Crescent Valley	Corvallis High School	College Hill	Muddy Creek	Private Schools
SST Meeting Date/Time	Wednesdays 2:45-3:30	Fridays 1:45-		Wednesdays 8:00-9:00	Mondays 1:30-2:30		Wednesdays, 8:30-9:15 Thursdays 2:45-3:15 Fridays 1:45-3:15		Thursdays 9:30			Fridays 9:45-11:00	Tuesdays 1:00		
Staff Meeting	Wednesdays 2:45-3:30	Wednesdays 2:45-3:30		Wednesday once a month after school	Wednesdays 2:45-3:30		1st & 3rd Wednesdays 2:45-3:30	1st and 3rd Wednesdays 3:00-3:45	2nd Thursday 3:45-4:45			Wednesdays 3:20-4:20	1st and 3rd Wednesdays 1:45-3:30		
Audiology	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox	Jeff Cox		Jeff Cox	-
Augmentative Communication	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner	Mary Turner		Mary Turner	-
Autism Specialist	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson	Heather Hutchinson
Behavior Support Staff	Dawn Gonzales	Arianna Gonzalez-Cas Kevin Fisher	Barbie Desjardin Kendall Kramer	Deanna Yoba	Jenni Lewis	Aaryn Prettyman Shelley Wilson	Lauren Barrett Phil Escanlar		Joshua Copeland Jessica Moevao TBD	Ty Smith Shannon Robinson	Kodi Fagan Harrison Jarrett Aubrey Mendonca	Justin Volker Jose Schofield	Ashley Merback	-	-
Deaf / Hard of Hearing	Clarissa Lane	Clarissa Lane	Clarissa Lane	Don Dorman	Clarissa Lane	Clarissa Lane	Clarissa Lane	Clarissa Lane	Clarissa Lane	Clarissa Lane	Clarissa Lane	Clarissa Lane	Don Dorman	Clarissa Lane	
Dean of Students	Trevor Spangle	Jennifer Kreta	Claudia Cano			Amy Sampson	Tara Stroup		Kelsey Hibbert	Roxie Huffaker Isley Gonzalez		Eric Dazey Jane Kiekel Kristen Hackethorn		-	-
English Language Learner (ELL)	Laura Rathja Shannon Gabriel	Jennifer Carpenter Amanda Pool	Karrie Woodruff Joel Inman Ana Miguel Garcia Margaret Meneghin	Diann Geisbert	Lynnie Vandermeer	Kara Day-Isaias	(Michelle Evans)	Kealy Thorson	Mike Boyer Lesley Tonna Holly Olvera	Angel Garcia	Diann Geisbert	Karin Krueger Mary Skillings Angela Garcia	Mike Boyer	District Office Ginger Whitehead	n/a
Family Advocate	Adaline Padlina Khalidah Daod	Maria Arredondo	Khalidah Daod	TBD 0.5 FTE	Adaline Padlina	May Terrell Mirvana Mahmoud	Jennifer Reuter	-	Jessica Perez	Jennifer Reuter	N/A	Carlos Valdes	Maria Dubose	-	-
Graduate Coach	-	-	-	-	-	-	-	-	-	-	Russa Kittredge	Leah Tomlin	-	-	-
Health Navigator	-	Zulema Mendoza Arista	Abraham Rodriguez	-	-	-	-	-	Viviana Gonzalez	-	-	-	-	-	-
LRC AA	-	Barbara Rebhuhn	Kristi Weinfurter	Jo Anne Altimus	Spencer Ford	Rebecca Wolf	Maggie Glena	-	Savannah Madden	Amanda Ellis	Mary Frederick	Jennifer Cakus	Julie O'Briant	-	-
Mental Health Therapist	Mackenzie Rice	Ranferi Herrera Flores	Ranferi Herrera Flores	Summer Garibay	Summer Garibay	Mackenzie Rice	Sara James	Erin Zurbrugg	Liz Sheridan	Chris Bueford	Yi-Lin Hung	Lise Odden	Patricia Martinez Kari Neubauer Potthoff	-	-
Occupational Therapist	Kirsten Evensen	Synnove Abrahamsen	Kirsten Rademacher	Synnove Abrahamsen	Synnove Abrahamsen	Kirsten Rademacher	Kirsten Rademacher	Kirsten Rademacher	Kirsten Evensen	Kirsten Rademacher	Kirsten Evensen	Synnove Abrahamsen		Synnove Abrahamsen	-
Physical Therapist	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	Garth West	-
RTI/MTSS	Shannon Gabriel	Jennifer Kreta Shahnaz Sahnow	Alleya Crosby Nancy Reersiev	Megan McQueen	Sara Wiger	Tanya Rosling	Shannon Papadopoulos (DotCom)	Kealy Thorson		Roxie Huffaker	Mary Johnson				
School Counselor/ Social Worker	Sierra Harlan	Jorge Medina	Mara Silvera	Leonne Bannister	Aurora Jensen	Nichole Hoffman		Barbara Sirianni	John Paramo Kevin Van Zee	Lea Bregar Nathan Morales	Sara McCune Annika Bay Jeremy Roberson	Elizabeth Garcia Penny Kindred Matt McDonough Joshua Miller	Konstantine Birulin Maria Dubose	Sandy Ferdig	-
School Psychologist	Samantha Hirsch	Samantha Hirsch	Samantha Hirsch	Samantha Hirsch	Dawn Meier	Samantha Hirsch	Dawn Meier	Dawn Meier	Dawn Meier	Dawn Meier	Dawn Meier	Dawn Meier	Dawn Meier	Dawn Meier	samantha.hirsch@blesd.k12.or.us
	1-847-778-4770	1-847-778-4770	1-847-778-4770	1-847-778-4770	1-541-231-9327	1-847-778-4770	1-541-231-9327	1-541-231-9327	1-541-231-9327	1-541-231-9327	1-541-231-9327	1-541-231-9327	1-541-231-9327	1-541-231-9327	1-847-778-4770
Skills Trainer	Aaron Spitzer	Chris Cavagnaro	Chris Cavagnaro	Ashley Marcus	Ashley Marcus	Aaron Spitzer	Maeve Dempsey	-	Melisa Lopez	Katherine Palmer	-	-	-	-	-
Speech-Language Pathologist	Ashley Ebright	Dolcie Moran DotCom Form	Dolcie Moran DotCom Form	Angela Hannigan Elena Kingston	Mindy Taylor	Mindy Taylor	Shannon Papadopoulos (DotCom)	Ashleigh Barbeau	~~Cori Wissler~~ DotCom Form	Megan Clone (DotCom)	Betsy Brewer (DotCom) Meg McAndrews-Dinkler WINGS (DotCom) Cathy Wright (DotCom)	Ashleigh Barbeau Shannon Papadopoulos (DotCom)	Meg McAndrews-Dinkler (DotCom) Cathy Wright (DotCom)	Brittney Wolf (DotCom)	Brittney Wolf (DotCom)
Special Education Teacher(s)	Lindsay Prothero Trevor Spangle	Jessica Hemmele Susana Kummerow	Emmareighn Knox Julie Reidy Susana Kummerow	Teresa LeClaire	Bernadette Gilpin	Kendra Lawrence	Erin Carmichael-Kelso Candace Van Patten	Katja Horan	Janice McVeety Patsy Meeker Sarah Johnson Mary Gevatosky	Thomas Berrey Whitney Randall Christine Lodal	Mary Johnson Aimee Viramontes Troy Shorey	Leigh-Ann Russell Kelli Rice Robert O'Neil Andi Quintana	Drew Kelly	Ken Kurlak	Sue Pederson-Pastor
Special Education Teacher(s) - Life Skills	-	-	-	Jackie Hastings Holly Deffenbacher Jennifer Loza	-	-	-	-	Kourtney Shreve Ellie Weber	-	Rachel Stalter Angela Faulk	Josh Keady Maya Suchaneck	-	-	-
TBI Consultant	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster	Brandi Lancaster			-
Vision Impairment	Erin Keller	Erin Keller	-	Dan Glowicki	Dan Glowicki	Dan Glowicki	-	-	-	Dan Glowicki	Erin Keller	Dan Glowicki	-	-	-
Technologist	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	Chris Gregory	

SW

Mental Health Program

Mental Health Therapist - Integrated into across the district

Unique (this is what you should take home w/ you in your heart)

Skills Trainers - Partnered with Therapists in buildings to offer in class supports.

Interns 4 placed as school social workers; 1 as a Mental Health

JL & MC

Mental Health & Racial Equity Work

This year has focused our work on increasing the capacity for our mental health team to address race and issues of equity in our work with students and families. This work has proceeded through:

- Trainings from Martha Calderon, clinical supervisor
- Trainings from Marcianne Koetje-Rivero, district equity coordinator
- Development of equity based needs tools for mental health
- Ongoing SOC (staff of color) affinity sessions
- Case discussions focusing on the impact of mental health on racially diverse students

JL & MC

Family Advocacy & Support

Increased staff capacity means that our Family Support Team has a stronger presence in schools and school systems. This increased integration results in opportunities to know and work with families before a major crisis, like eviction, occurs.

As rental assistance and eviction protections have lessened (and in many cases ended completely), preventing homelessness has continued to be central to the Family Support Team's work.

So far this school year, our team has worked to directly prevent more than **37** evictions. This includes times where we:

- Used Corvallis Public Schools Foundation funds for emergency financial help
- Helped families connect with community partners to access financial help
- Worked with families to find more affordable housing before an eviction date
- Helped a family connect with Legal Aid to challenge unlawful evictions

SD

Suicide Prevention
Intervention
Postvention



KL

Corvallis SCHOOL DISTRICT

Suicide Prevention Programs



Adapted from: Oregon Health Authority OHA 3548 (02/4/2021)

Version , 20210719

KL

QPR Training 2022-2023 School Year

Universal Staff Intervention of evidence-based suicide prevention training:
Trained: 700 CSD staff

Assessing the Impact of Professional Skill Development

Question	Yes	Yes (with comments)	No
As a result of the training, do you feel like you can apply QPR skills if needed? (602 responses)	97.8%	1.9%	.3%

99.7%

Survey is given directly after training, additionally asks a reflection question if you have completed QPR training in the previously. Given the importance of this type of training, coupled with the labor intensity associated with this training, it is important to assess its impact on the practices employed by the staff that have completed this training.

KL

QPR Training 2022-2023 School Year

Question	If you have completed a QPR training in the past, have you utilized the information, and how?

> Yes, I have been more bold in asking the question to those who have warning signs, then referred to school counselor.

> I have directly used QPR with a coworker

> Yes, with a family member. Thank you for providing this training!!!

KL

QPR Training 2022-2023 School Year

Question	If you have completed a QPR training in the past, have you utilized the information, and how?

In total, there were **206 stories** of utilizing QPR, as a:

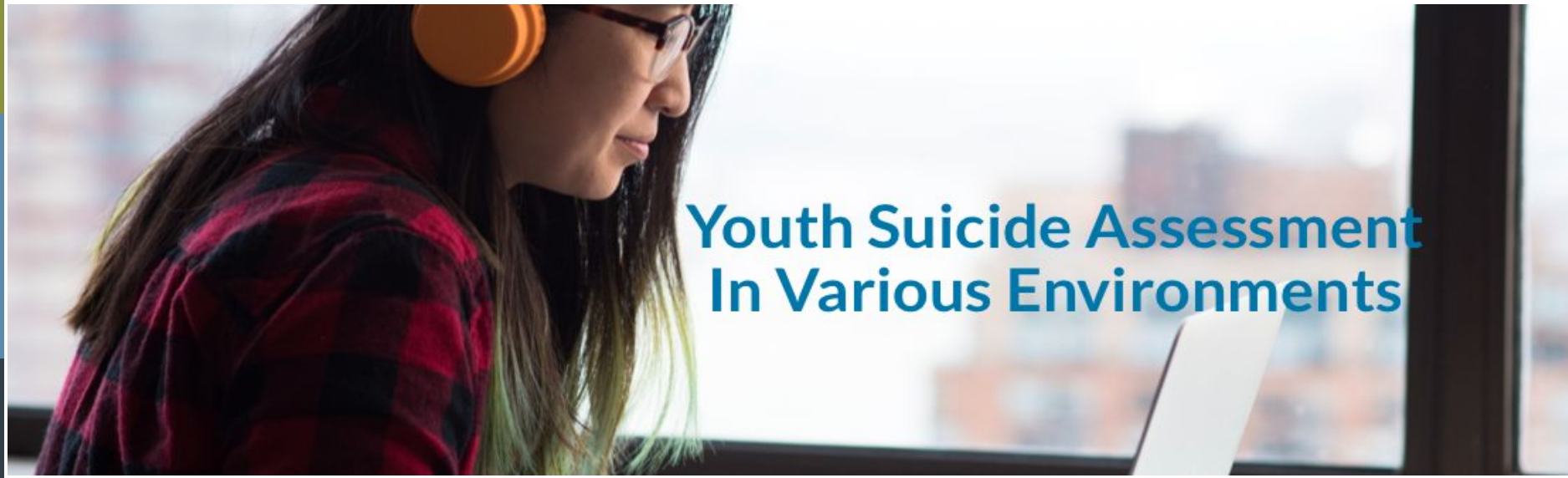
school staff, colleague, friend, parent, partner,
trusted adult, family member, coach, neighbor,
and the list goes on...

> I have used the training to ask students if they are hurting.. and in one instance, if they are feeling suicidal. This training emboldened me to ask some difficult questions.

KL

Youth SAVE Training

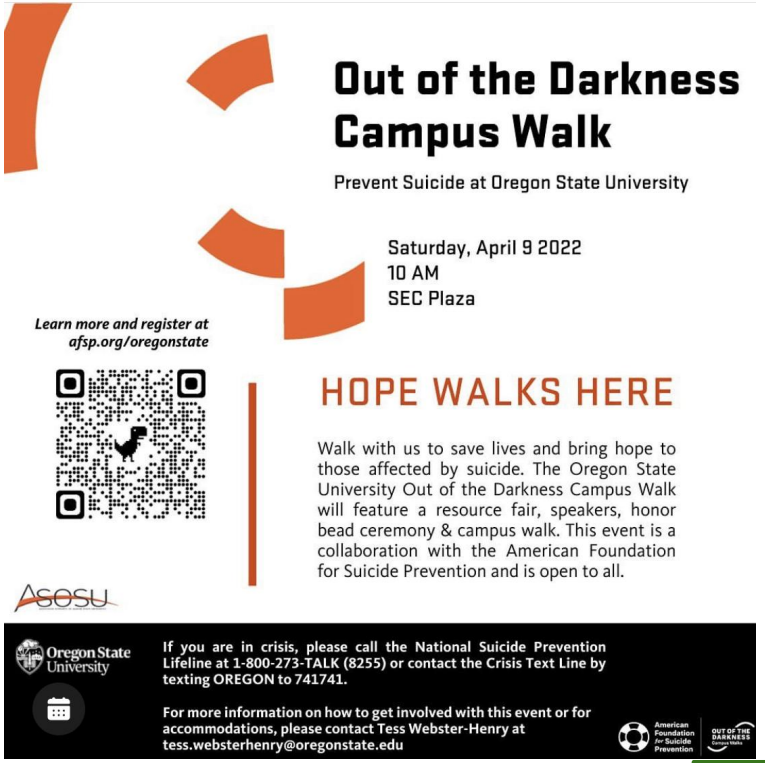
Targeted Staff Intervention of evidence-based suicide intervention training:
Trained: CSD 73% of CSD counselors, social workers, mental health therapists



KL

Intervention and Postvention

- Revision of the Suicidal Ideation Form
- U of O grant participation in prevention work
- Collaboration with state leads and CSD to initiate best practices of procedures
- Collaboration with OSU for Out of the Darkness walk- 4/15/23
- <u>More to come:</u>
    - Postvention work group



KL

Drug & Alcohol Use and Misuse

Integrated Treatment Leads to Better Outcomes

Students and family receive one consistent, integrated message about treatment and recovery.

- Research suggests that adolescents with substance use disorders also have high rates of co-occurring mental illness; over 60 percent of adolescents in community-based substance use disorder treatment programs also meet diagnostic criteria for another mental illness.
- In the United States, Substance Use Disorder (SUD) treatment is often siloed from the general health care system. Specialty mental health treatment systems typically address only severe mental illness, while drug treatment is typically provided by a separate SUD treatment systems.
- Together with early detection, integrated treatment can improve outcomes and quality of life for people with co-occurring disorders, including:
    - Increased chance for successful treatment and recovery for both disorders
    - Reduced or discontinued substance use
    - Decreased hospitalization
    - Reduced medication interactions
    - Improvement in psychiatric symptoms and functioning
    - Improved quality of life
    - Increased housing stability
    - Fewer arrests

Long lasting change:

- Having a culturally competent workforce to support our students and families.
- Working in collaboration with family, support systems, community service agencies and community partners.

JM

Foster Care-Benton County

Race of Current Foster Placements

3%	American Indian or Alaskan Native
11%	Black
51%	Caucasian
14%	Hispanic
21%	Without Data

- 65% of children and youth experiencing resource care from Benton County are placed outside of the county due to a lack of homes
- Over the last 3 years Benton County has lost 31% of their general resource homes

Resource Parent Race

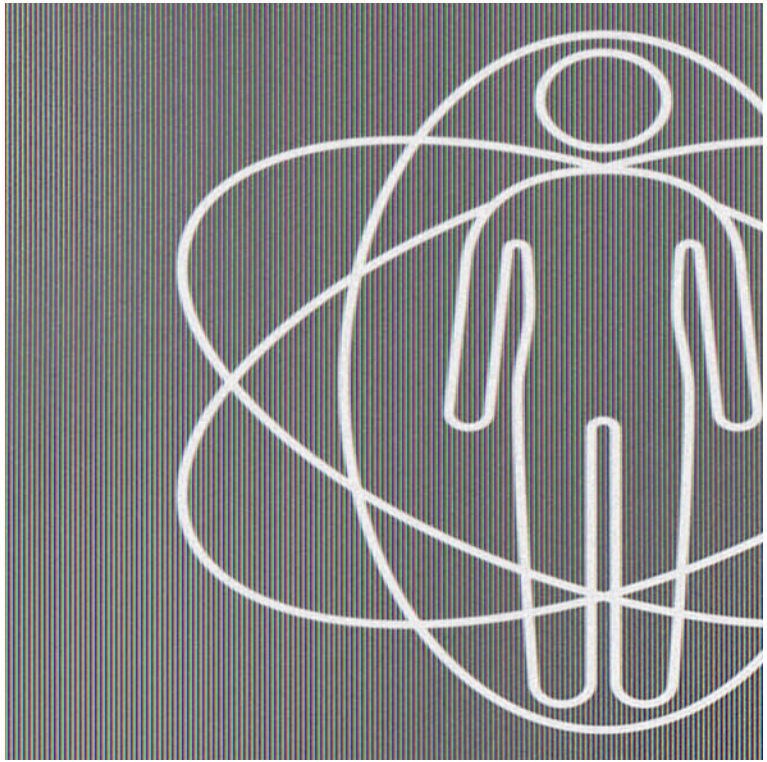
14%	American Indian or Alaska Native
0%	Black
81%	Caucasian
0%	Hispanic
19%	Without Data

SW

Intersectionality & Interdepartmental Impacts

Special Education Status
Section 504 Plan Status

Universal Design for Learning (UDL)



SB

Questions?

Sabrina Wood
Joe Leykam
Sarah Devine
Kela Lynn
Martha Calderon
Jody Miehl
Shawn Bernard

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director, jennifer.duvall@corvallis.k12.or.us

541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

Corvallis
SCHOOL DISTRICT

V. COMMUNICATIONS AUDIT REPORT (8:05 p.m.)*

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kelly Locey, Communications Coordinator
Meeting Date: March 23, 2023

Communications Audit Report

NO ACTION REQUIRED

In the fall of 2022, the Corvallis School District Communications Department partnered with the National School Public Relations Association (NSPRA) to conduct a communications audit.

The goals of the NSPRA Communication Audit process were to:

- Seek data, opinions, and perceptions.
- Assess the district's effectiveness and management of public relations, marketing, and engagement efforts.
- Provide customized recommendations on strategies and best practices to enhance the overall communication program.

The audit included a district-wide communications survey, focus groups with key stakeholders, and a review of district materials.

Based on the audit findings, NSPRA provided the following recommendations designed to help create more effective communications.

1. Enhance the strategic value of the communication plan with measurable objectives focused on moving the district toward achieving its goals
2. Develop and implement strategies to keep staff members informed and engaged
3. Provide support and training to staff at all levels who are responsible for communicating with students, parents, and the public
4. Standardize parent and family communication processes.
5. Enhance strategies to strengthen the engagement of parents and community members
6. Create a network of key communicators
7. Increase the usefulness and value of the district's website and social media channels

I look forward to providing additional information about our audit process and results and for the board to hear how the communications department will use these results to inform the development of a strategic communications plan.

Direct questions regarding the communications audit to Kelly.Locey@corvallis.k12.or.us

Communications Audit

Results & Recommendations

5 MIN AT A GLANCE

HOW IT STARTED

We partnered with the National School Public Relations Association (NSPRA) to conduct a Communications Audit, which included a district-wide communications survey, focus groups with key audiences, and a review of district materials.

YOU SPOKE WE LISTENED

Overall Perceptions

- The district's **equity work is a strength,** and audiences want to understand how it impacts students positively
- The district is **caring and inclusive,** and audiences are supportive of the district
- District communications inform audiences in key areas, but **there is not a clear vision** for the district

Family Feedback

- Desire **less frequent and more relevant messages** so they can find what they need to know
- Need to know **whom to contact with questions** at the district-level
- Want a **better understanding** how **district decisions** are being made, particularly with finances
- The **district has a** greater focus on equity and a **lesser focus on academic rigor**

Staff Feedback

- Need communication to be **more proactive** and information to be **more timely**
- Desire to **feel valued** in their role within the district
- Need more context to understand **why and how decisions are made**
- Need **more communication training** for employees

WHAT THIS MEANS

The following **audit recommendations** are designed to help meet the goal of creating more effective communications:

- Enhance the strategic value of the communication plan with measurable objectives
- Develop and implement strategies to keep staff informed and engaged
- Provide communications support and training to staff at all levels
- Standardize family communication processes
- Enhance strategies to strengthen the engagement of families and community members
- Create a network of key communicators
- Increase the usefulness and value of the district's website and social media channels

WHAT'S NEXT

The Communications Department will draft a

» 5-YEAR STRATEGIC COMMUNICATIONS PLAN «

based on the audit feedback and recommendations.

Visit **bit.ly/CommsAudit22** to view the full audit report and learn more about the audit.

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups.

The following persons have been designated to handle inquiries regarding discrimination:
Jennifer Duvall, Human Resources Director and Title IX Coordinator: jennifer.duvall@corvallis.k12.or.us, 541-757-5840;
Melissa Harder, Assistant Superintendent and Title II Oversight: melissa.harder@corvallis.k12.or.us;
Shawn Bernard, Special Education Coordinator and ADA Title II Complaints: shawn.bernard@corvallis.k12.or.us

COMMUNICATIONS
AUDIT RESULTS

MARCH 23, 2023

AGENDA

01
WHY

02
GOALS

03
PROCESS

04
FINDINGS

05
PROPOSED ACTIONS

06
NEXT STEPS

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

NSPRA

- Current perceptions about the image of our district and schools
- Parent, employee, student, and community audiences' 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

QUANTITATIVE

SCoPE Survey (School Communication Performance Evaluation)

Communication preferences, perceptions, and ideas.

- Staff
- Families
- Community members

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

10 Focus Groups

Interviews

- Superintendent
- Communications Coordinator
- Communications Team

RESULTS - FAMILIES

SCOPE SURVEY

Well-informed

- During crisis and serious incidents
- On student progress and learning

Rely on information from email, report cards, and student

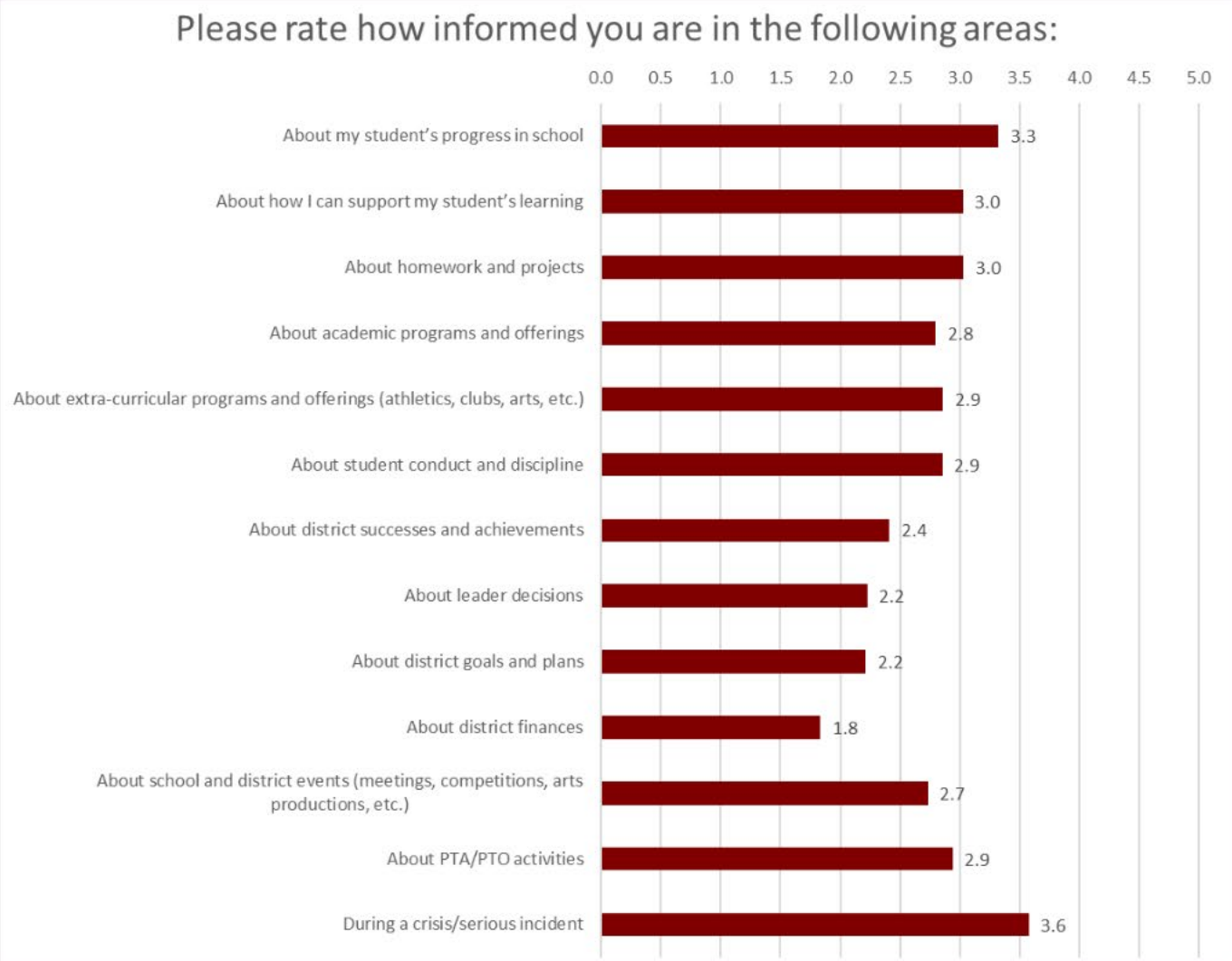
Communication preference for email, text, and ParentSquare

Need enhanced awareness around:

- District finance, goals, and plans
- Leader decisions
- Success and achievements
- From the district
  - Input and opinion feeling valued
  - Where to direct questions and concerns

RESULTS - FAMILIES

SCOPE SURVEY



RESULTS - STAFF

SCOPE SURVEY

Good clarity around teaching/learning and staff feel prepared to perform

Less satisfaction with transparency and feeling input and opinion valued

- At the district level

Preference for information to be received by email

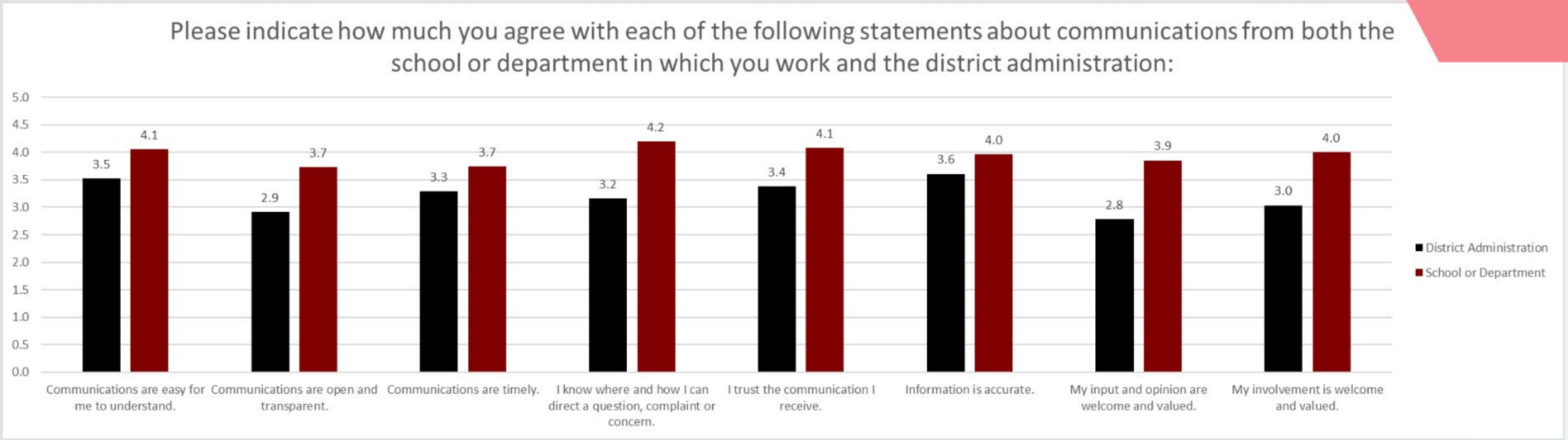
- Low reliance on social media, local news, and board of education meetings

Need enhanced communications around:

- District finances
- Leader decisions
- District goals & plans
- How to be an ambassador

RESULTS - STAFF

SCOPE SURVEY



RESULTS - COMMUNITY

SCOPE SURVEY

Currently rely on district calendar, friends and family, or district website

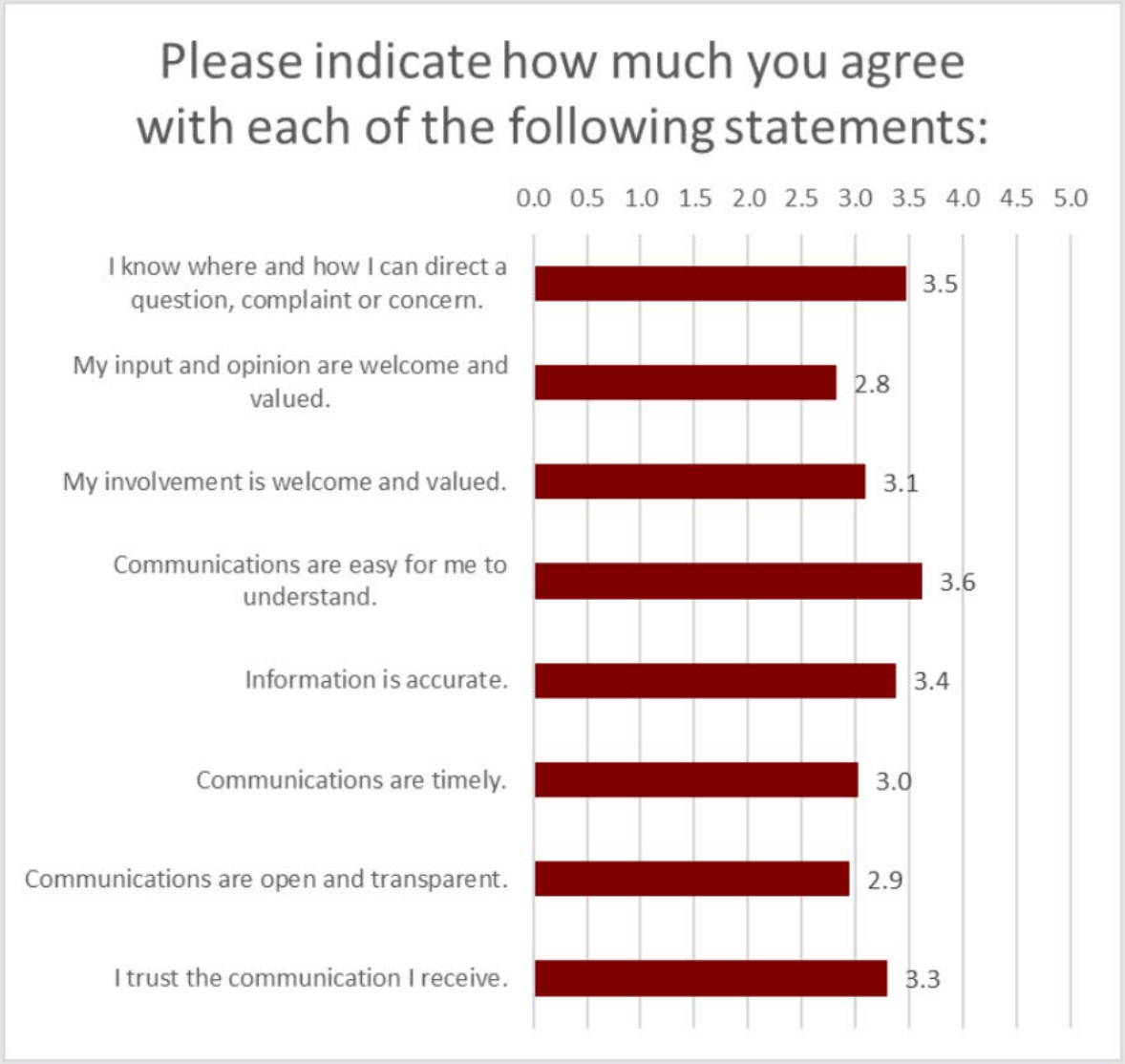
Prefer to get information from newsletter

Enhanced awareness recommended around:

- District goals, plans, finances, and facilities
- Leader decisions
- Input, opinion, and involvement feeling valued
- Transparency of communication

RESULTS - COMMUNITY

SCOPE SURVEY



KEY FINDINGS - Overall Perceptions

Equity	All groups say the district's equity work is a strength and want to understand how it positively impacts students
Community Support	The community is supportive of the district
Caring & Inclusive	All groups view the district as caring and inclusive
Informed	All groups feel informed by district communications in key areas
Vision	All groups feel there is not a clear vision for the district

KEY FINDINGS - Families

Message Fatigue	Families get too many messages and many that are not relevant to their family, making it hard to find what they need to know
Communication Tools	Families do not understand ParentSquare and how it is being used
Questions	Families do not know where to direct district-level questions
Decision Making / Financials	Families don't fully understand how district decisions are being made, in particular about finances
Focus	Families feel the district has a greater focus on equity and a lesser focus on academic rigor

KEY FINDINGS - Staff

Timely Communications	Staff need timely information to answer questions as ambassadors for the district
Internal Communications	Staff need communications to be more proactive than reactive
Valued	Staff have a desire to feel valued in terms of their role within the district
Decision Making	Staff feel they don't have enough context to understand why or how decisions are made
Training	Staff feel there is a lack of communication training for employees
Leadership Visibility	Staff want to see more district leadership presence at school sites

RECOMMENDATIONS

- Enhance the strategic value of the communication plan with measurable objectives
- Develop and implement strategies to keep staff members informed and engaged
- Provide communications support and training to staff at all levels
- Standardize parent and family communication processes
- Enhance strategies to strengthen the engagement of families and community members
- Create a network of key communicators
- Increase the usefulness and value of the district's website and social media channels



NEXT STEPS

Immediate actions

Build 5-year strategic communications plan

Return in fall

QUESTIONS

Corvallis
SCHOOL DISTRICT

VI. SCHOOL CALENDAR REVISIONS - 2023-24 (8:35 p.m.)*

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Nikki McFarland, Teaching and Learning Coordinator
Meeting Date: March 23, 2023

2023-24 Calendar Revision

ACTION REQUESTED

Background

School Board Policy IC/ICA—School Year/School Calendar directs the Superintendent to establish a school calendar giving due consideration to input from staff, parents, and the community. Providing calendars for upcoming school years allows parents, staff, and the community to plan ahead with key calendar dates.

Based on lessons learned from snow days this school year, the implementation of a new Student Information System (Synergy) in 2023-24, and the historical practice of holding a regional career and college fair on the Tuesday following President's Day, the following revisions to the 2023-24 calendar are recommended:

- Make February 1, 2024, a non-school day to accommodate elementary and high school progress and grade reporting and transition to semester 2
- Make February 19, 2024 (President's Day) a weather make-up day
- Make February 20, 2024, a school day (this will also be the day of our regional college and career day at OSU)
- Make April 17-19, 2024, weather make-up days

Approved key dates and recommended revisions for the 2023-24 school year are in the table below. Recommended revisions are highlighted in yellow.

	Current K-12 key dates (approved May 5, 2022)	**Recommended revisions**
First Day of School	Tuesday, September 5, 2023	Tuesday, September 5, 2023
Holidays and Breaks	Veterans Day 11/10 Thanksgiving break 11/22-11/24 Winter break 12/18-1/1 MLK Day 1/15 President's Day 2/19 Spring break 3/25-3/29 Memorial Day 5/27	Veterans Day 11/10 Thanksgiving break 11/22-11/24 Winter break 12/18-1/1 MLK Day 1/15 Spring break 3/25-3/29 Memorial Day 5/27
Non-School days	10/9 11/1-3 12/1	10/9 11/1-3 12/1 2/1

	2/2 2/20* 3/15 4/17-19	2/2 2/19* (President's Day becomes weather make-up) 3/15 4/17-19*
Last Day of School	Tuesday, June 18, 2024	Tuesday, June 18, 2024
Weather make up days (also included as non-school days and noted with *)	2/20*, 6/20-21*	2/19*, 4/17-19*, 6/20-21*

The currently published and approved 2023-24 school year calendar can be viewed **HERE**.

The only change to school v. non-school days would be on 2/1 and 2/20. The other recommended revisions would be changes to the purpose of non-school days.

ACTION REQUESTED

Approve the revised 2023-24 school calendar.

MOTION REQUESTED

"I move to adopt the revised 2023-24 school calendar, as submitted."

S:\DO\Super\Kim\BOARD\ACTION\2023\03-23-23\23_24 calendar revision.docx

Corvallis
SCHOOL DISTRICT

VII. PUBLIC HEARING FOR TESTIMONY REGARDING THE INTEGRATED GUIDANCE APPLICATION (8:45 p.m.)*

Corvallis
SCHOOL DISTRICT

PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 04-05-22)

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

Public Comment at School Board Meetings

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

A. Complete all of the requested information on a "Comment Request" card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.

B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.

C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.

D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.

E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.

F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.

- Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at http://policy.osba.org/corvall/KL/index.asp.
- Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.

G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.

- Defamatory or abusive remarks are always out of order.
- The Board Chair may terminate a speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

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

Telephone Calls

Vincent Adams	541-240-4055	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Tina Baker	541-223-1997	Luhui Whitebear	541-632-3568
Sarah Finger McDonald	541-908-3756		

District Administrative Office
1555 SW 35th Street | PO Box 3509J | Corvallis, Oregon 97339
541-757-5841 | www.csd509j.net

Corvallis
SCHOOL DISTRICT

VIII. INTEGRATED GUIDANCE APPLICATION (8:55 p.m.)*

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Nikki McFarland, Olivia Meyers Buch, Leigh Santy
Meeting Date: March 23, 2023

Integrated Guidance Application

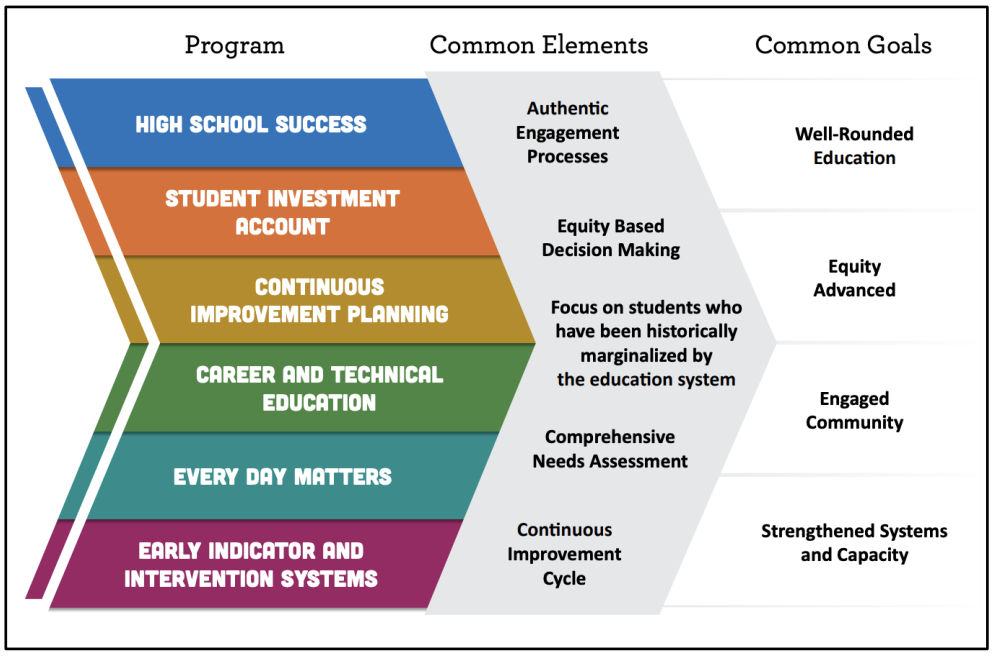
ACTION REQUESTED

Background

Integrated Guidance is a comprehensive application aligning and integrating separately created federal and state educational investments focused on educational innovation and improvement. This guidance integrates six aligned programs:

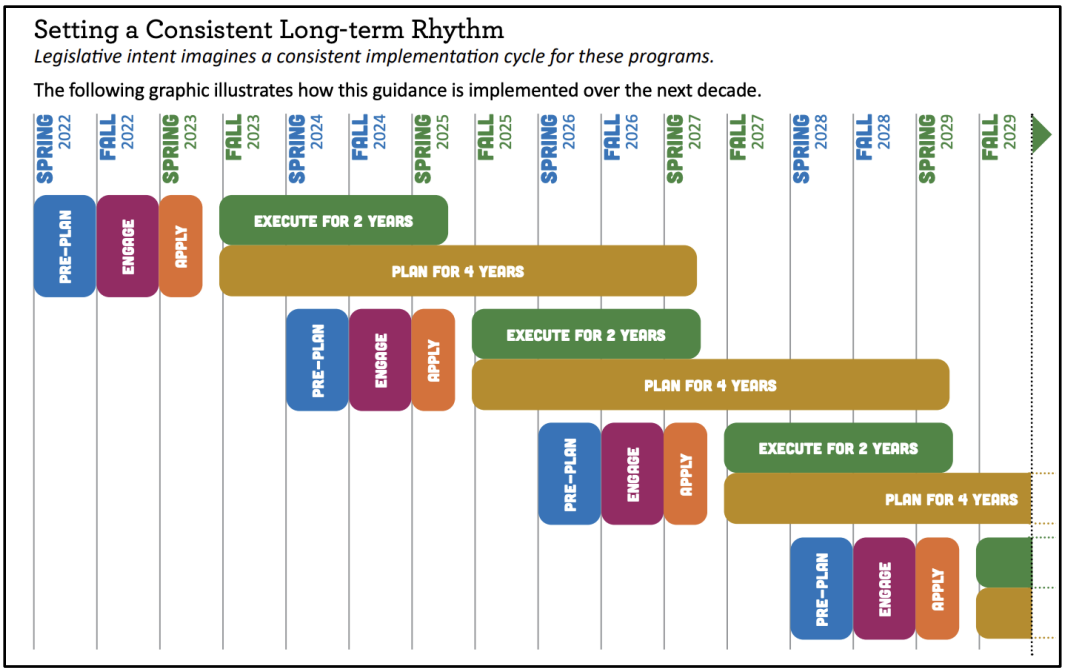
- High School Success (HSS)
- Student Investment Account (SIA) within the Student Success Act
- Continuous Improvement Planning (CIP)
- Career and Technical Education - Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIIS)

Taken together, these six programs target four common goals:



Corvallis School District staff have been working to complete this application since spring of 2022. Together we have completed a 12-step application process that included a needs assessment, student, staff, and community engagement, gathering and generating the activities and investments that identify our strategies, developing a budget, and preparing the attached application.

Following tonight's public comment and presentation, district staff will submit the Integrated Guidance Application, including budget documents, to ODE by March 31, 2023. Beginning in April 2023, ODE will review applications and co-develop and finalize required Longitudinal Performance Growth targets. In July 2023, grants agreements will be finalized for all relevant programs.



ACTION REQUESTED

Approve the Integrated Guidance application for submission to ODE.

MOTION REQUESTED

"I move to approve the Corvallis School District Integrated Guidance application for submission to ODE."

S:\DO\Super\Kim\BOARD\ACTION\2023\03-23-23\CSD Integ Guidance Board Cover Sheet .docx

Integrated Guidance Application

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

The Corvallis School District used the following data sources in our Needs Assessment Survey:

Student Achievement Data *was used to specifically analyze the academic achievement of our students from different demographic groups. ELA and Math proficiency data showed us that our Black and Latinx students scored far lower on OSAS than the average for all ages. The same was true for students navigating poverty, students who are emerging bilinguals, and students on an IEP.*

Student Attendance Data *showed a need to find improved strategies to keep students engaged in school and coming to school at a greater rate.*

9th Grade on Track Data *showed a need to focus on the 9th-grade passing rate in Algebra 1 courses for students navigating poverty, for students who are emerging bilinguals, and for students on an IEP.*

YouthTruth Survey Data *from our students showed a need to focus on ensuring all students feel connected and a part of their school community. This lead staff to focus on honoring the culture, language, existing knowledge, and lived experiences that students bring to the classroom and using that knowledge to inform their teaching practice.*

CTE participation Rates *showed that we have high participation rates (>80%) for all focal student groups. Retention rates as measured by Perkins IV and V concentration rates are 60-70% and 20-40% respectively. Both teachers and students in focal group listening sessions shared that we need to focus on more clearly articulating Program pathways and their connections to post-secondary career and college options.*

Between November 29, 2022 and January 10, 2023, Corvallis School District hosted ***Community Engagement Sessions*** *focused on specific feedback to the School Board on their Board Goals. These engagement sessions were facilitated by East Consulting & Associates and the data collected was analyzed and reported back to the district in March, 2023. Three of the sessions were open to the general public, while the other five were targeted to specific community or parent groups. Those groups included our District Diversity and Equity Inclusion Committee (comprised of several community agencies and partners), Students Advocating for Equity or SAFE (comprised of students of color from our middle and high schools), and the Special Education Advisory Committee or SEAC (comprised of parents of students with disabilities in our district). One of the SEAC sessions was held for Spanish speaking families and one engagement session was held for our families connected to the NAACP and also Spanish speaking families connected to Casa Latinos Unidos. Themes that arose from those sessions about challenges and barriers included:*

- *Outreach to families of color*
- *How our school system views disability*
- *Competing beliefs about math instruction ranging from math is "...accessible for all" to "detracking math has not been beneficial…"*
- *A need for more "real world learning" in school*
- *Improved transition between grade levels and to post-secondary options*

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

High School Success Investments

CTE investments

- *Hire and retain CTE staff from industry*
- *Design a culinary CTE space*

Dropout prevention investments

- *Support students to be successful in high school through a 9th grade success course for all incoming 9th graders*
- *Offer a Senior seminar course to support graduating seniors with post-secondary planning*
- *Hire a success coach at each high school to lead data teams and refine intervention systems*
- *Create a Sources of Strength class to support mental health in the high schools*
- *Design gender inclusive bathrooms at the high schools*
- *Develop alternative pathways for 8th graders*

College Level Opportunity Investments

- *Implement a college and career learning system (Major Clarity)*
- *Provide professional learning for teachers on mitigating bias and expanding college level opportunities*
- *Pay AP exam fees for all students*

Early Indicator and Intervention Systems

We will use our EIIS funding to pay for Grade Guardian software. This tool helps staff to monitor grades and attendance in order to identify strengths and areas of support for students throughout their high school career to ensure school engagement and on track graduation.

Student Investment Account

Our ultimate goal is to ensure that all students graduate. We measure progress to graduation by tracking 3rd grade reading achievement, successful completion of Algebra I, and earning the required number of credits by the end of 9th grade. Our commitment to that goal requires that we recognize and remove institutional barriers to create access and opportunities that benefit each student so that a student's identity does not predict or pre-determine their success in school.

Social and emotional learning investments play a critical role in the formation of positive relationships for students and creation of the emotional connections necessary for a full and complete learning experience. These programs help students develop a range of skills they need for school and life including the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions. We need to preserve existing multi-tiered, school-based staffing models that support student social and emotional learning and maintain our mental health program which currently works with students at our elementary schools. Additionally, we need to provide staff with professional development focused on social and emotional learning strategies.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

The Corvallis School District has put our commitment to equitable outcomes for all students into policy. Policy JBB, Racial Educational Equity states in part, "We are committed to the success of every student in each of our schools. For that success to occur, we are committed to racial educational equity by recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. We will achieve equity when student identity, including racial identity, does not predict or predetermine success in school." Regarding resources and access, Policy JBB states, "Racial educational equity is based on the principles of justice in allocating resources, opportunity, treatment, and success for each student." This Racial Educational Equity policy guides our work in all classrooms K-12.

What needs were identified in your district or school in terms of equity and access?

Community members attending our Community Engagement Sessions this winter identified the following themes when asked for feedback on advancing equity in Corvallis Schools.

- ***Student Involvement:*** *Increase student voice and empowerment; include students in their version of success; take action on student suggestions.*
- ***Resources and Support:*** *Prioritize BIPOC affinity spaces and provide more funding for these types of supports; provide support to families who have barriers like transportation and childcare; include children with disabilities in a more equitable way.*
- ***Communication:*** *Keep asking for feedback and experiences; make sure the community has more opportunities to share what they see as inequities.*
- ***Teachers and Staff:*** *Focus on recruiting and retaining a diverse staff (race, culture, language); provide more professional development opportunities for staff on racial consciousness.*
- ***Curriculum:*** *Lift everyone up rather than lowering expectations; encourage teaching equity in school and ensuring it is part of the curriculum.*

Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Our CSD Equity Lens tool is uploaded and includes the following questions.

- *How does this decision align with the district mission and vision?*
- *Who does this decision affect positively?*
- *Who does this decision affect negatively?*
- *How might this ignore or worsen existing disparities?*
- *What are the unintended consequences of this decision?*
- *How will those being affected by the decision be included in the process?*
- *What other possibilities were explored?*
- *How will this decision/outcome become sustainable?*

Describe how you used this tool in your planning.

We use the Equity Lens in decision making throughout the district in various ways. The Equity Lens plays a prominent role in our meeting norms. The Equity Lens is visible on table tents at district meetings that also display information about the Courageous Conversation compass, the Four Agreements, and the Six Conditions. The Equity Lens is used to make decisions both big and small and using it for this application was a given. As we determined academic and social emotional impact on our students we were sure to consider how this plan aligns with our vision and mission, positive and negative effects, disparities, unintended consequences, including focal students and families in the needs assessment, multiple possibilities, and determining how the decisions will be sustainable.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

We expect that students who have historically been underserved will show higher levels of student achievement. We expect to see improved outcomes for students who are navigating poverty, multilingual learners, students on an IEP, and students of color.

We are monitoring the data specifically for 3rd grade reading levels, on track graduation rates as determined by 9th grade math achievement, and graduation and completer rates. Research on addressing academic achievement disparities shows a direct correlation between improving outcomes for more marginalized communities and overall outcomes. This means that as students who have been typically underserved show gains in academic achievement that scores for students who have traditionally been in the sphere of success will also improve.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

We believe that by prioritizing culturally responsive teaching, recruiting and hiring more staff of color, and engaging our data teams and racial equity teams we will ensure our predicted academic outcomes. Some of the traditional barriers students encounter, such as curriculum that is not culturally relevant, are being removed through new curriculum adoptions and a focus on culturally inclusive teaching practices. We will continue to engage our students and families to match resources to needs.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The Corvallis School District utilizes school building Student Support Teams that include the following members: a building principal, school counselor, mental health therapist, family advocate, RTI coach, special education teacher, behavior staff, and others that the building deem appropriate. This team meets weekly to discuss students and families with particular attention paid to what the student/family need to stay engaged in school. Many times that means basic needs supports like housing, transportation, and groceries. Building staff have received training in trauma informed practices and we operate using student first language. As a district we also hold beliefs about students and families that focus on connection and support. This is reinforced with our Student Growth and Experience staff that includes a Student Services Coordinator who works in close collaboration with community partners like DHS and both our family

and youth homeless shelters. This coordinator also directs the work of our Family Outreach team in collaboration with our Family Outreach Supervisor.

Equity Advanced - CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

We have ten (10) Programs of Study in five (5) Career Cluster Areas and are working with our Perkins regional coordinator to add up to three more Programs. Strengths of our CTE Programs include: our facilities, equipment and human resources; skilled and dedicated teachers; non-traditional learning environments; student development of transferable skills; student connection to college and career pathways; course enrollment by focal group; connection to our School Board goal of real world learning; and relevant and personalized learning.

What needs were identified in your CTE Programs of Study in terms of equity and access?

Engagement at annual listening sessions of both CTE staff and high school students revealed that students and some staff lack awareness of our CTE programs and the sequences of courses within those programs. Focal group students shared that it still feels like peer representation in some Programs is not commensurate with enrollment.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Our district uses several strategies to recruit focal students to CTE Programs. Annual activities aimed at ensuring equitable participation include the following:

- *High school students from CTE programs visit students in elementary and middle schools*
- *High school students lead hands-on activities at the elementary level*
- *High school CTE students and teachers host an informational fair at middle schools*
- *Middle and high school STEAM teachers engage in collaborative projects across levels (Music & manufacturing and STEAM & Engineering)*
- *High schools host a spring recruitment program called "Women of the Woods" that aims to bring female students into manufacturing and engineering spaces to complete projects*
- *High schools host a 9th grade open house that focuses on CTE Programs (not core)*
- *Annual staff training on equitable forecasting practices and supporting students to access advanced coursework (AP, CTE, dual credit)*

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

To understand strengths and challenges of our CTE programs and to ensure equal access we host annual listening sessions with current CTE students and teachers. Student listening sessions target nontraditional student participants. In the sessions students are asked to share how they have made informed course decisions, what they have enjoyed about their courses, potential barriers to course enrollment, and how they would like to see programs improve or change in the future. This information is used to design an annual teacher training to mitigate bias in forecasting practices. In addition, when building learning schedules, principals prioritize scheduling CTE classes to reduce conflicts with English Langauge Development and Special Education classes. By listening to students, training staff and prioritizing CTE when scheduling, focal student access is positively impacted.

Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Students at the elementary level experience a core curriculum for English Language Arts and Math. Students who attend our Dual Language Immersion school have a common curriculum for Spanish Language Arts. Elementary schools focus on building skills for students that transfer into all content areas using social emotional learning that spans the school day and school year.

At the middle and high school levels students experience a well rounded education through engagement in core and elective courses. At the high school level teachers and administrators have been collaborating to improve access to advanced courses (AP, CTE and dual credit). At both the middle and high schools we offer an AVID elective course to support student skill development.

To support student engagement and positive culture, K-12 teachers and administrators have all been trained to understand the 5 Dimensions of Teaching and Learning Framework and Rubric, which are focused on the student learning experience. In addition, Corvallis also implemented a new tool for evaluating and selecting curriculum K-12. The tool was built from Board policy, School Board goals and the 5D+ framework.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Due to the passage of our Local Option Levy, elementary students have full access to 60 minutes of music, 60 minutes of PE, and 45 minutes of art instruction each week. An extracurricular Mariachi music program is also in place at our Dual Language Immersion schools. At the middle and high school levels students have access to theater, visual arts, music, and media art through elective course offerings.

How do you ensure students have access to strong library programs?

Through a generous construction bond passed by the Corvallis community in 2018, all of our elementary schools saw some form of remodel or update. Two schools were fully replaced. In all of those schools, our libraries were updated to be more welcoming and inviting to all students with the use of bright colors and the installation of comfortable furniture, reading nooks, and read aloud areas. Our Library Media Techs, led by our District Librarian, have also been weeding our collections removing older books and books that have not been checked out over the past five years. The district believes that children should see themselves in the books available in school and learn about the lives of others through literature.

Every school library has a Library Media Tech assigned to meet student and staff needs. Our elementary school libraries have schedules for all classrooms to visit the library each week, and our secondary school libraries are open all day for all students to visit.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

At the elementary level, schools ensure that students have access to recess in the morning and during lunch. Research has shown that eating lunch and then going to recess can cause some students to not eat enough lunch because they are so excited to go play. Many of our schools schedule recess before lunch as a strategy to encourage students to eat their entire lunch. All schools meet the state requirement to provide students 20 minutes to eat lunch.

At the middle and high school levels, student lunches were recently extended to ensure students have adequate time for eating and movement. At the middle level, students eat lunch by grade level to ensure the students have ample time to both pick up and eat their food and enjoy movement in the middle of the day. Our middle schools follow a trimester schedule and students have PE two of the three trimesters with a third trimester PE elective option available.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

All elementary school Library Media Techs also staff the "Maker Spaces" that connect to their library. The district provides materials and ideas for STEAM projects for elementary students. Both middle schools offer STEAM and courses are aligned to high school CTE courses. Project-based learning is supported across the curriculum K-12 by Board Policy and our district curriculum adoption criteria which requires that materials be academically relevant and integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.

For the 2022 - 2024 school years we hired a math TOSA to support curriculum adoptions and professional learning in math for all teachers K-12.

Two of the criteria for materials adoption are below:

- *Materials are meaningful and relevant beyond the task at hand (e.g. relates to a broader purpose or context such as problem solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.*
- *Materials integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.*

Using this criteria for all adoptions moving forward will help to ensure that students engage in relevant project based learning that really makes them think.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

To ensure that the adopted curriculum and materials have a clearly stated scope and sequence and are aligned to all state and national standards, district curriculum adoption teams use the following criteria based on CSD equity work, CSD School Board goals and the 5D+ Framework.

Materials are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. Materials are culturally responsive and include the multiple perspectives and contributions of other cultures and identities. Materials on controversial issues will be directed towards maintaining a balanced collection representing various views and promoting free inquiry and robust debate characteristic of a democratic society. Materials are inclusive and value diversity in all forms when possible.

Materials are related to a larger unit and to the sequence and development of conceptual understanding over time. Materials embody substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Materials include engagement strategies that capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Materials include engagement strategies that encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. Materials are meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. Materials integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

All of our teachers and school administrators have been trained on the 5 Dimensions of Teaching and Learning Framework and Rubric. Curriculum adoptions include language from the 5D+ Framework for Teaching and Learning in order to create alignment with instruction occurring in the classroom. Teachers in K-8 have Professional Learning Communities (PLC) time scheduled into the school week in order to meet with colleagues and discuss strategies that are intentional, engaging, and challenging.

How will you support, coordinate, and integrate early childhood education programs?

Bond construction at our elementary schools included the creation of a preschool classroom. Our hope was to design for the future when our schools could provide aligned and comprehensive preschool programs at each building. Currently our district partners with Head Start to provide preschool at two of our eight elementary schools.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

To help facilitate effective transitions from middle to high school we:

- *Host spring transition meetings with middle and high school administrators and counselors*
- *Schedule counselor visits to middle schools*
- *Schedule middle school visits to HS*
- *Host after school CTE programs for middle school students at our high schools*
- *Host and 8th grade open house*

To support students with their transition to postsecondary education we:

- *Offer dual credit courses*
- *Offer CTE Programs connected to local community colleges*
- *Offer AP courses and pay for exam fees*
- *Have staffed college and career centers*
- *Offer articulated K-12 college and career learning activities*
- *Require all 9th grade students to take a 9th grade success to begin planning*
- *Require all 12th grade students to engage in a Senior Seminar to complete post-secondary planning*
- *Host job, trade and career fairs*
- *Organize college and work site visits*

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Our district utilizes Response to Intervention (RTI) in grades K-8. RTI teams are led by an Multi-Tiered Systems of Support (MTSS) specialist at each school along with the principal. RTI teams meet every six weeks to analyze data and determine student interventions or study the efficacy of interventions in place. Data may include local performance assessments or STAR data. RTI encompasses reading, math, and behavior. At the high school level, school data teams analyze academic achievement data and attendance data to make decisions about student intervention needs. Data teams meet regularly throughout the year.

Our district collaborates with business partners, STEM hub, our local community college, and OSU to ensure students are prepared for both career and college. We use CTE data and feedback from focal groups to adapt practices and improve Programs. A focus for the next biennium will be strengthening work-based learning opportunities within our CTE Programs.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Our district focuses on differentiated instruction in all classrooms. These practices address the educational needs of many students who have exceeded state and national standards. If a student is eligible for TAG services individualized accessibility supports have been identified to address the individual's rate and level of learning. At the K-8 level these supports are identified in a personalized education plan. At the high school level, courses have instructional plans that identify how the course will meet the needs of students eligible for TAG services.

Well Rounded Education - CTE Focus

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

In Corvallis, students experience college and career connected learning in their CTE courses as well as our required 9th grade success and senior seminar courses.

In the 2023-24 school year, additional opportunities for career learning will be provided through Academic Advisor (grades 9-12) with implementation of both Major Clarity and YouScience. High school counselors were involved in the review and selection of the new college and career connected learning materials. Additionally, several high school counselors have attended the National and Oregon CTE conferences to better understand the importance of CTE learning experiences.

In addition, Corvallis is collaborating closely with our local community college (LBCC), OSU and our regional STEM & CTE hub to better articulate K-12+ regional pathways that lead to high wage/high demand careers in the Mid-Willamette Valley. We recently updated our district website to better communicate CTE and career paths to students, families and the community. We believe that new career related learning materials, staff training and improved communication and collaboration with partners will support students to be more informed about their K-12+ choices.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

All students and families learn about CTE programs through our course catalog, open house, forecasting activities with counselors and our district website. Focal students have additional opportunities including a CTE to career pathways fair and collaborative middle school/high school spring activities.

In the winter of 2023, all high school counselors and teachers participated in a"Mitigating Bias in Forecasting" training. This training helped teachers and counselors to evaluate their roles in forecasting and understand the importance of increasing access to advanced courses (AP, dual credit and CTE).

How are you providing equitable work-based learning experiences for students?

To be in compliance with Perkins V, CTE teachers are working with community partners to develop meaningful work based learning experiences. In addition our district has been connecting with partners at our local community college (LBCC) and partnering with our STEM hub to expand student access to work based learning experiences. In Spring 2023, all juniors and seniors will have the opportunity to explore summer employment that is connected to the six Oregon Career Clusters.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

In Corvallis we define advanced coursework as dual credit, AP and CTE. In Fall of 2022, we had 1,573 dual credit and AP course enrollments by 839 unique students. The CTE participation rate was 86% for the three graduation cohorts (2018-19 through 2020-21). Student's academic and technical skills are being improved as our district adopts and implements new curriculum across core and grows dual credit, AP and CTE course offerings.

In the "Mitigating Bias in Forecasting" training that all high school staff participated in this winter, staff were asked to review current advanced coursework offerings, identify courses they would like to offer in the future and the barriers to getting started. In the feedback from that training teachers shared the following: "I appreciate identifying the ways in which we can improve student learning and access to education. I enjoyed collaborating with my department to determine ways to improve access to our courses."; "We need to work to disassemble the barriers that prevent students from achieving their goals."; and "We need to continue to find room to help students choose pathways that are both realistic and challenging."

CSD teachers know our district goals because they have built familiarity with the HSS eligibility requirements. This is helping them to focus on student learning and experiences.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

By partnering with our local community college, OSU and offering a required senior seminar course we support students to be self-sufficient. Students have shared that CTE courses prepare them for their next steps by being: relevant to things they are interested in; personalized; real-product focused; creative; variable in pace; exploratory; accessible across skill levels; collaborative; and problem solving focused.

How will you prepare CTE participants for non-traditional fields?

Each year our district examines our CTE participation data by focal group. Central office leaders work with building leaders and CTE teachers to improve and refine recruitment strategies to attract and retain non-traditional CTE participants. Success within CTE courses and programs supports students who choose to continue to be successful in nontraditional fields after graduation.

Describe any new CTE Programs of Study to be developed.

We are currently developing a Construction Program of Study and an additional Early Childhood Education Program of Study.

Engaged Community

If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

We are fortunate to have a number of community and parent groups that have ongoing and positive relationships with our District. Community Engagement Sessions were scheduled with particular groups in mind like our District Equity Leadership Team Advisory (DELTA - a group of racially and linguistically diverse parents), Special Education Advisory Committee (SEAC - parents/guardians of students receiving special education services), Casa Latinos Unidos and the NAACP. Student groups included Students Advocating For Equity (SAFE - a group for historically marginalized students to explore equity) and PRIDE Clubs (a group for LGBTQ+ students) at the middle and high school levels.

Interpretation services are a standard practice at community engagement meetings for our Spanish speaking families and translated materials are also provided. Arabic translation and interpretation is also an available resource in our District, however it was not needed for Community Engagment Sessions this school year. All of the above-mentioned groups meet quarterly at a minimum allowing for ongoing collaboration and engagement.

We strive to engage with families who represent the diversity of our District. We are continually working to find ways to engage with our families navigating poverty. We must address the barriers to engaging with this group through building positive rapport. Our goal is to gain a deeper understanding of the challenges they are facing and develop methods to ensure these families have access to sharing their experiences and perspective with us.

What relationships and/or partnerships will you cultivate to improve future engagement?

Many of the groups that we engaged with have a regular meeting schedule with District and school leaders. These groups include DELTA, SEAC and SAFE. We value these established relationships with student and family groups that inform us on effective formats for future engagement.

One group of families that we want to foster more engagement with includes those navigating poverty. Our bilingual health navigators and family advocates frequently meet with individual families, but systemic engagement is not yet in place. The District also needs to engage with local tribes and resources at Oregon State University in order to better serve our Native American students. We want our students to gain knowledge of Native communities and make certain that staff provide culturally relevant instruction. Developing relationships of trust is the most important way to cultivate engagement and do this work.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Authentic engagement requires planning, time, and resources from staff. As a District, we supported a number of opportunities for parent and community engagement. In addition, District leaders met with established parent groups to gain the perspectives of parents representing specific student groups. The process allowed us to gather a great deal of input in person.

The amount of data collected requires a common tool for review. We would encourage the Oregon Department of Education to provide guidance and support for districts in their use of software tools that summarize qualitative data sets.

How do you ensure community members and partners experience a safe and welcoming educational environment?

Board Policy ACB, Every Student Belongs, guarantees that, "All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, gender expression, sexual orientation, disability or national origin." All building administrators have received training on Policy ACB and understand it's charge of ensuring a safe and welcoming environment for all.

As stated earlier, interpretation services are a standard practice at community engagement meetings for our Spanish speaking families and translated materials are also provided. Arabic translation and interpretation is also an available resource in our district.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Conversations with the director of Muddy Creek Charter School and their eventual partnership with the Corvallis School District in the Integrated Guidance process began in September 2022, during monthly meetings between the charter school director and the Assistant Superintendent. Community Engagment Sessions were open to Muddy Creek parents and staff.

Integrated Guidance Application

Who was engaged in any aspect of your planning processes under this guidance?

• *Students of color* • *Students with disabilities* • *Students who are emerging bilinguals* • *Students who identify as LGBTQ2SIA+* • *Students navigating poverty, homelessness, and foster care* • *Families of students of color* • *Families of students with disabilities* • *Families of students who are emerging bilinguals* • *Families of students who identify as LGBTQ2SIA+* • *Families of students navigating poverty, homelessness, and foster care* • *Migrant Education and McKinney-Vento Coordinators*	• *Local Community College Deans and Instructors; Local university deans and instructors* • *Licensed staff (administrators, teachers, counselors, etc.)* • *Classified staff (paraprofessionals, bus drivers, office support, etc.)* • *Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)* • *Tribal members (adults and youth)* • *School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)*

How were they engaged?

- *Survey(s) or other engagement applications (i.e., Thought Exchange)*
- *In-person forum(s)*
- *Focus group(s)*
- *Community group meeting*
- *Partnering with community-based partners*
- *Roundtable discussion*
- *CTE Consortia meeting*

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement.

CSD Five Artifacts of Engagement

1.	District Improvement Plan Slideshow	Presented in November 2022 to the Corvallis School Board. Includes achievement and engagement data and our goals for the 2022-23 school year.
2.	CTE Listening Sessions	Listening session with students to better understand how students know about and select CTE courses
3.	Mitigating Bias in Forecasting Slideshow	Presented to high school staff in January 2023.
4.	Recruitment and Retention Data Analysis and Planning for CTE	February 2023 meeting with CTE teachers to review disaggregated data for current programs and plan for promotion and recruitment activities.
5.	Community Engagement Report	Presented in March, 2023 to the Corvallis School Board summarizing the Community Engagement sessions.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

These artifacts were selected because they speak to the full breadth of analysis the district did to make decisions about our Integrated Guidance Plan. Our District Improvment Plan provides evidence of who we are, how our students are doing, and where we would like to be at the end of the year. The three documents related to CTE are mentioned throughout this application and show the work our CTE and High School Success Coordinator did to elicit feedback from staff and students about the program and gather ideas on how to improve. The Mititaging Bias in Forecasting is a direct result of that work with staff and students. And lastly our Community Engagement Report provides information and feedback from our community collected during our multiple Community Engagement sessions.

As mentioned previously in this application, focal student populations and their families were specifically included and invited to listening sessions and Community Engagement sessions.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Our initial strategy is to open up listening sessions or Community Engagement Sessions to the public and offer interpretation services to anyone who needs it. Our more directed strategy is to extend invitations to particular students, families, and community partners in order to elicit feedback from focal groups. For Community Engagment Sessions this included our Black families (through the NAACP), our Latinx families (by specific invitation and through Casa Latinos Unidos), our families with students in special education (Special Education Advisory Committee), community and district partners representing diversity, equity, and inclusion (DEDI) and a specific session for Students Advocating for Equity. SAFE is a student group at the secondary level for our students of color. For CTE listening sessions with students, our CTE coordinator specifically chose focal group students to participate.

On the Community Engagement Spectrum, our work fell between "Involve" and "Collaborate." We were meaningfully engaging community voice and collaborating and sharing power with the community.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

CTE staff were invited to attend the Recruitment and Retention Data Analysis and Planning meetings. These staff analyzed disaggregated data to look for patterns in enrollment in CTE courses by race and gender. Using that data, CTE staff made plans to recruit students of color and create a gender balance as well as planned how to retain those students once they enroll.

All high school teachers were trained on Mitigating Bias in Forecasting to identify they role in addressing equitable access to advanced courses. Staff reviewed our Racial Educational Equity policy and identifed language that aligned to improving access to advanced courses. They also collaborated to identify barriers to students accessing advanced courses and what they will do collectively take to support equitable course forecasting processes.

On the Community Engagement Spectrum, our work fell between "Collaborate" and "Defer." We were collaborating and sharing power with the community (staff) and letting them drive the work.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

CTE participation rates showed that we have high participation rates for all focal student groups. Both teachers and students in focal group listening sessions shared that we need to focus on more clearly articulating Program pathways and their connections to post-secondary career and college options. Based on data that indicated we needed to provide professional learning for teachers on mitigating bias and expanding college level opportunities

Our Community Engagement sessions revealed that our families and community partners believe in the work that our district is doing to improve outcomes for all students. These sessions gave us insight into what is most important to our families and students when considering academic rigor, equity, and real world learning.

Engaged Community - CTE Focus

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Our district is partnering with LBLESD, the Mid-Valley STEM-CTE Hub, Linn Benton Community College, Oregon State University, Workforce Development, and community businesses and organizations to expand work-based learning opportunities for students. Part of this work is funded by a Rural Guided Pathways Grant that brings partners together to create connected K-12 to Career pathways. In addition, we are currently working to pair CTE teachers with partners to ensure students have experiences that are aligned to CTE programs and include sustained interactions with industry, business, or community professionals. To encourage student participation, we are working to offer CTE credit for work based learning experiences that are aligned to CTE programs.

Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

As a district we are focusing on the next evolution of our racial equity work. After years of honest and consciousness-raising conversations with students, parents, teachers, administrators, and community leaders, it is clear we need to do more to ensure implementation of evidence based strategies aimed at raising outcomes for student focal groups.

This plan includes funds to increase equity leadership development in partnership with culturally specific organizations and other stakeholders in order to advance our work to remove systemic barriers and advance racial equity, diversity, and inclusion in our schools. This plan also includes funds to expand our strategic recruitment strategies to establish a better and more consistent pipeline to increase the racial and cultural diversity of our teaching staff and provide staff with professional development focused on race and culturally relevant instruction.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Our school district engages in staffing practices that ensures our focal group students are taught by teachers who are experienced in their field and receive professional learning and curriculum training to support them in teaching all students. We also complete a comparability report each year to assess staff working at district Title I schools.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

The District believes a positive school climate, clear and consistent student behavioral expectations, trauma-informed classroom management strategies, family engagement, developmentally appropriate practices, and culturally relevant instruction all contribute to safe, supportive, and secure learning environments. We also believe all students and families have a place in our public schools and it is the educator's responsibility to do all possible to help every child experience success. The goal of student discipline is to support students in learning the skills necessary to contribute to a positive school climate and avoid disruptive behavior.

From our Racial Educational Equity Policy JBB:
To achieve racial educational equity, we are committed to:
2. Consistently using districtwide and individual school level data, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making.
3. Promoting opportunities in all aspects of education, including extracurricular activities, to ensure equitable representation in advanced learning such as talented and gifted and advanced placement courses. Eliminate disparate representation in special education and discipline referrals.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

School Improvement Plans and the District Improvement Plan were written this year to focus on Achievement in Reading, Achievement in Math, and Student Engagement. Our district has aligned our professional development opportunities with these top three goals in mind. In addition we align professional growth opportunities with our school board goal areas that include student achievement, equitable systems, real world learning, and health and wellness. We take time to check in with staff who have attended professional learning to see how that learning has been implemented into their classroom and ensure building principal support for those teachers to share their learning with their colleagues.

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

In our annual evaluation system, educators start the year by completing a self-assessment to reflect on their knowledge base and plan for the year. In that document, educators are asked about professional learning they are hoping to accomplish this year. The next step in the evaluation process asks educators to set Student Learning Growth Goals and for each goal, educators are asked, "What professional development will help me reach my goal?" At the mid-year point, educators meet with their supervisor to discuss progress on their goal thus far. At the end of the school

year, following multiple walkthrough observations with supervisor feedback, educators meet once again with their supervisor to reflect on the school year.

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Our district utilizes Response to Intervention in grades K-8. RTI teams and Data Teams at the high school level. These teams meet regularly to analyze data and determine student interventions or study the efficacy of interventions in place. Data may include local performance assessments or STAR data. At the high school level, school data teams analyze academic achievement data and attendance data to make decisions about student intervention needs. These teams work to respond to student needs and ensure they have support both academically and behaviorally. All schools have systems in place to support students including specific intervention programs or classes and opportunities for alternative education in building. It is those interventions that are reviewed regularly at RTI or Data Team meetings.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

To help facilitate effective transitions from early childhood education programs to kindergarten we:

- *Host kindergarten open house events to meet teachers and learn about our program*
- *Outreach to local preschools to encourage enrollment*
- *Offer Kindergarten Academy - a 3 week summer prep program for incoming kindergarten students of color, kindergarten students experiencing poverty, kindergarten students learning English, and kindergarten students with disabilities*

To help facilitate effective transitions from elementary to the middle grades we:

- *Have spring transition meetings with elementary and middle school administrators and counselors*
- *Schedule elementary school visits to the middle schools*
- *Host a 6th grade open house*

To help facilitate effective transitions from middle to high school we:

- *Have spring transition meetings with middle and high school administrators and counselors*
- *Schedule counselor visits to middle schools*
- *Schedule middle school visits to high school*
- *Host after school CTE programs for middle school students at our high schools*
- *Host and 8th grade open house*

To support students with their transition to postsecondary education we:

- *Offer dual credit courses*
- *Offer CTE Programs connected to local community colleges*
- *Offer AP courses and pay for exam fees*
- *Have staffed college and career centers*
- *Do articulated -12 college and career learning activities*
- *Require all 9th grade students to take a 9th grade success to begin planning*
- *Require all 12th grade students to engage in a Senior Seminar to complete post-secondary planning*
- *Host job, trade, and career fairs*
- *Organize college and work site visits*

Select your institution from the drop down list to the right:	1901-Corvallis SD 509J

Please provide contact information for the person completing this budget	
Name	Olivia Meyers Buch
Phone	541-757-5980
Email	olivia.meyersbuch@corvallis.k12.or.us

START HERE

Version 2: September 20, 2022

Integrated Planning & Budget Template Technical Guide

	OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Strategies	**Outcome-SAMPLE**	SD achieves at least a 93% graduation rate across all demographic groups.						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	S1	*Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.*			*x*			
	S2	*Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.*	*x*				*x*	
	S3	*Provide equitable access to social, behavioral and mental health supports.*	*x*				*x*	
Strategies	**Outcome-A**	**All students read grade level texts by third grade and stay on grade level; successfully complete Algebra 1 by the end of ninth grade; are on track with required credits by**						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	A1	Adopt and Implement Effective Instructional and Curriculum Programs				x	x	
	A2	Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices					x	
	A3	Grow and Mentor Effective Educators			x	x		
	A4	Ensure All Students are Ready for College or Career				x		
	A5	Enhance Programs that Support Student Social and Emotional Learning				x		
Strategies	**Outcome-B**	**Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity or sexual orientation) does not predict or predetermine success in**						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	B1	Adopt and Implement Effective Instructional and Curriculum Programs					x	
	B2	Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices				x		
	B3	Grow and Mentor Effective Educators					x	
	B4	Ensure All Students are Ready for College or Career				x		
	B5	Enhance Programs that Support Student Social and Emotional Learning					x	
Strategies	**Outcome-C**	**All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.**						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	C1	Adopt and Implement Effective Instructional and Curriculum Programs				x		
	C2	Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices						
	C3	Grow and Mentor Effective Educators					x	
	C4	Ensure All Students are Ready for College or Career				x		
	C5	Enhance Programs that Support Student Social and Emotional Learning					x	
Strategies	Outcome-D	**The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional and physical well being.**						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
	D1	Adopt and Implement Effective Instructional and Curriculum Programs				x	x	
	D2	Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices				x	x	
	D3	Grow and Mentor Effective Educators						
	D4	Ensure All Students are Ready for College or Career						
	D5	Enhance Programs that Support Student Social and Emotional Learning				x	x	

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	**Total Allocation 2023-24:**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$18,727.56**	**$1,977,841.83**	**$4,872,896.76**	**$6,869,466.15**
--	**Total Budgeted Amounts (Autosum):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$18,727.56**	**$1,977,841.83**	**$4,872,896.76**	$6,869,466.15
--	**Unbudgeted (Autocalculate):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	$0.00
S1	Sample		1.5	Equity/Diversity/Inclusion Specialist		STF		H&S	111	$3,250.00		$2,500.00		$65,000.00	$70,750.00
--	Indirect/Administration	--	--	--	--	--	--	--	690			$925.14	$79,113.67	$243,644.84	$323,683.65
A1	Broaden high school curricular options		2.33	General: Multiple subjects teacher (middle/high school)				WRE	111					$279,300.00	$279,300.00
A1	Hire a coordinator to facilitate teaching and learning initiatives for high school administrative teams		0.2	Other: Other staff position not listed			DP STA		113				$40,300.00		$40,300.00
A1	Hire a coordinator to facilitate teaching and learning initiatives for high school administrative teams		0.2	Other: Other staff position not listed			CLO STA		113				$40,300.00		$40,300.00
A1	Hire a coordinator to facilitate teaching and learning initiatives for high school administrative teams		0.2	Other: Other staff position not listed			CTE STA		113				$40,300.00		$40,300.00
A2	Improve systems that support data collection and analysis to inform equity-based decision making		1	Other: Other staff position not listed				WRE	113					$205,300.00	$205,300.00
A2	Improve systems that support data collection and analysis to inform equity-based decision making							WRE	470					$25,000.00	$25,000.00
A3	Hire graduation coaches to facilitate grade level data teams and monitor student progress in earning credits		2	Other: Other staff position not listed		STF	DP STA		111			$2,802.42	$217,597.58		$220,400.00
A3	Hire graduation coaches to facilitate grade level data teams and monitor student progress in earning credits					SSS			470			$15,000.00			$15,000.00
A4	Require all 12th graders to participate in a senior seminar		1	General: Multiple subjects teacher (middle/high school)			DP STA		111				$131,600.00		$131,600.00
A4	Improve district-wide systems to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.		0.15	Other: Other staff position not listed			DP STA		113				$31,000.00		$31,000.00
A4	Improve district-wide systems to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.						DP PL		13X				$5,000.00		$5,000.00
A4	Improve district-wide systems to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.						DP ESF		470				$12,000.00		$12,000.00
A5	Expand alternative pathway offerings for students in grades 7-12		0.75	General: Multiple subjects teacher (middle/high school)			DP STA		111				$85,100.00		$85,100.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
A5	Expand alternative pathway offerings for students in grades 7-12		0.5	Supports: Other			DP STA		112				$30,900.00		$30,900.00
B2	Hire equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings		0.9	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)			DP STA		111				$99,000.00		$99,000.00
B4	Counsel students to strive for advanced coursework in 7th grade		0.15	Other: Other staff position not listed			CLO MS8		113				$31,000.00		$31,000.00
B5	Maintain special education staffing that supports inclusionary practices		3.5	Special Education (all positions)				RCS	111					$512,900.00	$512,900.00
B5	Maintain special education staffing that supports inclusionary practices		4.94	Special Education (all positions)				RCS	112					$678,500.00	$678,500.00
B5	Maintain special education staffing that supports inclusionary practices		1	Special Education (all positions)				RCS	113					$201,400.00	$201,400.00
C1	Expand computer science program of study		1	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				$139,200.00		$139,200.00
C1	Revive culinary arts program of study						CTE ESF		5XX				$215,000.00		$215,000.00
C1	Expand pre-engineering program of study		0.17	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				$12,300.00		$12,300.00
C1	Create a construction program of study		1	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				$136,100.00		$136,100.00
C1	Create a construction program of study		0.44	Arts (Applied): CTE (Approved Program of Study)			CTE STA		112				$26,200.00		$26,200.00
C3	Preserve library staffing to provide support for teachers in the development and coordination of real-world problem solving and project based learning		5.75	Library & Media				WRE	112					$348,200.00	$348,200.00
C4	Fund LBCC summer camp registrations						CTE OCG		31X				$60,000.00		$60,000.00
C4	Hire work-based learning career center specialists at each high school		0.94	Arts (Applied): Career Exploration			CTE STA		112				$56,000.00		$56,000.00
C4	Host a college and career fair for 11th graders						CTE STA		13X				$4,200.00		$4,200.00
C4	Host a college and career fair for 11th graders						CTE ESF		34X				$5,000.00		$5,000.00
C4	Host a college and career fair for 11th graders						CTE ESF		410				$800.00		$800.00
C5	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students		1	Other: Other staff position not listed				WRE	11X					$117,100.00	$117,100.00
C5	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students							WRE	13X					$25,400.00	$25,400.00
C5	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students							WRE	410					$5,000.00	$5,000.00
D1	Preserve nursing staff that supports school-based health and wellness practices		3.3	Health: Nurse				H&S	111					$418,600.00	$418,600.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
D1	Preserve nursing staff that supports school-based health and wellness practices		0.31	Health: Nurse				H&S	112					$20,600.00	$20,600.00
D1	Require all 9th graders to participate in a Freshmen Success course (combined with Health 1)		3.5	Core: Health/PE/Athletics			DP STA		111				$415,700.00		$415,700.00
D2	Design gender inclusive bathrooms for both high schools						DP ESF	H&S	5XX				$26,230.58	$1,251.92	$27,482.50
D5	Offer Sources of Strength course at high schools		0.33				DP STA		111				$37,900.00		$37,900.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning		9					H&S	111					$1,062,800.00	$1,062,800.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning		6					H&S	112					$447,200.00	$447,200.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning		1					H&S	113					$163,200.00	$163,200.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning							H&S	470					$25,000.00	$25,000.00
D5	Create more opportunities for middle school students to participate in extracurricular activities							WRE	13X					$70,000.00	$70,000.00
D5	Create more opportunities for middle school students to participate in extracurricular activities							WRE	31X					$12,500.00	$12,500.00
D5	Create more opportunities for middle school students to participate in extracurricular activities							WRE	4XX					$10,000.00	$10,000.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	**Total Allocation 2024-25:**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$18,727.56**	**$2,058,570.07**	**$5,071,790.58**	**$7,149,088.20**
--	**Total Budgeted Amounts (Autosum):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$18,727.56**	**$2,058,570.07**	**$5,071,790.58**	$7,149,088.21
--	**Unbudgeted (Autocalculate):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	$0.00
S3	Sample		1.5	Equity/Diversity/Inclusion Specialist		STF		H&S	111	$3,250.00		$2,500.00		$65,000.00	$70,750.00
--	Indirect/Administration	--	--	--	--	--	--	--	690			$925.14	$82,342.80	$253,589.53	$336,857.47
A1	Broaden high school curricular options		2.3	General: Multiple subjects teacher (middle/high school)				WRE	111					$293,265.00	$293,265.00
A1	Hire a coordinator to facilitate teaching and learning initiatives for high school administrative teams		0.2	Other: Other staff position not listed			DP STA		113				$42,315.00		$42,315.00
A1	Hire a coordinator to facilitate teaching and learning initiatives for high school administrative teams		0.2	Other: Other staff position not listed			CLO STA		113				$42,315.00		$42,315.00
A1	Hire a coordinator to facilitate teaching and learning initiatives for high school administrative teams		0.2	Other: Other staff position not listed			CTE STA		113				$42,315.00		$42,315.00
A2	Improve systems that support data collection and analysis to inform equity-based decision making		1	Other: Other staff position not listed				WRE	113					$215,565.00	$215,565.00
A2	Improve systems that support data collection and analysis to inform equity-based decision making							WRE	470						$0.00
A3	Hire graduation coaches to facilitate grade level data teams and monitor student progress in earning credits		2	Other: Other staff position not listed		STF	DP STA		111			$2,802.42	$228,477.46		$231,279.88
A3	Hire graduation coaches to facilitate grade level data teams and monitor student progress in earning credits					SSS			470			$15,000.00			$15,000.00
A4	Require all 12th graders to participate in a senior seminar		1	General: Multiple subjects teacher (middle/high school)			DP STA		111				$138,180.00		$138,180.00
A4	Improve district-wide systems to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.		0.2	Other: Other staff position not listed			DP STA		113				$32,550.00		$32,550.00
A4	Improve district-wide systems to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.						DP PL		13X				$5,250.00		$5,250.00
A4	Improve district-wide systems to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.						DP ESF		470				$12,000.00		$12,000.00
A5	Expand alternative pathway offerings for students in grades 7-12		0.8	General: Multiple subjects teacher (middle/high school)			DP STA		111				$89,355.00		$89,355.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
A5	Expand alternative pathway offerings for students in grades 7-12		0.5	Supports: Other			DP STA		112				$32,445.00		$32,445.00
B2	Hire equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings		0.9	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)			DP STA		111				$103,950.00		$103,950.00
B4	Counsel students to strive for advanced coursework in 7th grade		0.2	Other: Other staff position not listed			CLO MS8		113				$32,550.00		$32,550.00
B5	Maintain special education staffing that supports inclusionary practices		3.5	Special Education (all positions)				RCS	111					$538,545.00	$538,545.00
B5	Maintain special education staffing that supports inclusionary practices		4.9	Special Education (all positions)				RCS	112					$712,425.00	$712,425.00
B5	Maintain special education staffing that supports inclusionary practices		1	Special Education (all positions)				RCS	113					$211,470.00	$211,470.00
C1	Expand computer science program of study		1	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				$146,160.00		$146,160.00
C1	Revive culinary arts program of study						CTE ESF		5XX				$50,000.00		$50,000.00
C1	Expand pre-engineering program of study		0.2	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				$12,915.00		$12,915.00
C1	Create a construction program of study		1	Arts (Applied): CTE (Approved Program of Study)			CTE STA		111				$142,905.00		$142,905.00
C1	Create a construction program of study		0.4	Arts (Applied): CTE (Approved Program of Study)			CTE STA		112				$27,510.00		$27,510.00
C3	Preserve library staffing to provide support for teachers in the development and coordination of real-world problem solving and project based learning		5.8	Library & Media				WRE	112					$365,610.00	$365,610.00
C4	Fund LBCC summer camp registrations						CTE OCG		31X				$60,000.00		$60,000.00
C4	Hire work-based learning career center specialists at each high school		0.9	Arts (Applied): Career Exploration			CTE STA		112				$58,800.00		$58,800.00
C4	Host a college and career fair for 11th graders						CTE STA		13X				$4,410.00		$4,410.00
C4	Host a college and career fair for 11th graders						CTE ESF		34X				$5,000.00		$5,000.00
C4	Host a college and career fair for 11th graders						CTE ESF		410				$800.00		$800.00
C5	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students		1	Other: Other staff position not listed				WRE	11X					$122,955.00	$122,955.00
C5	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students							WRE	13X					$26,670.00	$26,670.00
C5	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students							WRE	410						$0.00
D1	Preserve nursing staff that supports school-based health and wellness practices		3.3	Health: Nurse				H&S	111					$439,530.00	$439,530.00

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
D1	Preserve nursing staff that supports school-based health and wellness practices		0.3	Health: Nurse				H&S	112					$21,630.00	$21,630.00
D1	Require all 9th graders to participate in a Freshmen Success course (combined with Health 1)		3.5	Core: Health/PE/Athletics			DP STA		111				$436,485.00		$436,485.00
D2	Construct gender inclusive bathrooms for both high schools						DP ESF	H&S	5XX				$189,744.81		$189,744.81
D5	Offer Sources of Strength course at high schools		0.3				DP STA		111				$39,795.00		$39,795.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning		9					H&S	111					$1,115,940.00	$1,115,940.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning		6					H&S	112					$469,560.00	$469,560.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning		1					H&S	113					$171,360.00	$171,360.00
D5	Maintain multi-tiered, school-based staffing models to support student social and emotional learning							H&S	470					$25,000.00	$25,000.00
D5	Create more opportunities for middle school students to participate in extracurricular activities							WRE	13X					$73,500.00	$73,500.00
D5	Create more opportunities for middle school students to participate in extracurricular activities							WRE	31X					$12,500.00	$12,500.00
D5	Create more opportunities for middle school students to participate in extracurricular activities							WRE	4XX					$2,676.05	$2,676.05

Outcome and Stragegy	Proposed Activity	Partnership	FTE	FTE Type	CTE - Function Code	EIIS - Allowable Expenditure Area	HSS -Activity Category	SIA - Allowable Use Category	Object Code	CSI/TSI Activity Budget	CTE Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
--	**Total Budgeted Amounts (Autosum):**	--	--	--	--	--	--	--	--	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$515,000.00**	$515,000.00
S3	*SAMPLE: Contract with local mental health providers to provide counseling services at all school sites on a weekly basis*						*DP OCG*	*WRE*	*640*				*$10,000.00*	*$7,500.00*	*$17,500.00*
S1	*SAMPLE: Hire additional secondary math teachers*		*2*	*Math: Teacher | Coach | Assistant | TOSA*			*DP STA*	*RCS*	*111*				*$30,000.00*	*$30,000.00*	*$60,000.00*
B1	Adopt and implement culturally relevent curriculum aligned to standards							WRE	4XX					$500,000.00	
B3	Expand recruitment strategies to increase racial and cultural diversity of teaching staff							WRE	34X					$15,000.00	

Partnerships	Code
Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of **Indian students**, including Tribal Nations supporting Oregon communities	Indian Community-Based Organization
Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. *Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes, private and for-profit organizations should be identified as "Business/Industry"*	Community-Based Organization
Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services	Business/Industry
Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. *Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"*	Career-Connected Learning/Pathways
Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land preservation, etc.)	Physical/Mental/Social Well-Being
Public or private organizations that are affiliated with a religion and/or spiritual faith	Faith-Based Organization

FTE Types
Arts (Applied): CTE (Approved Program of Study)
Arts (Applied): Career Exploration
Arts (Applied): Computer Sciences (programming/ tech/ web design)
Arts (Applied): Media Arts
Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
Core: English Language Arts
Core: Math
Core: Science (biology/ chemistry/ physics)
Core: Social Sciences (civics/ history/ economics/ psychology)
Core: Health/PE/Athletics
Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
General: Elementary Teacher
General: Multiple subjects teacher (middle/high school)
Health: QMHP/Psychologist/LCSW

Codes

Health: Nurse
Language: English Language Development
Language: World Languages (incl. ASL)
Library & Media
Special Education (all positions)
Supports: Behavioral Specialist
Supports: Family/Community Engagement (incl. McKinney-Vento)
Supports: Intervention Specialist
Supports: School Counselor/School Social Worker
Supports: Social Emotional Learning (SEL)
Supports: Other
Other: Electives teacher not listed
Other: Other staff position not listed

CTE **Function Codes**	**Codes**
Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities	1131
Curriculum – Standards, Content, Alignment and Articulation	2210
CTE Professional / Personnel Development	2240
Scientifically Based Research	262X
Indirect - Support Services - Central Activities	2600
HSS **Activities Categories**	**Codes**
Dropout Prevention Professional Learning	DP PL
Dropout Prevention Ongoing Community Engagement & Partnerships	DP OCG
Dropout Prevention Equipment, Supplies, and Facilities	DP ESF
Dropout Prevention Curriculum	DP CUR
Dropout Prevention Staff Salaries and Stipends	DP STA
Dropout Prevention Middle School- 8th grade only	DP MS8
College Level Opportunities Professional Learning	CLO PL
College Level Opportunities Ongoing Community Engagement & Partnerships	CLO OCG
College Level Opportunities Equipment, Supplies, and Facilities	CLO ESF
College Level Opportunities Curriculum	CLO CUR
College Level Opportunities Staff Salaries and Stipends	CLO STA
College Level Opportunities Middle School- 8th grade only	CLO MS8
Career & Technical Education Professional Learning	CTE PL
Career & Technical Education Ongoing Community Engagement & Partnerships	CTE OCG
Career & Technical Education Equipment, Supplies, and Facilities	CTE ESF
Career & Technical Education Curriculum	CTE CUR
Career & Technical Education Staff Salaries and Stipends	CTE STA
Career & Technical Education Middle School- 8th grade only	CTE MS8

Codes

EIIS Allowable Expenditure Areas	Codes
Staffing to maintain the system and facilitate corrective action	STF
Training for staff to maintain and use the system with fidelity	TRN
System software purchases and subscriptions	SSS
Data analysis and research	DAR
Tribal government consultation	TGC
Student, family, staff, and community engagement	ENG

SIA Allowable Use Categories	Code
Health and Safety	H&S
Increased Instructional Time	IIT
Ongoing Community Engagement	OCG
Reduced Class Size	RCS
Well Rounded Education	WRE

ALL Object Codes	Code
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit	111
112 Classified Salaries for work performed by "Classified Employees"	112
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"	11X
Administrative Salaries	113
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary	2XX
12X Substitute Salaries for employees who are hired on a temporary or substitute basis	12X
Additional Salaries	13X
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services	31X
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)	34X
410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.	410
460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than $5,000 or for items which are “equipment-like.” This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of Perkins.	460
470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.	470

480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.	480
Other Supplies and Materials	4XX
Capital Outlay	5XX
541 CTE Depreciable Equipment (Single pieces of equipment or technology items over $5,000) to enhance and improve CTE Programs	541 ***Requires ODE Approval***
690 Grant Indirect Charges/Administrative Indirect	690
Dues and Fees	640
Miscellaneous	8XX
Other	Other

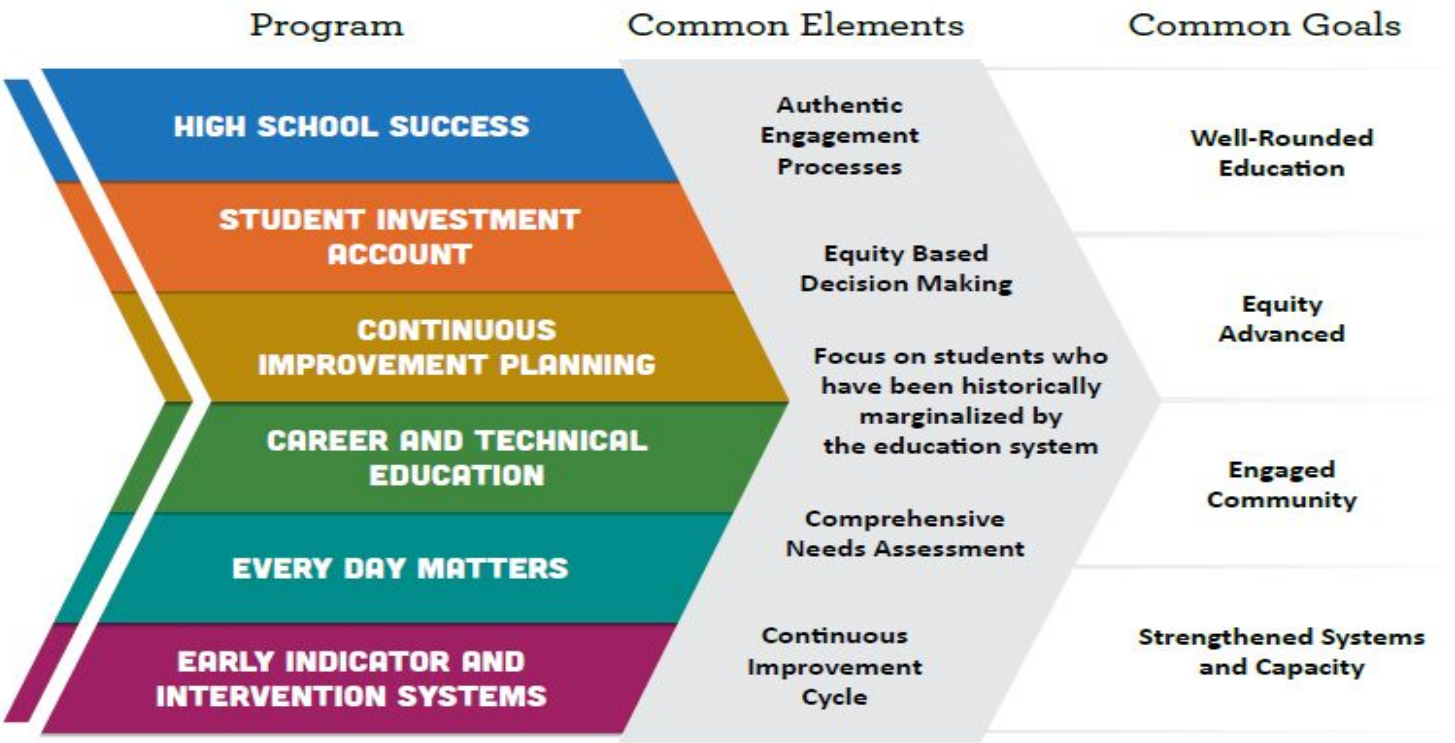
Corvallis
SCHOOL DISTRICT

2023 Integrated Application Presentation

Tonight's Presentation

- Describe Integrated Guidance and Process
- Share Community Engagement Approach and Community Identified Needs
- Explain the CSD Integrated Guidance Plan (Priorities, Investments, Outcomes, Strategies & measures)
- Answer Board member questions & acquire board approval

Six Programs & Common Goals



Planning Team Members

Amy Lesan
Elementary Coordinator
Leigh Santy
Assessment and Growth Coordinator
Melissa Harder
Assistant Superintendent
Nikki McFarland
High School Coordinator
Olivia Meyers Buch
Director of Finance and Operations

Integrated Guidance Planning Process

- Use an Equity Lens
- Engage community and focal students to assess needs
- Develop a four-year plan with clear Outcomes, Strategies, and Activities

Equity Lens for Decision Making

	**FOUR AGREEMENTS** 1. Stay Engaged 2. Experience Discomfort 3. Speak Your Truth 4. Expect/Accept Non-Closure	**SIX CONDITIONS** 1. Focus on Personal, Local, and Immediate 2. Isolate Race 3. Normalize Social Construction and Multiple Perspectives 4. Monitor Agreements, Conditions, and Establish Parameters 5. Use a "Working Definition" for Race 6. Examine the Presence and Role of "Whiteness"
🔎 **EQUITY LENS** **For any policy, program, practice or decision, consider the following questions**	• How does this decision align with the District mission and vision? • Who does this decision affect positively? • Who does this decision affect negatively? • How might this ignore or worsen existing disparities?	• What are the unintended consequences of this decision? • How will those being affected by the decision be included in the process? • What other possibilities were explored? • How will this decision/outcome be sustainable?

Community Engagement

- CTE Teacher Listening Sessions
- Non-traditional CTE Student Listening Sessions
- Board Community Engagement Sessions

Community Identified Needs

- Improve 3rd grade reading achievement
- Create alternative pathways connected to CTE for students in middle school
- Build gender inclusive restrooms at the high schools
- Improve 9th on track and Algebra 1 success in 9th grade
- Sustain and improve CTE Programs and create and communicate clear pathways from CTE Programs to college and career pathways

- Expand access to advanced coursework opportunities (AP, CTE, Dual credit)
- Improve on-time graduation
- Support student social and emotional learning
- Maintain our mental health program
- Provide professional development for staff (SEL, Reducing Bias, Racial Consciousness)

Plan Priorities

Academic Achievement and Rigor:
3rd Grade Reading
9th Grade Success
Algebra 1 Success
On Time Graduation

Health and Wellness:
Nursing
Mental Health Program
Social Emotional Learning
Middle School Extracurricular Activities

Equitable Systems:
Mentorship
Professional Learning
Culturally Relevant Curriculum
Gender Inclusive Restrooms (HS)

Plan Priorities

Real World Learning:

Robust CTE Programs (FTE, Equipment, Facilities and Professional Development)

College and Career Pathways Connected to Regional Workforce Demands

Partnership with Families to Develop Educational Plans Linked to Student Interests and Life Beyond High School

Outdoor learning

Strategies

- Adopt and implement effective curriculum
- Facilities improvements
- Implement practices that capitalize on student strengths (academic background, life experiences, culture & language)
- Support educator professional learning & collaboration
- Enhance programs that support social and emotional learning
- Ensure college and career readiness

Key Investments

- Multi-tiered school-based staffing to support social emotional learning
- Sustainability partnerships
- Middle school alternative pathways
- Middle school extracurricular activities
- Raider/ Spartan Success

- CTE Programs, staffing and facilities
- Career and college learning system and activities
- Advanced coursework opportunity (AP, Dual Credit, CTE)
- Gender inclusive bathrooms
- Nursing

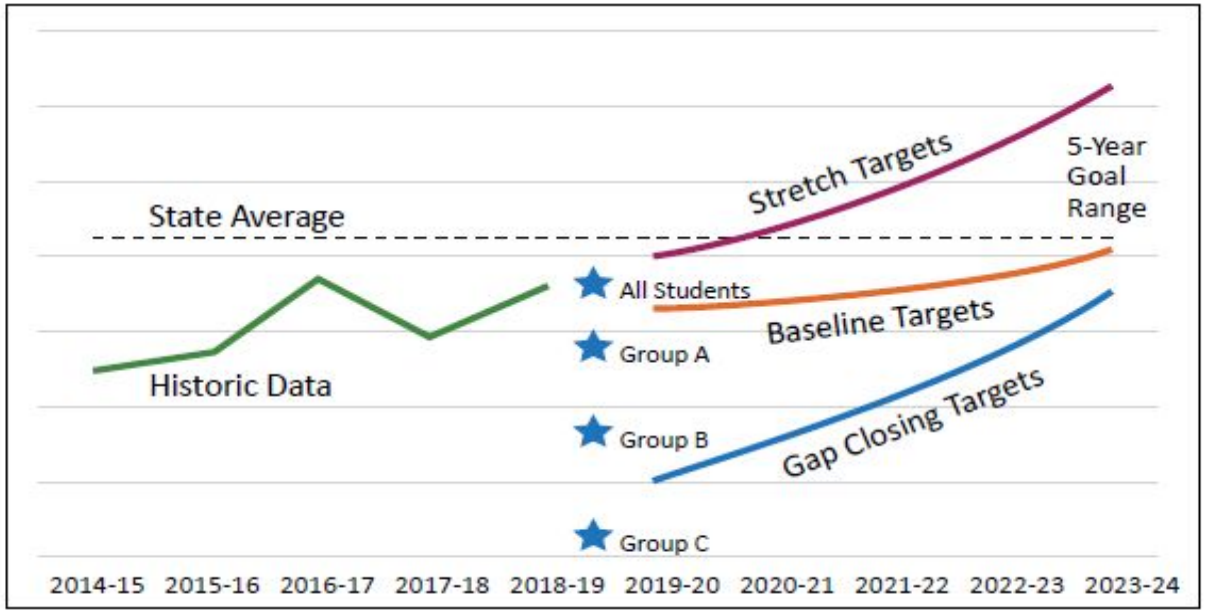
Outcomes

- All students read grade level texts by third grade and stay on grade level.
- Students successfully complete Algebra 1 by the end of ninth grade.
- Students are on track with required credits by the end of ninth grade and and graduate with a postsecondary plan.

Outcomes

- Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity or sexual orientation) does not predict or predetermine success in school.
- All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.
- The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional and physical well being.

Longitudinal Performance Growth Targets (LPGTs)



- **Third-grade reading proficiency rates measured by ELA**
- **Ninth-grade on-track rates**
- **Regular attendance rates**
- **Four-year or on-time graduation rates**
- **Five-year completion rates**
- Other local metrics may be used to develop applicable performance growth targets.

Measures of Success

- 3rd grade Reading Achievement
- Successful Completion of Algebra 1
- 9th Grade On Track
- On Time graduation with Postsecondary Plan
- Identity Does Not Predict Success in Our Systems
- Student Participation in Real World Learning (CTE & Outdoor Learning)
- Sense of Connection (Youth Truth data)

What Happens Next?



Questions & Comments



Corvallis
SCHOOL DISTRICT

IX. ADJOURNMENT (9:25 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