



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

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

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Thursday, November 20, 2025 5:30 PM	Special	Linus Pauling Middle School - Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330	See attached.

**Accessibility:** *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto: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/UC9Jtpte5dmilZI9kySBJbVQ?> 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](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Thursday, November 20, 2025  
5:30 PM

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

Meeting Details: Thursday, November 20, 2025, 5:30 PM in the Linus Pauling Middle School - Commons, 1111 NW Cleveland Avenue, Corvallis, OR 97330.

*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/UC9Jtpe5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.*

- I. CALL TO ORDER (5:30 PM)\*  
*The Board and presenters will have dinner from 5:30 p.m. to 6:00 p.m. and then proceed with the Board meeting.*
- II. STUDENT REPRESENTATIVE REPORTS
- III. WELCOME AND INTRODUCTIONS
- IV. SCHOOL SCORECARD REPORTS  
*During the Scorecard presentations, participants will move around the room, and audio may be limited.*
  - IV.A. Bridges Program

# 2025 School Board Update



## BRIDGES BRUINS

### CELEBRATIONS & SUCCESSES FROM 2024/25



- Strengthened student connection and belonging through consistent routines, SEL focus, and caring relationships.
- Increased attendance and engagement with intentional family outreach and individualized support.
- Expanded hands-on and project-based learning to re-engage students in meaningful, real-world experiences.
- We hosted successful art, garden, and holiday meal events that brought our community together and showcased student creativity and connection.
- Supported staff collaboration and professional growth in trauma-informed, restorative, and equity-centered practices
- Students felt heard and actively participated in district surveys and conversations, sharing their perspectives and contributing to meaningful dialogue about their school experiences.

### HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR




- We're excited to build on our growing sense of belonging by creating more opportunities for students to lead, share their voices, and celebrate their progress — reinforcing that every student's growth matters.
- With stronger attendance, engagement, and teamwork already taking shape, this year we'll continue to expand project-based and experiential learning that connects classroom experiences to real-world skills and goals.
- We'll also place a strong focus on supporting high school transitions, helping students build confidence, readiness, and the connections they need to thrive back in their neighborhood schools.


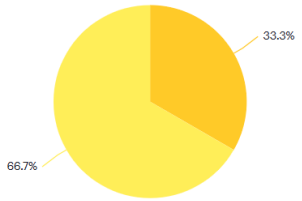
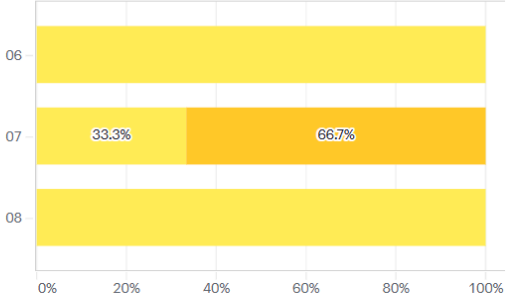
### GOALS FOR THE CURRENT SCHOOL YEAR



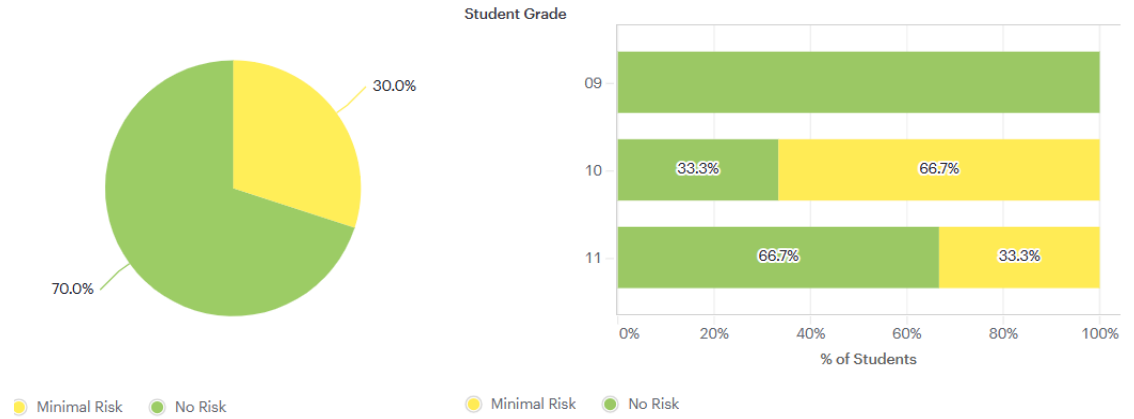
Goals	Metric	Timeline
By June 2026, all students in grades 6-8 reading at a 3rd–6th grade reading level (as measured by STAR Renaissance Reading) will demonstrate a 100 Lexile point growth, with at least 70% of students achieving 150+ Lexile point growth.	-Renaissance/STAR -Grade Reports -IEP goals	Winter 2026 Early Spring 2026 Late Spring 2026
By June 2026, the percent positive response on the YouthTruth student survey section Academic Challenge, will increase by 4%, from 75%.	-Youth Truth Survey -Google Form Survey -Staff Survey -Staff Roundings	Winter 2026 Early Spring 2026 Late Spring 2026

	<p>By June 2026, Bridges regular attendance will increase by 10% from 60% to 70% for both middle and high school students through intentional family engagement, consistent attendance monitoring, and individualized student support strategies.</p>	<p>Attendance reports:          -excused, unexcused          -patterns          -family contact rate          -highschool reports for those transitioning</p>	<p>Monthly          Winter 2026          Early Spring 2026          Late Spring 2026</p>
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	<h3 style="text-align: center;">KEY STRATEGIES TO ACHIEVE OUR GOALS</h3> <ul style="list-style-type: none"> <li>● Strengthen Consistency &amp; Predictability</li> <li>● Deepen Family Partnerships</li> <li>● Expand Project-Based &amp; Experiential Learning</li> <li>● Focus on SEL &amp; Regulation Skills</li> <li>● Support and Collaborate Successful High School Transitions</li> <li>● Prioritize Staff Collaboration &amp; Reflection</li> <li>● Use Data to Drive Support</li> <li>● Cultivate Student Voice &amp; Leadership</li> </ul>
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	<h3 style="text-align: right;">DATA AND TRENDS</h3> <p>Over the past term, parent surveys show a positive trend in family confidence and connection with the school community. Bridges families are reporting that they feel heard, respected, and better equipped to support their children’s growth. This has been evident during student IEP meetings and check-ins.</p> <p>Early Warning Signs (M.S.)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="376 1207 803 1617">  <p>66.7% 33.3%</p> <p>● Moderate Risk ● Minimal Risk</p> </div> <div data-bbox="836 1207 1453 1606"> <p>Student Grade</p>  <p>06 07 08</p> <p>0% 20% 40% 60% 80% 100%</p> <p>% of Students</p> <p>● Moderate Risk ● Minimal Risk</p> </div> </div> <p>Total Students: 7, (5th grade: 1), 6th grade: 2, 7th grade: 3, 8th grade: 1</p>
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### Early Warning Signs (H.S.)



Total Students: 11, 9th grade: 6, 10th grade: 3, 11th grade: 2, 12th grade: 0

#### Fall 2025 Youth Truth Survey:

50% of students feel they have a trusted adult at Bridges.  
 33.3% of students believe that Bridges teachers believe you can do good if you try.  
 16.7% of students feel they cannot get a good grade or do well if they try.

#### STAR Data: 11 students completed both Math & Reading

Reading: 18.2% of students scored at or above the minimum district benchmark  
 Math: 0% of students scored at or above the minimum district benchmark



# Corvallis

SCHOOL DISTRICT

IV.B. Cheldelin Middle School

### CELEBRATIONS & SUCCESSES FROM 2024/2025



- Special Olympics Unified Basketball Game and Track Meet bringing students with and with out disabilities together through sports
- PRIDE & SAFE #s
- Academy Program
- Inclusive Special Education Program
- Focus on Collaborative Inquiry Process allowed the 7th grade team to really build up our students' school readiness skills.
- Friday PLC with Classified EA
- Equity Advisor Lessons for all students
- Students raised \$1200 for ABC House of Benton County and Pastega House.
- Our annual November Food Drive donated over 1800 food items to the South Corvallis Food Bank.
- 8th grade class completing another year of Mock Congress creating engaged citizens

### HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR



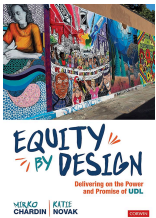
- Continued commitment of the inclusion model with all of our students participating in at least two general education class
- Leadership Class Activities
- Friday PLC EA and added BS and book study
- Improving the efficacy of Bias Incident Response System
- HS Transition Program
- Active PBIS: All in Celebration/No Tardy Parties

### GOALS FOR THE CURRENT SCHOOL YEAR



Goals	Metric	Timeline
Math proficiency increase by 4%	OSAS	June 2026
Academic Challenge increase by 4%	Youth Truth	June 2026
Attendance Rate increase by 2%	Attendance	June 2026

### Strategic Actions - KEY STRATEGIES TO ACHIEVE OUR GOALS



- Apply universal design for learning (UDL) principles in layout, materials, and communication systems (including co-teaching with a language and/or SPED specialists, utilizing AAC tools, etc.)
- Offer multiple modes of demonstrating learning aligned with strengths and identity
- Gradually release responsibility through modeling, guided practice, and independent learning
- Make intentional outreach to absent or struggling students and families
- Involve families in student work showcase and collaborative goal-setting

### DATA AND TRENDS



- Grade Level and Classified teams created a Task Force for Math and/or Attendance.
- 6th - Identifying thought process. Math isn't immediately knowing the right answer, it's the process of the problem and understanding your own thoughts. Focus on this strategy and mindset in every content area/class.
  - 7th - Proportional Reasoning and Representing Relationships - It's a thinking habit: noticing patterns, making comparisons, and expressing relationships clearly.
  - 8th - Add attendance rates to Kid talk form - Contacting home when a student is at their 6th day absent, especially for students you connect with (Teachers or Advisor)



# Corvallis


SCHOOL DISTRICT


IV.C. College Hill

# 2025 School Board Update

College Hill




CELEBRATIONS & SUCCESSES FROM 2024/25	
	<ul style="list-style-type: none"> <li>● Largest Graduating Class in College Hill History - 58 Students</li> <li>● Every Student had a Concrete Post-Secondary Plan including:                             <ul style="list-style-type: none"> <li>○ Teacher Education at WOU</li> <li>○ Firefighter (Miller Timber for the summer, then Chemeketa EMT Program)</li> <li>○ Marine Corps Medic</li> </ul> </li> <li>● First Annual College Hill Cultural Celebration</li> <li>● Youth Truth Celebrations                             <ul style="list-style-type: none"> <li>○ College and Career Readiness - 88th Percentile Nationally</li> <li>○ Engagement - 80th Percentile Nationally</li> <li>○ Academic Challenge - 93rd Percentile Nationally</li> </ul> </li> </ul>

HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR	
	<ul style="list-style-type: none"> <li>● College Hill Ambassadors Mentorship Program</li> <li>● Partnership with STEM CTE Hub                             <ul style="list-style-type: none"> <li>○ Career and Personal Development Course</li> <li>○ Drivers' Ed Class</li> <li>○ Materials for Post-Graduation Goals</li> </ul> </li> <li>● Peace Literacy Course</li> </ul>

GOALS FOR THE CURRENT SCHOOL YEAR		
Goals	Metric	Timeline
All seniors will have a concrete plan that takes them to the next steps beyond high school	Senior Data Team Tracking Sheet	June 2026
College Hill Student Regular Attenders will increase from 37% to 47%	Attendance Data	June 2026

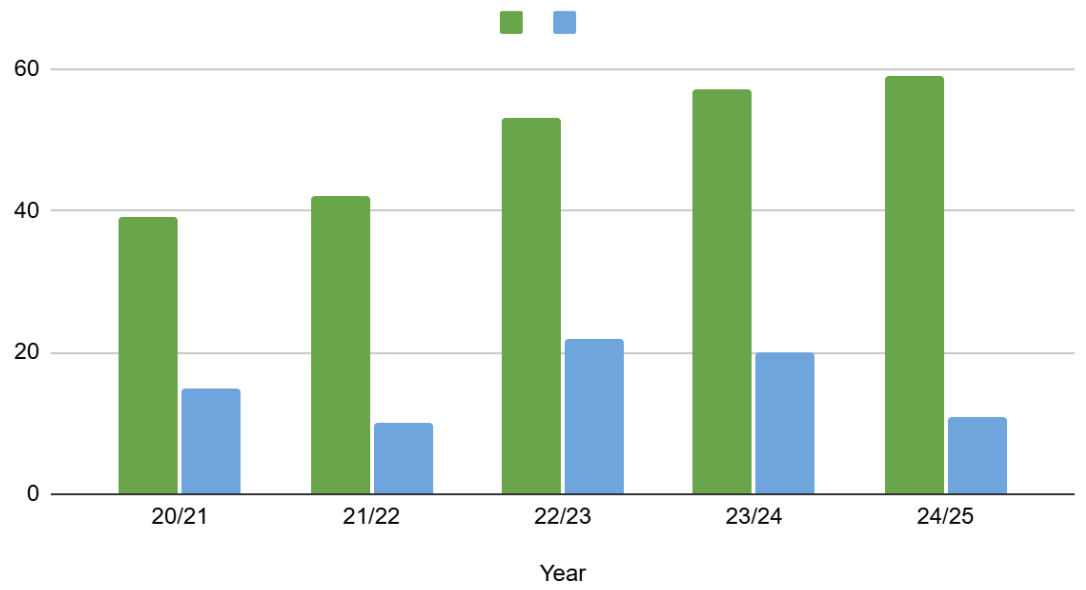


	80% Of College Hill Seniors Will Graduate	Credits and Essential Skills	June 2026
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	<b>KEY STRATEGIES TO ACHIEVE OUR GOALS</b>
	<ul style="list-style-type: none"> <li>● Advancing student independence <ul style="list-style-type: none"> <li>○ Daily Goal Sheet</li> <li>○ Green Zone Interventions <ul style="list-style-type: none"> <li>■ Incentive Field Trips</li> <li>■ Connecting Students to Post-Secondary Opportunities</li> <li>■ Daily, weekly, monthly incentives</li> <li>■ Frequent, regular parent communication</li> </ul> </li> </ul> </li> <li>● Building community by fostering positive adult and student relationships that promote well-being. <ul style="list-style-type: none"> <li>○ Daily check-in/check-out</li> <li>○ Learning Coaches for students who are behind</li> <li>○ “Octopus” Kids</li> </ul> </li> <li>● Evaluating student status and valuing student voice while respecting divergent thinking, risk-taking, and mistake-making. <ul style="list-style-type: none"> <li>○ Authentic writing assignments <ul style="list-style-type: none"> <li>■ Daily goal sheet based on individual student ed plan</li> <li>■ Rhetoric letter to principal</li> <li>■ Government letters to lawmakers</li> <li>■ Student choice in curriculum</li> </ul> </li> </ul> </li> </ul>

	<b>DATA AND TRENDS</b>
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## Diploma and GED





# Corvallis

SCHOOL DISTRICT

IV.D. Corvallis High School

# 2025 School Board Update




CORVALLIS HIGH SCHOOL

	CELEBRATIONS & SUCCESSES FROM 2024/25	
	<ul style="list-style-type: none"> <li>● Met our 9th grade on track goal (increase over 23/24)</li> <li>● All 6 areas assessed in the student Youth Truth survey increased from 2024 to 2025. The highest gain was in college &amp; career readiness aligning with the focus of advisory lessons for the year.</li> <li>● Slightly more than 50% of students participated in a sport, activity or club.</li> </ul>	

	HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR	
	<ul style="list-style-type: none"> <li>● Cell phone policy is supporting student engagement in class and student connection throughout the school day - library reports that book check out is up 27% year on year.</li> <li>● Rigor &amp; Relevance and Student Belonging is our area of focus with goals that cascade clearly from board to building to department and teacher goals.</li> <li>● Building leadership and equity teams increasingly focusing on disproportionality in student access and outcomes and how we can reduce these at HS level.</li> <li>● Admin presentation to all athletes regarding equity and bias, based on themes from student exit interview data.</li> </ul>	

	GOALS FOR THE CURRENT SCHOOL YEAR		
	Goals	Metric	Timeline
	% of 9th grade on track will be 92%	6.0 credits by end of 9th grade Grade summaries for SST team interventions every 2 weeks	SST support and intervention team every two weeks through the school year Goal to be met by June 2026 with final modification from summer school
YT student sense of connection to school will increase by 6% for students self-identifying as D level students	YT data	By June 2026	

	ELL and student with disabilities graduation rate will increase by 3%	Graduation rate Grade summaries for SST team interventions every 2 weeks	By August 2026
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## KEY STRATEGIES TO ACHIEVE OUR GOALS

9th grade on track:

- Weekly SST meetings focused on 9th grade with a review of interventions (including 1:1 support meetings with students, staffings with students/families/teachers, schedule changes, assigning support classes and connecting students to building resources, assigning additional building resources in support, meeting with specific teachers to discuss data and potential support for students) and student outcomes.

“I really feel like a part of my school's community” - Positive responses to this question on the YT survey will increase from 29% to 35% for students identifying as D or lower

- Identified 85 students with GPA of 2.0 or less - over representation of non-white students
- Empathy interviews to identify themes: Complete by end Nov. and again by mid-May
- Define action plan with owners and measures by end December
- Disaggregated data review with Equity team, Leadership team and all staff to identify Imposed (external), Institutional (building), Interpersonal, and Intrapersonal barriers.



## DATA AND TRENDS

9th grade on track:

	10/21	11/4	11/18
Math <small>(grade level / all)</small>	85% <small>(88%)</small>	83% <small>(89%)</small>	92% <small>(93%)</small>
Literature	87%	92%	93%
DLI LA	88%	89%	79%
Science	87%	87%	89%
● On track for 3 credits	87%	87%	88%

Grad rate:

- 24/25 scorecard has not been released yet. [click here](#) for 23/24



# Corvallis

SCHOOL DISTRICT

IV.E. Crescent Valley High School

# Crescent Valley High School



## CELEBRATIONS & SUCCESSES FROM 2024/25

- 95% of our 9th-grade students passed 6 credits (including Math and ELA)
- 90% graduation rate
- 95% 5th-Year completer (2021 cohort)
- 2025 Youth Truth Student Survey: Percent positives in every category from the previous year; most significant in engagement and belonging (+7, +8)
- State Championships: Boys Swimming and Cheerleading (back-to-back titles)
- Updated Culinary space



## WHAT WE ARE EXCITED ABOUT THIS YEAR

- MEChA
- Leadership/Equity Teamwork
- Robust focus on College and Career Learning
- Student Leadership pep assembly every month
- Updated Health Occupations space
- High student interest in our CTE programs



## GOALS

## Metric

## Timeline

By June 2026, the % of 9th-grade students with 6 credits will be 90%. This will include the % of students in grade level or above in math and language arts who earn 90% or above.

- 9<sup>th</sup> Grade F/N List
- SST Data (attendance and academics)

- Every 2 Weeks

By June 2026 the percent positive response on the YouthTruth high school student survey question "My school has helped me understand the steps I need to take in order to have the career that I want" will increase or exceed by 3% for each subcategory listed below:

- 10th - 37% to 40%
- 11th - 25% to 28%
- 12th 33% to 36%

- Spring 2025 Youth Truth Survey Results
- Empathy Interviews

- Baseline
- 4 Week cycles

By June 2026, 4-year cohort and 5-year completer graduation rates for ELs, students with disabilities, and students experiencing poverty will grow 3%

- Individual student data (ELD teacher and SpEd casemanagers)
- Disaggregated data with our SST team
- Disaggregated data with Action team
- Disaggregated data with Leadership/Equity team

- Daily
- Weekly
- Bi-Monthly
- Monthly



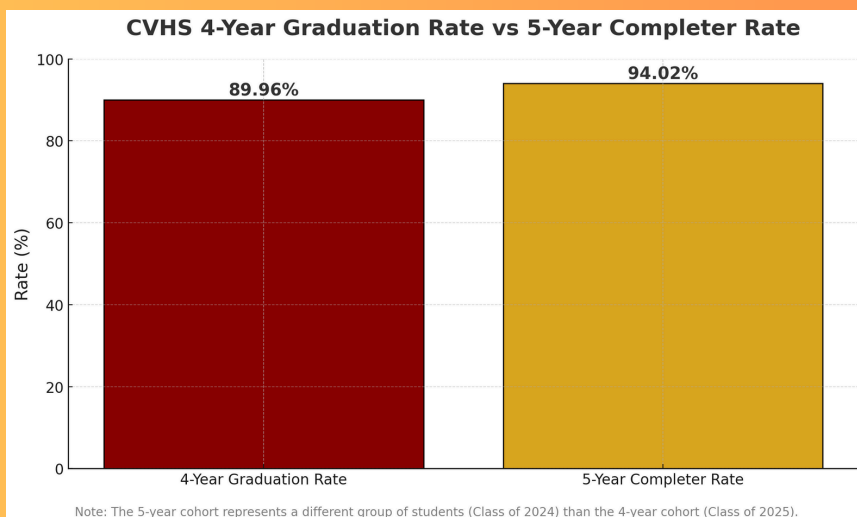
## KEY STRATEGIES TO ACHIEVE OUR GOALS

- College and Career Poster
- Career Center - awareness of resources
- Trade Fair
- Career Convention
- Increased career exploration in advisor
- Earlier and increased time on forecasting
- Intervention and support classes (CV Prep, Writing and Math Center)
- Data-driven decisions



## DATA AND TRENDS

- Multi-year higher enrollment than projected
- 95%, 9<sup>th</sup> grade on track (passing math and ELA) in the 24/25 school year.
- 50% sports participation among our students
- YouthTruth Gains
  - Belonging increased by 7% overall, with the largest gains reported by 9th graders (+10%).
  - Relevance of schoolwork increased by 6%, particularly in CTE and advanced science courses.
  - Students reporting "an adult who knows me well" increased from 78% to 86%.





# Corvallis

SCHOOL DISTRICT

IV.F. Franklin K-8 School

# 2025 School Board Update



WHAT  
YOU DO  
MATTERS

## CELEBRATIONS & SUCCESSES FROM 2024/25






- Youth Truth data:
  - Our students in grades 3-5 score in the 94%ile in the theme of Engagement, and in the 89%ile in the theme of Belonging.
  - Our MS students score in the 95%ile in the theme of Belonging and Peer Collaboration, and in the 79%ile in Culture.
- State assessment scores:
  - In English Language Arts, 77% of our students in grades 3-8 met or exceeded the state standards
  - Our students of color who met or exceeded increased from 68 to 78%
  - Our Hispanic/Latine students who met or exceeded increased from 61 to 74%
  - In Math, 69% of our students in grades 3-8 met or exceeded the state standards (increasing from 66% the previous year, with steady increases from 54% in spring of 2022)

## HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR




- Elementary classes are leading monthly assemblies for grades K-5 that emphasize positive character traits and recognize students in all grades.
- Middle School All-In celebrations are growing - for Quarter One, 97 students had every assignment turned in at the halfway point.
- Attendance rates in elementary school are 94% or better for each grade K-5, with an average of 95.75% for those grades.
- 93% attendance average in Middle School
- Student-led food drive in December
- Community interaction: Benton County Courthouse, Corvallis Police Dept., Public Library, local farms, OSU, OMSI ("Altered States" K-8 assembly)
- K-8 Buddy Activities and Assemblies
- Teachers implementing Project-Based Learning and Building Thinking Classrooms strategies

## GOALS FOR THE CURRENT SCHOOL YEAR

	GOALS FOR THE CURRENT SCHOOL YEAR	
	Goals	Metric
	Students meeting or exceeding state standards in Math will increase by 5% across all recorded groups: All to 74%; students of color to 52%; Latino/a students to 42%; students experiencing poverty to 59%; students with disabilities to 45%; ever-English language learners to 66%.	OSAS Math Assessment
	Students meeting or exceeding state standards in English Language Arts will increase by 5% across all recorded groups: All to 82%; students of color to 83%; Latino/a students to 79%; students experiencing poverty to 55%; students with disabilities to 52%; ever-English language learners to 66%.	OSAS Reading Assessment
	The percent-positive responses on our Youth Truth student survey will increase by 3% in the area of Academic Challenge on the indicators about schoolwork making students “really think” - from 39% to 42% in grades 3-5 and from 56% to 59% in grades 6-8.	Youth Truth surveys
		Timeline
		June 10, 2026
		June 10, 2026
		June 10, 2026

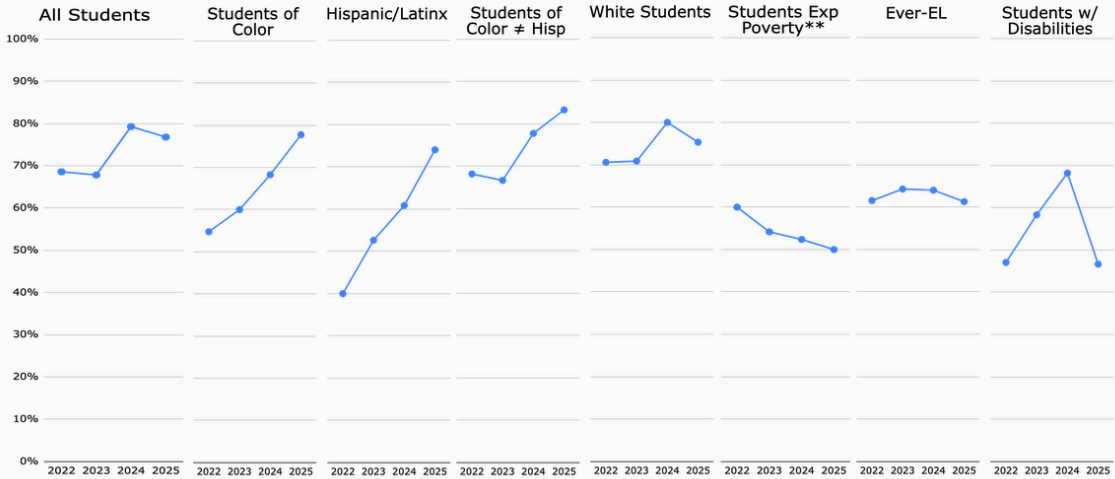
## KEY STRATEGIES TO ACHIEVE OUR GOALS

	<p><b>Strategic Actions:</b></p> <ul style="list-style-type: none"> <li>● Celebrate and honor student voice, agency, and work regularly through classroom activities</li> <li>● Gradually release responsibility through modeling, guided practice, and independent learning / Experience First, Formalize Later (NCTM)</li> <li>● Prioritize additional support for historically marginalized groups</li> <li>● Start units with culturally relevant hooks that connect to students' lived experiences, then bridge to challenging, real-world tasks reflecting their interests and community needs</li> <li>● Professional Development: Project-Based Learning; Building Thinking Classrooms</li> </ul>
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Data Review - ELA

	Yr-22	Yr-23	Yr-24	Yr-25
<b>ALL Students</b>	69%	68%	79%	77%
<b>Students of Color</b>	55%	60%	68%	78%
<b>Hispanic/Latinx</b>	40%	53%	61%	74%
<b>Students of Color≠Hisp</b>	68%	67%	78%	83%
<b>White Students</b>	71%	71%	80%	75%
<b>Students Exp Poverty**</b>	60%	54%	52%	50%
<b>Ever-EL</b>	62%	64%	64%	61%
<b>Students w/ Disabilities</b>	47%	58%	68%	47%

ELA by Categories

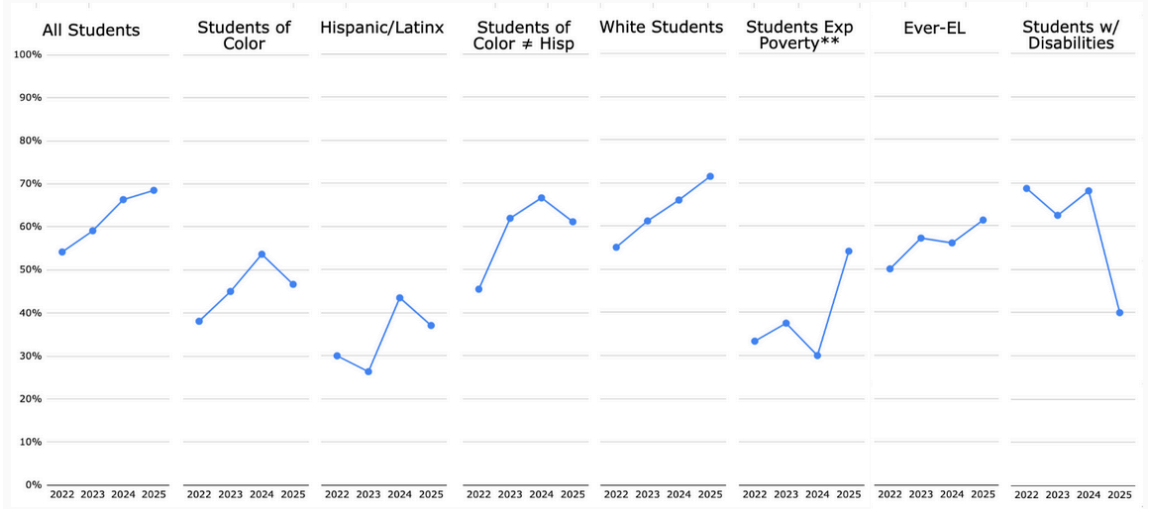




## Data Review - Math

	2022	2023	2024	2025
<b>ALL Students</b>	54%	59%	66%	69%
<b>Students of Color</b>	38%	45%	54%	47%
<b>Hispanic/Latinx</b>	30%	26%	43%	37%
<b>Students of Color≠Hisp</b>	45%	62%	67%	61%
<b>White Students</b>	55%	61%	66%	72%
<b>Students Exp Poverty**</b>	33%	38%	30%	54%
<b>Ever-EL</b>	50%	57%	56%	61%
<b>Students w/ Disabilities</b>	69%	63%	68%	40%

## Math by Categories





# Corvallis


SCHOOL DISTRICT


IV.G. Linus Pauling Middle School


# 2025 School Board Update



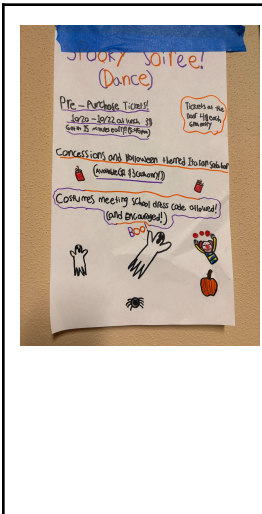
**Linus Pauling**  
MIDDLE SCHOOL

	<b>CELEBRATIONS &amp; SUCCESSES FROM 2024/25</b>
	<ul style="list-style-type: none"> <li>● Raised our percent agree to the YouthTruth prompt “My school puts practices in place that include staff of diverse backgrounds in decision-making processes” by 13% overall and 21% among staff of color well beyond our goal.</li> <li>● Met our attendance goal by raising the rate of regular attenders by 3%</li> <li>● Formation of PAC 12: Principal Advisory Council: generated valuable spotlight report.</li> <li>● PBIS Improvements: Student Store (thank you PTO), 1st Field Day.</li> <li>● 7th Grade OSAS Math scores grew by 7% from 6th grade</li> <li>● GRPS and Assessment Committees improved clarity and structure.</li> </ul>

	<b>HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR</b>
	<ul style="list-style-type: none"> <li>● Having Math Intervention classes to support students in General Education Math</li> <li>● Implementation of evidence based and district aligned strategic actions.</li> <li>● Increasing recognition of student achievement.</li> <li>● Student generated ideas for celebrating Linus Pauling Middle School               <ul style="list-style-type: none"> <li>○ OSU Women’s Basketball, Greek Olympics, Mary’s Peak, Field Day, 8th grade Celebration, Dances, Concerts, Athletics.</li> </ul> </li> <li>● Increased collaboration between school staff as we plan for consolidation.</li> <li>● Differentiated professional development for Certified and Classified staff (Family engagement, Culturally Responsive and Sustaining Teaching, for example)</li> <li>● SAFE club collaboration across schools</li> <li>● Stronger than ever alt ed programming</li> </ul>

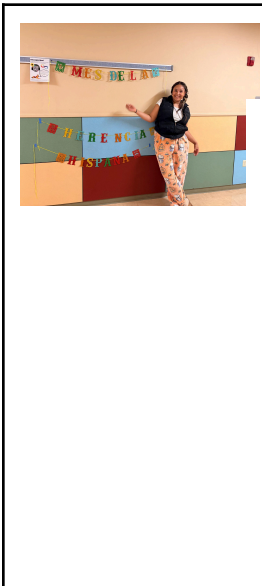
	<b>GOALS FOR THE CURRENT SCHOOL YEAR</b>	
Goals	Metric	Timeline
By June 2026, 6th grade math proficiency as measured by OSAS will increase from 37% to 42% 7th grade math proficiency as	<ul style="list-style-type: none"> <li>● STAR Enterprise and STAR Progress Monitor Assessments</li> <li>● Grade Audits</li> </ul>	<ul style="list-style-type: none"> <li>● Fall, Winter, Spring</li> <li>● Monthly starting in</li> </ul>

	measured by OSAS will increase from 30% to 35% 8th grade math proficiency as measured by OSAS will increase from 48% to 53%"		October
	By June 2026, the percent positive response on the YouthTruth student survey section 'Academic Challenge,' will increase by 3%, from 46% to 49%	<ul style="list-style-type: none"> <li>Advisory Survey</li> <li>Student Interviews</li> <li>YouthTruth Survey</li> </ul>	<ul style="list-style-type: none"> <li>Winter</li> <li>Fall and Winter</li> <li>April 2026</li> </ul>
	By June 2026, the regular attendance rate at Linus Pauling will increase by 3% from 67% to 70%.	<ul style="list-style-type: none"> <li>Monthly Attendance Reports</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>

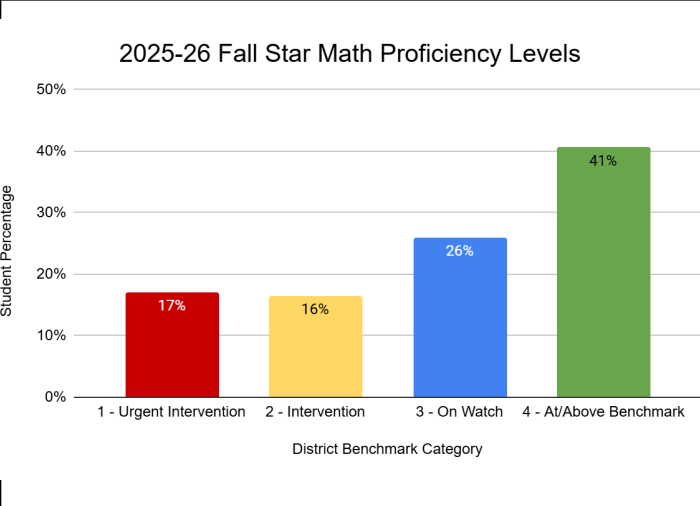


## KEY STRATEGIES TO ACHIEVE OUR GOALS

- Experience First, Formalize Later (Mathematics)
- Prioritize additional support for historically marginalized groups
- Frame all instruction with “why this matters” for the real-world
- Start units with culturally relevant hooks that connect to students' lived experiences, then bridge to challenging, real-world tasks reflecting their interests and community needs
- Pair high expectations with relational support (“warm demander”)
- Begin lessons with intentional community-building prompts or affirmations
- Make intentional outreach to absent or struggling students and families



## DATA AND TRENDS



School: 41% At/Above  
6th Grade: 40 % At/Above  
7th Grade: 37% At/Above  
8th Grade: 44% At/Above

Month	% of Regular Attenders	Student Interviews on Academic Challenge are Ongoing
September	78	Students would like more relevancy and fewer assignments that go deeper. Students want disruptive students removed from class.
October	76.2	



# Corvallis

SCHOOL DISTRICT

- V. REFLECTION
- VI. DONATED FIELD LIGHTING AT CHS/CV CONTRACT AWARD TO LANTZ ELECTRIC



Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Operations  
Meeting Date: November 20, 2025

**Donated Field Lighting at CHS/CV  
Contract Award to Lantz Electric**

**ACTION REQUESTED**

**BACKGROUND:**

The District has received a generous donation through the Corvallis Public Schools Foundation from the Sissel Family Impact Fund in the amount of \$1,231,877 to be used exclusively for installing field lighting at the Crescent Valley High School varsity softball and baseball fields and the Corvallis High School varsity softball field. The addition of field lighting at these locations align with our district's long-range planning for athletic fields in consideration of Title IX requirements.

The District solicited bids on August 25, 2025; published in the Eugene Builders Exchange, Salem Contractors Exchange, and on the district's website. In addition it was published in the Corvallis Gazette Times on August 26 & 28, 2025. A non-mandatory bid walk was performed on August 29, 2025 Bids were due on September 17, 2025..

The following bids were received and evaluated:

Contractor	Bid Amount
Kunert Electric	\$1,197,219
Lantz Electric	\$1,198,000
OEG	\$1,495,949
EC Electric	\$1,517,507

It is recommended that the project be awarded to Lantz Electric. Their bid is competitive and they have applicable project experience with high school sports field lighting and Musco systems (the lighting system specified by the district).

**COST IMPACT:**

Only funds donated by the Sissel Family Impact Fund will be used to fund this project; no other funds from the district will be used to fund this project.

ACTION REQUESTED:

Authorize staff to enter into a contract with Lantz Electric.

MOTION REQUESTED:

“I move that district staff be authorized to enter into a contract with Lantz Electric for the construction of improved field lighting infrastructure at CHS and CV fields, improving field access and equity for student athletes. No district funds other than those donated by the Sissel Family Impact Fund shall be used for this project.”



# Corvallis

SCHOOL DISTRICT

## VII. ADJOURNMENT (8:35 PM)\*

\*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](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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