



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, December 18, 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 at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZI9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Thursday, December 18, 2025
5:30 PM

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

Meeting Details: Thursday, December 18, 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/UC9Jtpte5dmilZI9kySBJbVQ?> 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. Board members will be seated at separate tables and sound will be limited.

II. STUDENT REPRESENTATIVE REPORTS

III. WELCOME

IV. SCHOOL SCORECARD REPORTS

During the scorecard presentations, participants will move around the room, and audio may be limited.

IV.A. Adams Elementary

2025 School Board Update



ADAMS ELEMENTARY SCHOOL

CELEBRATIONS & SUCCESSES FROM 2024/25	
	- Completed phase 1 of our school garden update and made it more ADA accessible. - Exceeded state and district averages on state Math assessments. 5th grade students collaborated with students at OSU to create a visual land acknowledgement at the entrance to Adams.

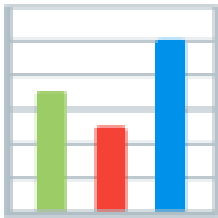
HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR	
	- Regular cycles of individual teacher meetings with the Student Support Team. - Core review meetings quarterly. - Using Amplify and DESSA for both screening and progress monitoring so that we can make more timely adjustments. - ELL Co-teaching in all grade levels. - Implementing universal design strategies in kindergarten and first grade: visual cues, ASL, phonemic awareness.

	GOALS FOR THE CURRENT SCHOOL YEAR		
	Goals	Metric/Progress Measures	Timeline
	Reading: By June 2026, the percentage of students scoring at or above grade level on the Amplify Assessment will increase from 50% to 60%.	Amplify Composite Scores	June 2026
	By June 2026, the percentage of students rated as demonstrating strength on the DESSA will increase from 23% to 28%.	DESSA Screener	June 2026
	By June 2026, the percent of regular attenders for students in grades K-2 will increase from 70% to 74%.	Regular attender data from Synergy	June 2026



KEY STRATEGIES TO ACHIEVE OUR GOALS

- Prioritize additional support for historically marginalized groups
- Apply universal design for learning (UDL) principles in layout, materials, and communication systems (including co-teaching with a language specialists, utilizing AAC tools, etc.
- Celebrate “productive struggle” and error correction as part of academic learning (Kelso’s Choice Wheel)
- Use of non-pathologizing destigmatizing language (“Student support” instead of “Behavior support”)
- Make intentional outreach to absent or struggling students and families

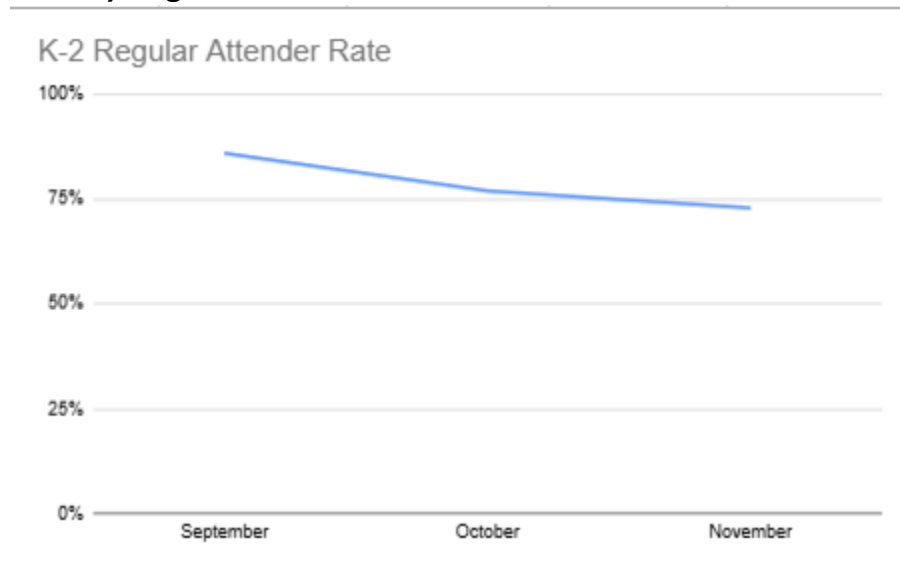


DATA AND TRENDS

Beginning of Year Literacy:

Population ↕	Measure		Well below ↕	Below ↕	At ↕	Above ↕	Students ↕
Grade K	Composite Score	BOY	38%	28%	20%	14%	<u>50</u>
Grade 1	Composite Score	BOY	42%	14%	21%	23%	<u>52</u>
Grade 2	Composite Score	BOY	29%	15%	22%	34%	<u>59</u>
Grade 3	Composite Score	BOY	26%	17%	26%	31%	<u>58</u>
Grade 4	Composite Score	BOY	32%	24%	30%	14%	<u>71</u>
Grade 5	Composite Score	BOY	24%	15%	37%	24%	<u>72</u>

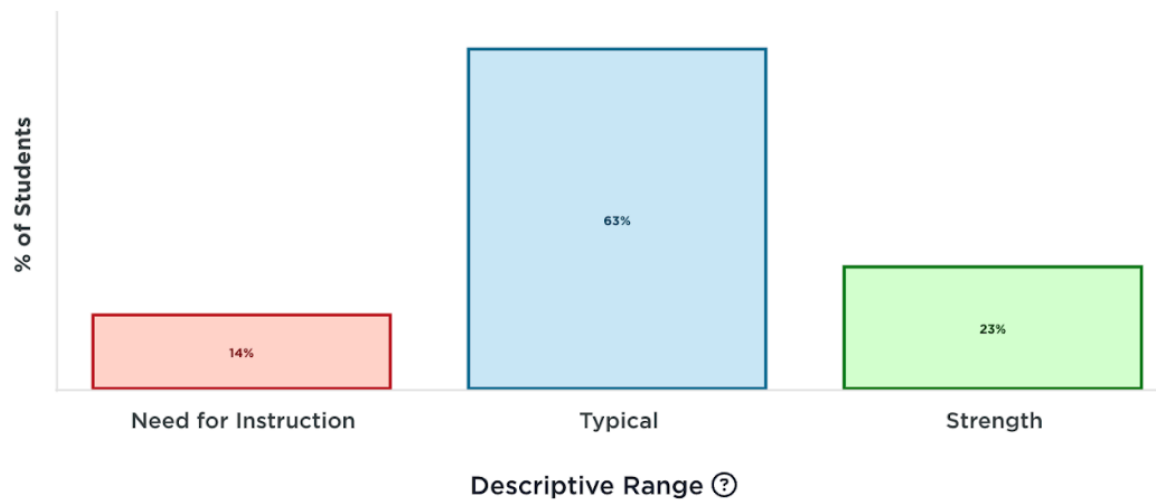
Monthly Regular Attender Rate:



Social Emotional Learning: Beginning of Year DESSA Ratings

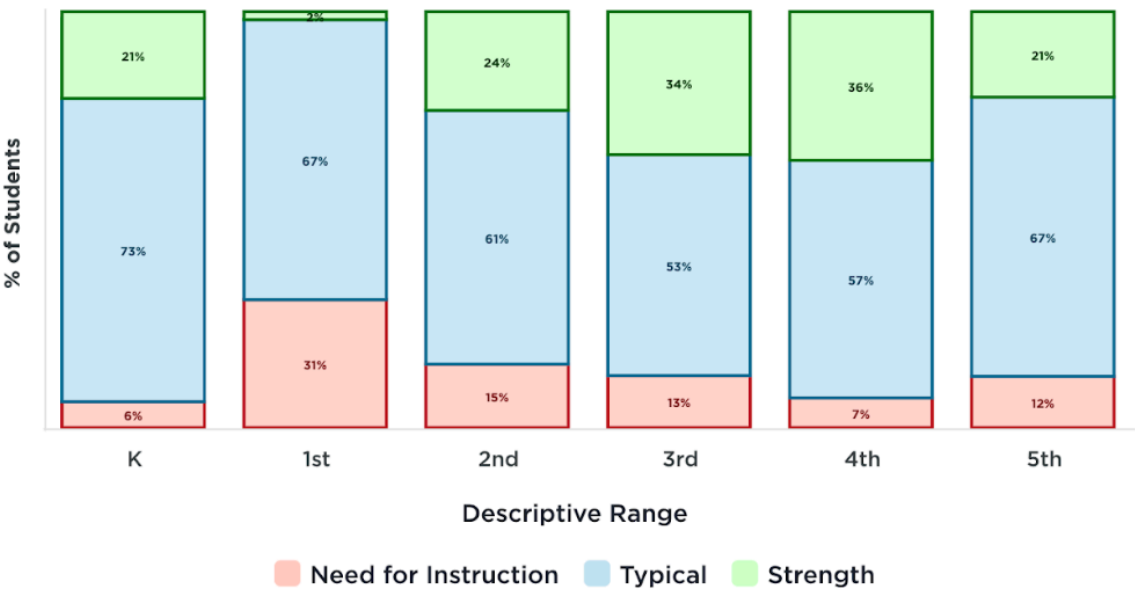
Students' Overall Social and Emotional Competence

Across all students, here is the distribution of ratings.



Grade Level Breakout

Across all grades, here is the distribution of ratings.





Corvallis
SCHOOL DISTRICT

IV.B. Bessie Coleman Elementary

2025 School Board Update



Bessie Coleman Elementary

CELEBRATIONS & SUCCESSES FROM 2024/25	
	• Growth in reading! Reading scores for 3rd-5th graders, as measured by OSAS, grew from 62% of students meeting to 68% of students meeting. • Increased student belonging! The percent positive response for student belonging on the Youth Truth Student Survey increased from 32% to 36%

HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR	
	New activities to promote community and belonging such as High Five Heroes, expanded leadership opportunities, Jewish Affinity Group, and Community Days.

GOALS FOR THE CURRENT SCHOOL YEAR		
	Goals	Progress Measures
	By June 2026, the % of K-2 students on grade level, according to Amplify, will increase from 59% to 62%. The % of 3-5 students on grade level, according to Amplify, will increase from 63% to 66%.	Amplify Data Mastery Tests SIPPS Walkthrough Data

	By June of 2026, the percent positive responses to the elementary youth truth student survey in the Culture Section (respectful classroom environment), will increase from 24% to 27%	Behavior reports - overall number, by type, by grade, and by student High Fives - count weekly to track positive interactions Monthly Problem Solving Sheet Count
	By June 2026, the regular attendance rate for K-2 students at Bessie Coleman Elementary will increase from 77.7% to 80.7%.	Regular attender data Monthly attendance review at SST

	KEY STRATEGIES TO ACHIEVE OUR GOALS
	• Gradually release responsibility through modeling, guided practice, and independent learning • Apply universal design for learning (UDL) principles in layout, materials, and communication systems (visuals, sentence frames, multisensory experiences, graphic organizers, word banks, flexible seating, etc) • Use of practices aligned with the science of reading. • Consistent data collection and monitoring of intervention cycles.
	• Teach and reinforce both relationship building and relationship maintenance skills • Use and model reflective language and apology structures when harm or mistakes occur
	• Make intentional outreach to absent or struggling students and families • Involve families in student work showcase and collaborative goal-setting • School community activities that promote belonging (choice time, High Five Heroes, Caring Schools Community, Monday Funday)



DATA AND TRENDS

Question

Your School -
Apr 2025

Do students stay busy in class? 27%

Do students behave in class? 12%

Do students from your class treat the teacher with respect? 45%

Spring 2025 Youth Truth Data
by Question



Fall 2025 Amplify Reading Data by Grade Level





Corvallis

SCHOOL DISTRICT

IV.C. Garfield Elementary

2025 School Board Update



Garfield Elementary School

	CELEBRATIONS & SUCCESSES FROM 2024/25		
	• Staff reflect the student population • Bilingual Staff: Classroom, TOSA and Services • 6 of our staff members are graduates of the CSD DLI program, 4 of our teachers are products of the grow your own program and 4 of our EAs (previous DLI students) are aspiring teachers • Certified staff committees: IEL Team, PBIS and Social Committee • SAFE, Pride Club and leadership is up and running • PBIS school wide systems • Stronger partnership with our PTA and family events continue with PTA		

	HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR		
	• Continuing our focus on reading and connection • Systems that support these priorities: Quarterly Data team meetings for every grade level, PBIS team Instructional Equity Leadership Team, Mental health and AELD Leads • Unit planning and alignment work - regular check in on each unit, adjustments and plans for future use • Amplify assessment system for reading benchmark assessments in Spanish and English: using the same system for data collection. • Protected core curriculum blocks • Continued partnership with our PTA: aligning our priorities		

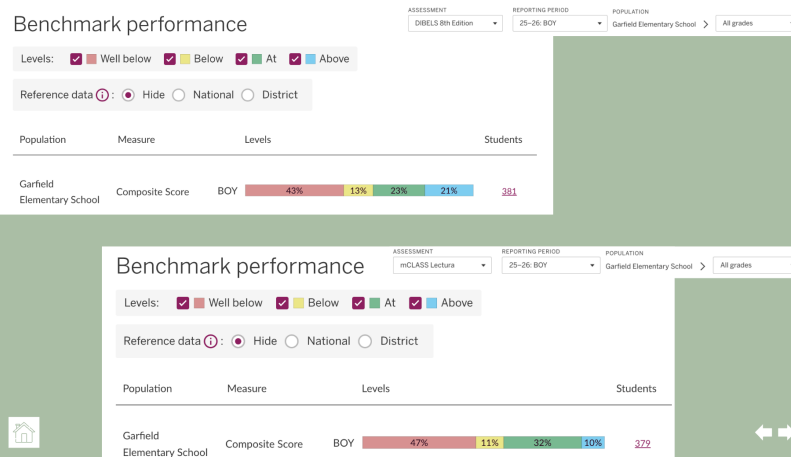
	GOALS FOR THE CURRENT SCHOOL YEAR		
Goals	Metric	Timeline	
By June 2026, the school wide composite of students at or above grade level in reading at Garfield will increase from 44% to 48% in English Reading as measured by Amplify or 42% to 46% in Spanish as measured by	Amplify Reading	June 2026	

	Amplify.		
	By June 2026 the percent of positive student responses for the 3rd and 4th grade cohorts 24-25 in the Culture section of the Youth Truth survey will increase from 13% to at least 16% in 4th and 5th grade 25-26.	YouthTruth GA Google Form	June 2026
	By June 2026, we will increase the % of 5th grade students receiving a 5+ composite on STAMP from 58% to 61% in order to continue to increase the literacy skills of our bilingual learners.	STAMP	June 2026

	KEY STRATEGIES TO ACHIEVE OUR GOALS
	• Curriculum alignment and Unit planning for each unit for every grade level • Weekly Student Support Team to address teacher concerns about student needs • Core review and intervention review meetings • Integrated co-teaching work with unit planning work • DLI Advisory walkthroughs and feedback • Partnership with Lincoln principal on aligning and articulating our priorities • Committees for all certified staff led by system leads • Systems team meeting for all leads • Developing a process for reviewing and addressing attendance needs that is trauma informed

	DATA AND TRENDS
	Literacy Goal:

Benchmark performance



Social Emotional Goal: YouthTruth Culture Section:

Question	3rd	4th	5th
Do students stay busy in class?	38%	16%	14%
Do students behave in class?	15%	5%	7%
Do students from your class treat the teacher with respect?	33%	27%	9%

Spanish STAMP Goal:

2024-2025

	All Grades	3rd	4th	5th
average composite score	4.22	3.74	4.51	4.54
% above 4	64.6%	45.7%	75.0%	75.0%
% above 5	37.8%	26.1%	47.7%	45.8%
% above 6	13.4%	6.5%	22.7%	12.5%

58.3 at 5 or above composite



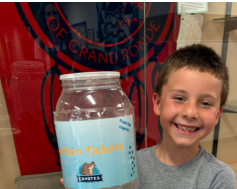
Corvallis
SCHOOL DISTRICT

IV.D. Kathryn Jones Harrison Elementary

2025 School Board Update

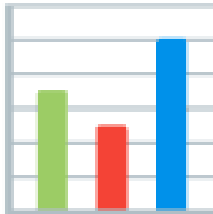


Kathryn Jones Harrison ELEMENTARY SCHOOL

	CELEBRATIONS & SUCCESSES FROM 2024/25		
	• Attendance • Refined our SST System • Reading • Family Nights		
	HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR		
	• Family Nights (Game nights, School Dances, STEAM Night) • STEAM/SEL rotations • Renewed PLC/ Collaboration commitment • Steph Littlebird visit • Fine Arts Night • Grad Walk		
	GOALS FOR THE CURRENT SCHOOL YEAR		
	Goals	Metric/Progress Measures	Timeline
	Goal 1. By June 2026, the % of K-2 students on grade level in reading, according to Amplify, will increase from _50%_ to _80%_. The % of 3-5 students on grade level in reading, according to Amplify, will increase from __55%__ to _80%_____.	We will use Amplify to measure our reading progress.	May, 2026
	Goal 2. School Specific Goal: By June 2026, the percentage of students scoring at risk on the DESSA assessment will decrease from 10%_ to 4% or less_. (Baseline and goal data will be entered in September/October after the baseline assessment).	We will use the DESSA screener to identify students that need SEL intervention.	May, 2026

	Goal 3. By June 2026, the percent positive response will increase from 39%- 46% for the following student mental health responses from the Youth Truth Survey question: When I am feeling upset, stressed, or having problems, there is an adult in the school who I can talk to about it.	We will use the Youth Truth survey to measure the responses to the specific question: When I am feeling upset, stressed, or having problems, there is an adult in the school who I can talk to about it.	May, 2026
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	KEY STRATEGIES TO ACHIEVE OUR GOALS		
	Goal 1 Key Strategies: Implementing the curriculum, overseeing intervention, working with our MTSS coach to progress monitor struggling students, celebrating successes. Our teachers will continue to collaborate and use their PLC times to discuss their shared students, curriculum, and intervention. Goal 2 Key Strategies: After administering the DESSA mini, teachers will identify the students that show a need and will administer the full DESSA assessment. This will give the teachers more information regarding specific social emotional competencies about these students. This will allow them to work in collaboration with our counselor/mental help therapist to address these areas of need. Goal 3 Key Strategies: Continue to build community with our classrooms, our school and our community. We will do this with Pack Time, community Pack Time, monthly all school assemblies, monthly character traits, Family events, and encourage consistent attendance. Additionally, our counselor will implement the Sources of Strength in all the classrooms.		



DATA AND TRENDS

Grade K

Composite Score

BOY

53%

23%

11%

13%

30

Grade 1

Composite Score

BOY

34%

12%

27%

27%

26

Grade 2

Composite Score

BOY

19%

7%

55%

19%

31

Grade 3

Composite Score

BOY

38%

20%

13%

29%

45

Grade 4

Composite Score

BOY

15%

25%

30%

30%

40

Grade 5

Composite Score

BOY

16%

23%

31%

30%

44

Reading Beginning of the Year

K Jan goal 54% Phonemic Segmenting Fluency - currently at 58% (from 37% BOY)

1 Jan goal 54% Letter Naming Fluency currently at 54% (Nonsense Word Fluency (NWF)-Sounds) (from 50% BOY)

2 Jan goal 73% NWF-Word Reading currently at 75% (from 69% BOY)

3 Jan goal 58% NWF-Sounds currently at 47% (from 47% BOY)

4 Jan goal 70% Oral Reading Fluency (ORF) currently at 59% (from 59% BOY)

5 Jan goal 72% ORF currently at 64%

(from 64% BOY)

Math Beginning of the Year

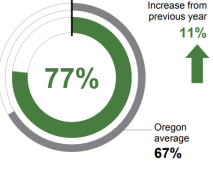




Corvallis
SCHOOL DISTRICT

IV.E. Letitia Carson Elementary

2025 School Board Update

REGULAR ATTENDERS Students who attended more than 90% of their enrolled school days.  77% Increase from previous year 11% Oregon average 67%	CELEBRATIONS & SUCCESSES FROM 2024/25 We made a goal to increase our attendance. We realized that if we can't get kids here regularly, they will not build skills and will feel less a part of the community. By creating a space of belonging for our community, we saw a significant increase in attendance!								
	HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR - Engaged Community - A huge number of volunteers for Bike Safety - Finding joy in our journey...similar to the journey of Letitia Carson, we will have ups and downs, and we will need to find ways of staying focused on what is ahead.								
	GOALS FOR THE CURRENT SCHOOL YEAR <table border="1"> <thead> <tr> <th>Goals</th><th>Metric</th></tr> </thead> <tbody> <tr> <td>Finish Strong & Transition Well</td><td></td></tr> <tr> <td>By June 2026, according to Amplify, % of K-2 students on grade level will increase from 43% to 50%. % of 3-5 students on grade level will increase from 62% to 70% using the composite score. </td><td> - Amplify Data (fall, winter spring) - SIPPS Data - Amplify progress monitoring </td></tr> <tr> <td>By June 2026, the "regular attender" rate for K-5 students at Letitia Carson Elementary will increase from 77% to 80%.</td><td> - Synergy attendance data </td></tr> </tbody> </table>	Goals	Metric	Finish Strong & Transition Well		By June 2026, according to Amplify, % of K-2 students on grade level will increase from 43% to 50%. % of 3-5 students on grade level will increase from 62% to 70% using the composite score.	- Amplify Data (fall, winter spring) - SIPPS Data - Amplify progress monitoring	By June 2026, the "regular attender" rate for K-5 students at Letitia Carson Elementary will increase from 77% to 80%.	Synergy attendance data
Goals	Metric								
Finish Strong & Transition Well									
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By June 2026, the "regular attender" rate for K-5 students at Letitia Carson Elementary will increase from 77% to 80%.	Synergy attendance data								
	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 specialist, utilizing AAC tools, etc.) - Teach & reinforce both relationship-building and relationship-maintenance skills - Prioritize additional support for historically marginalized groups - Make intentional outreach to absent or struggling students and families								



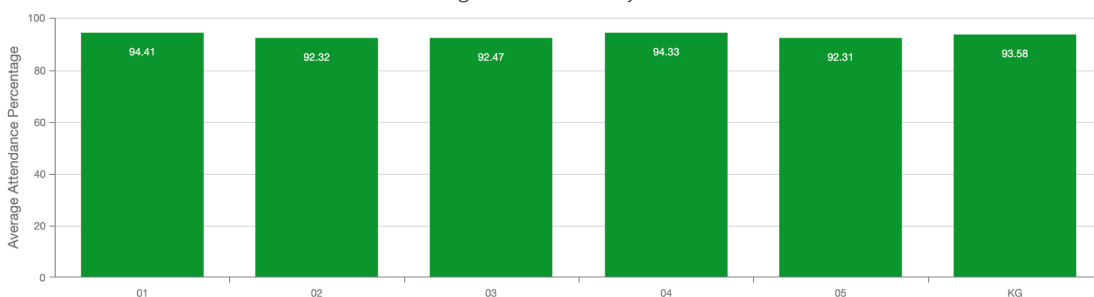
DATA AND TRENDS

Academic Interventions

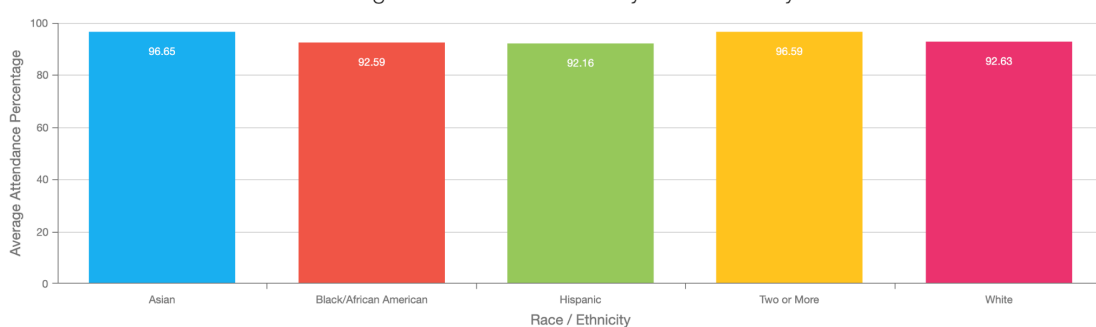
	ELA	Math	PAGES
Kinder	Push-in support	Push-in	
1st	Push-in & Pull-out (4)	Push-in	
2nd	Push-in & Pull-out (12)	Push-in	$\frac{2}{3}$ Literacy Focus: SIPPS (20)
3rd	Push-in & Pull-out (22)	3	
4th	Push-in & Pull-out (21)	3	$\frac{1}{4}$ Math Focus: Bridges Intervention (17)
5th	Push-in & Pull-out (10)	6-12 based on need in Bridges unit	

- We are working hard to support the needs of students with push-in and pull-out interventions in both reading and math. We meet as grade-level teams 3-4 times a year to review data and make adjustments based on student needs.

Average Attendance by Grade



Average Percent Attendance by Race/Ethnicity



- **Attendance Interventions**
 - Tier II: Once a month, we review students who are attending 89-80% and teachers do reach-outs
 - Tier III: Every week, we meet to review students who are attending 79% or below and update interventions
- **Social Emotional Interventions:** Transitioning to "How to Make Friends," Social stories about new schools, Intentional Planning with other schools around "Belonging Lessons."



Corvallis

SCHOOL DISTRICT

IV.F. Lincoln Elementary

2025 School Board Update



CELEBRATIONS & SUCCESSES FROM 2024/25



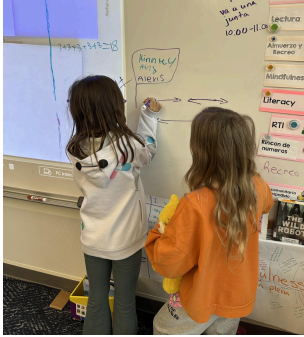
- We met our STAMP goal June '25 - Spanish proficiency
- Youthtruth survey showed positive results, especially in the area of school culture with the highest (97%ile) in "My school respects people from different backgrounds."
- Attendance this fall is up by 5%, at 70%, with our goal being to reach 75%
- 65% of our fifth graders are on grade level in at least one language according to our fall '25 Amplify data.
- Fully implemented Benchmark/Adelante curriculum through on-going planning and core review meetings.
- Counselor teaching monthly SEL lessons to all students in each classroom, as well as over 30 small groups of students
- Began training staff and using SIPPS and Proximo paso as research-based reading interventions.
- Collaborative planning sessions in language arts and math to align on best practices.

HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR



- Monthly Family Nights, parent engagement evenings with particular focus and weekly assemblies that foster a connected and warm culture.
- Systems for academics, SEL and behavior are in various stages of implementation, and we have made a lot of progress. We are excited about these systems and alignment within grades and across all grade levels.
- Teachers and support staff are intentionally reviewing data every 6-8 weeks as a team in order to make adjustments to instruction in both core and interventions in reading.
- Many teachers are piloting the use of "Sources of Strength" for social emotional skills development along with our school counselor.
- Kinder and first grade teachers are co-teaching with our language

specialist.



GOALS FOR THE CURRENT SCHOOL YEAR

Goals

Metric/Progress Measures

Timeline

Lincoln Goal 1: By June 2026, 65% of students in grade 3-5 will be on grade level (low risk) in at least one language as measured by Amplify, and 50% of students in K-2 will be on grade level (low risk according to Amplify in at least one language. On OSAS, the percentage of students of color meeting will increase by 5%.

Amplify composite scores in both English and Spanish

Lincoln Goal 2: By June 2026, Lincoln Elementary 5th graders will increase composite score of 5 or above on the STAMP test from 56.9% to 60%.

STAMP

Lincoln Goal 3: By June 2026, the percent of students meeting in OSAS math will increase from 37% to 41%.

OSAS math and beginning to use Amplify math

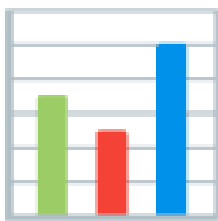
Lincoln Goal #4: By June of 2026, we will decrease the % of students in the “red” or “need” category from 18% to 12% as measured by DESSA.

DESSA



KEY STRATEGIES TO ACHIEVE OUR GOALS

- Use Amplify and CFA data to monitor growth and plan for both whole group and small group instruction.
- Implement grade level core review meetings and goals as a way of focusing on and improving the core (tied to data).
- Implement SEL and behavior skills lessons during community circle and throughout the day to increase capacity for academic learning for all.
- Intentionally incorporate oral language practice throughout the school day through strategic partners and choral response.
- Use Imagine Español to supplement the curriculum for extra language practice.
- Participate in instructional rounds as a way of calibrating interaction strategies for oral language development schoolwide.
- Implement Benchmark/Adelante curriculum K-5 and use backwards design approach during PLCs to implement common assessments tied to standards.
- Implement Bridges curriculum K-5, ensuring that students receive the required number of minutes for number corner (20 min) and lessons/work places (60 min).
- Calibrate on best practices for engagement in mathematical thinking and mathematical practices through instructional rounds and PD with Jenn Vomicil - Habits of mind and Habits of interaction.

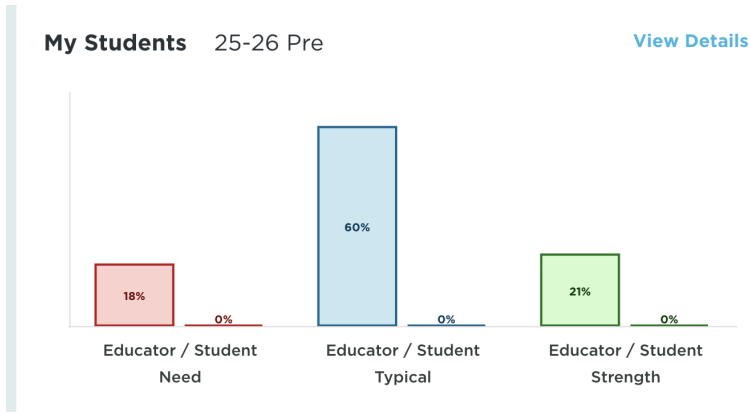


DATA AND TRENDS

Amplify Reading Baseline Data:

Group	At low risk in at least one language
K-2	41% EOY '24-25 43% BOY 25-26
3-5	64% EOY '24-25 53% BOY 25-26
All	53% EOY '24-25 48% BOY 25-26

DESSA data: Nov. '25





Corvallis

SCHOOL DISTRICT

IV.G. Mt. View Elementary



2025 School Board Update

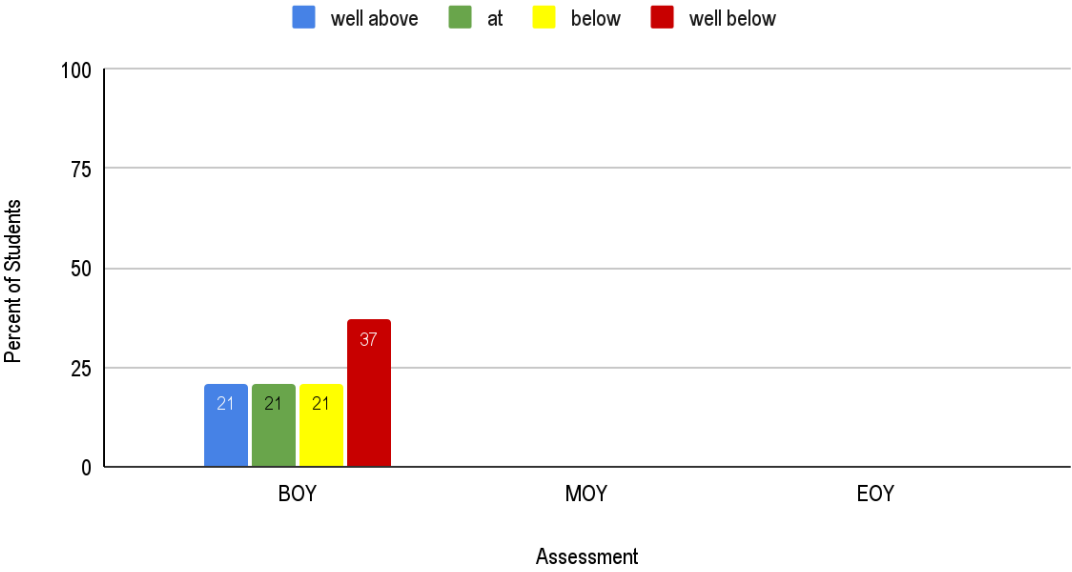
Mt View Elementary

 	<table><tr><th>CELEBRATIONS & SUCCESSES FROM 2024/25</th></tr><tr><td> ● School-wide events, spirit weeks, buddy activities, and assemblies created a stronger sense of belonging. ● Tiered supports, small-group instruction, and progress monitoring helped more students access individualized help. ● Our students demonstrated steady gains in reading with our after school reading program. ● We saw higher participation in family events, conferences, and surveys—showing strengthened partnerships between home and school. </td></tr></table>	CELEBRATIONS & SUCCESSES FROM 2024/25	● School-wide events, spirit weeks, buddy activities, and assemblies created a stronger sense of belonging. ● Tiered supports, small-group instruction, and progress monitoring helped more students access individualized help. ● Our students demonstrated steady gains in reading with our after school reading program. ● We saw higher participation in family events, conferences, and surveys—showing strengthened partnerships between home and school.
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	<table><tr><th>HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR</th></tr><tr><td> ● Professional learning communities (PLCs) focused on data, shared strategies, and cross-grade teamwork to support students. ● We're excited to deepen partnerships with families, gather feedback, and build more opportunities for parents to participate in school life. ● Teachers will engage in targeted professional development to boost math practices. </td></tr></table>	HIGHLIGHT: WHAT WE ARE EXCITED ABOUT THIS YEAR	● Professional learning communities (PLCs) focused on data, shared strategies, and cross-grade teamwork to support students. ● We're excited to deepen partnerships with families, gather feedback, and build more opportunities for parents to participate in school life. ● Teachers will engage in targeted professional development to boost math practices.
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GOALS FOR THE CURRENT SCHOOL YEAR		
	Goals	Metric/Progress Measures
	By June 2026, the percent positive responses in the engagement section on the family survey will increase 3%, from 28% - 31%.	<u>Measurement Tools:</u> ● Family Survey ● Focus Groups ● YouthTruth
	By June 2026, the % of K-2 students that are at risk, according to Amplify, will decrease 3% from 48% to 45%. The % of 3-5 students that are at risk, according to Amplify, will decrease 3% from 29% to 26%.	<u>Measurement Tools:</u> ● Assessment ● SIPPS Mastery Tests ● Youth Truth
	By June of 2026, the percent of positive responses to the elementary youth truth student survey in the Instructional Methods section will increase from 19% to 22%.	

KEY STRATEGIES TO ACHIEVE OUR GOALS	
	● Know and use student, family and colleague names ● Establish systematic family communication ● Family advisory group that meets quarterly to discuss ideas and concerns. ● Consistent schoolwide routines/expectations ● Implementation of CC Curriculum ● Implement small group instruction ● Improve cultural relevance in instruction ● Instructional rounds or peer observations to share and spread effective strategies.

2025-2026 Mt. View Amplify Literacy





Corvallis

SCHOOL DISTRICT

V. REFLECTION

VI. ADJOURNMENT

*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