

6:30 PM

Thursday, May 7, 2020

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

Meeting Details: Thursday, May 7, 2020, 6:30 PM in the District Office Board Room,  
1555 SW 35th Street, Corvallis, OR 97333.

**SOCIAL DISTANCING IS ESSENTIAL IN REDUCING THE SPREAD OF THE COVID-19 PANDEMIC.**

Oregon law allows public meetings to be held entirely online; therefore, we will NOT have seating available at the meeting site. If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. **CALL TO ORDER AND ROLL CALL (6:30 p.m.)\***
- II. **PLEDGE OF ALLEGIANCE**
- III. **EXECUTIVE SESSION (5:15-6:15 p.m.)\* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.**
- IV. **BOARD MEMBER REPORTS**
- V. **SUPERINTENDENT'S REPORT**



## Superintendent's Update

Shared with the Corvallis School Board during the May 7, 2020 meeting.

### **Teacher Appreciation Week**

While many of us are experiencing a daily routine that has been turned upside down, one thing remains the same. Our teachers are connecting with students and continuing to earn the well-earned reputation of being the trusted adult in so many of our student's lives. Thank you for being patient, flexible, caring, concerned, and creative in your work. We appreciate our teaching staff!

Watch the [2020 Teacher Appreciation Video](#)

### **Budget Outlook**

We have been preparing our budget for the 2020-21 fiscal year and I will deliver my budget message at the May 14 Budget Committee meeting. The proposed budget does not include assumptions about the COVID-19 impacts but we know that there will be significant aftershocks to the economy and to the general fund.

On May 20, the Oregon Office of Economic Analysis will release the next economic and revenue forecast. This forecast is an important predictor of the strength of our economy and will likely show a significant reduction in revenue that will trigger the state legislature to meet in a special session to determine revised funding levels for school districts and other state agencies. We must be prepared to adjust our 2020-21 budget outlook when this information becomes available.

To be ready, I have directed our executive team to explore the options available for us to navigate the anticipated funding shortfall. My goals are to preserve school days for the 2020-21 school year and to maintain a strong workforce.

### **Social Media for Good**

Plenty of positive and uplifting things are happening in and around our district and we are kicking off several weeks of celebration, acknowledgment, and encouragement on the CSD Facebook and Instagram pages. Our district Communications team will be publishing a number of social media themes through June 19, 2020.

Themes include **#MentalHealthMondays**, with thoughts and ideas from our mental health and wellness staff, **#CSDatHome**, featuring the creative classroom projects that students are completing, the videos you are producing to engage with your students, and the ways that Distance Learning has come to life in our district. We have also invited staff to share the story of their co-workers that inspire them, with the **#WeAreCSD** theme, and last but not least, **#PetsOfCSD** will feature photos of staff pets enjoying the perks of their stay at-home humans.

### **Wi-Fi Access Locations Expanded**

To support the learning needs of students, our district has expanded internet access for students in south Corvallis and other neighborhoods. These locations are in addition to Linus Pauling Middle School. Wi-Fi access is available from 7 am - 10 pm, 7 days a week.

New Locations include parking lots at Lincoln Elementary School, Mt. View Elementary School, and Adams Elementary School, between the district administration building and the school. Student devices will automatically login through the district filter at these locations.

Families are reminded that if you come to the area by car, please plan to remain in your vehicle. If you are not in a vehicle, please practice safe physical distancing (6 feet or more) from others. The areas will be monitored, but no supervision will be provided.

### **Free Meal Site Locations Expanded**

Two new locations have been added for Grab and Go meals for children in addition to the four sites already in operation and staffed by our Food and Nutrition Services staff. New locations will operate from 12:00 pm – 12:45 pm.

Sites are at Witham Hill (located at the city bus stop at the top of Witham Hill) and Adair Village at Santiam Christian School, 7220 NE Arnold Avenue. Our other sites include Lincoln and Wilson Elementary Schools, Linus Pauling Middle School, and Clemens Primary School in Philomath. Hours for these existing sites are 12:00 pm – 1:00 pm. We are grateful for the work of our staff who are preparing and serving over 1,200 meals per day.

### **Health Navigators Update**

While schools have moved to Distance Learning, our Health Navigators have been very busy with referrals to social services (food, clothing, shelter) and with helping families access, understand, and use the "Internet Essentials" kits so their children can participate in online classes. Navigators work with students at Garfield and Lincoln Elementary Schools and Linus Pauling Middle School and during the month of March, the number of "touches" jumped to 567, from 263 touches in February. These staff provide important connections with our most vulnerable students and we are grateful for this partnership with Benton County Health Services.

**VI. PUBLIC/STAFF COMMENT (6:50 p.m.)\***

*Please see the notes at the top of this agenda for information about providing comments during the COVID-19 pandemic. To read those notes, either open just the agenda or visit: <https://v3.boardbook.org/Public/PublicItemDownload.aspx?mk=50375410&fn=agenda.pdf>*

**VII. BOND PROGRAM UPDATE (7:10 p.m.)\***



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Facilities and Transportation  
Meeting Date: May 7, 2020

### **Bond Program Update**

**NO ACTION REQUIRED**

#### Background

Wenaha Group provides project management services for the Facilities Improvement Bond approved by voters in May 2018. Wenaha Group's project managers will prepare a monthly report to communicate status and progress on bond projects. The report will be included in a board packet each month, published on the district website, and shared with key communicators.

Direct questions regarding bond projects to [kim.patten@corvallis.k12.or.us](mailto:kim.patten@corvallis.k12.or.us)



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 7, 2020



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### GENERAL PROGRAM UPDATE

The bond work continues! Teams are working diligently to start projects. On the district side, staff have been working hard to prepare for upcoming construction work at Garfield, Cheldelin and CVHS. Despite the school closures, and the launch of distance learning, staff have been willing and able to get into their classrooms and workspaces to pack materials. This has been possible with careful coordination to maintain proper physical distancing and sanitation.

Contractors are actively mobilizing and starting projects. Here's the highlights of what's happening this summer:

Garfield Elementary: Modular classrooms are in place, abatement work is underway, classrooms are cleared and ready, and the demolition and construction work is starting up.

Lincoln Elementary: Some heavy equipment is onsite and work will commence once permits are issued in the very near future. The Benton County Health Clinic modular building will be relocated early summer to make way for the new clinic construction. Planning and preparations for playground enhancements are underway, necessitated by the construction area encroaching on the existing space.

Hoover Elementary: Existing modular classrooms will be relocated onsite during the summer to make way for the new construction. Bids for the balance of the work are planned for early summer, and excavation work is scheduled for later in the summer.

Cheldelin Middle School: Abatement work has been completed and areas have been cleared of school materials and furniture to prepare for construction. Work has started on renovations to restrooms, cafeteria, STEAM area, and the front office. Outside, improvements for access to the front office, ADA parking improvements and an electrical vehicle charger will be installed.

CVHS: Abatement work has been completed in Building F. Ostensibly, this was to make way for renovations this summer. However, the COVID-19 virus has impacted the construction industry, and bids received on April 2<sup>nd</sup> have come in over budget to an extent that Bond Leadership has opted to delay work until next year\*. On a positive note, the district has submitted an application for a seismic grant, and if selected, this will allow for an expanded seismic upgrade project, to be completed with the work next year.

CHS Roofing Replacement: This project is well-underway and is going well. Completion is scheduled for this summer.

Design work continues for Jefferson, Adams and Wilson Elementaries as well as the newly launched CHS CTE project. Teams are using remote meeting techniques to keep things moving in these challenging times. At present, these design efforts are expected to maintain their planned schedules, with construction work targeted for next year.

*\*All other bond projects bid earlier in the year, before the effects of COVID-19 were impacting construction bidding.*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 7, 2020**



*Cheldelin Library Design*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 7, 2020**



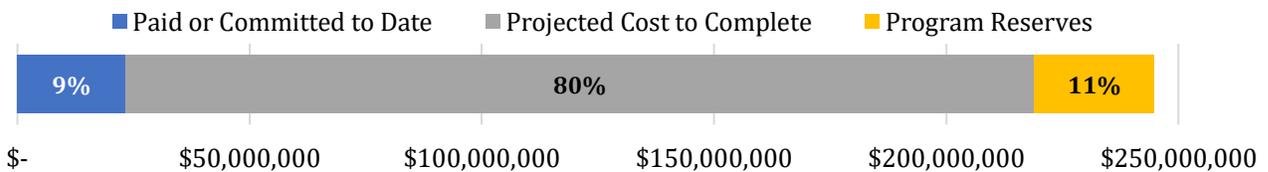
**FINANCIAL SUMMARY AS OF MARCH 31, 2020**

Voter Approved Issuance Authority	\$ 199,916,925
Bond Sale Premium	28,699,499
Bond Interest Earnings	7,893,295
OSCIM Grant <sup>1</sup>	6,234,147
Other Funding <sup>2</sup>	1,997,930.38
<b>Total Resources</b>	<b>\$ 244,741,796</b>

Paid to Date	\$ 23,189,524
Projected Cost to Complete	\$ 195,802,220
<b>Total Projected Cost</b>	<b>218,991,744</b>
Program Reserves	25,750,052
<b>Total Requirements</b>	<b>\$ 244,741,796</b>

<sup>1</sup> **Oregon School Capital Improvement Matching (OSCIM) Grant.** The district qualified to receive a matching grant through this state program. These funds are restricted to the Lincoln Elementary project.

<sup>2</sup> **Other Funding.** Additional grants and reimbursements are available from several sources including energy conservation reimbursements from the SB 1149 program and from the Energy Trust of Oregon, and seismic rehabilitation grants. These funds are restricted to specific projects.



**BUDGET SUMMARY AS OF MARCH 31, 2020**

	Original Estimate	Current Budget (based on bond issuance)	Other Funding Sources <sup>1</sup>	Projected Total Cost	Paid to Date
Adams Elementary	\$ 12,165,241	\$ 11,594,457	\$ 632,420	\$ 12,226,877	\$ 1,482,825
Garfield Elementary	21,435,804	20,431,066	4,484,416	24,915,482	1,559,864
Hoover Elementary	37,084,000	38,678,632	-	38,678,632	2,016,757
Jefferson Elementary	12,928,559	12,322,158	544,894	12,867,052	1,845,522
Lincoln Elementary	36,917,098	31,852,598	6,371,647	38,224,245	2,071,923
Mt View Elementary	9,341,711	8,904,029	-	8,904,029	30,363
Wilson Elementary	12,388,876	11,807,766	633,802	12,441,568	47,035
Franklin K-8	9,335,022	8,897,336	-	8,897,336	1,881,279
Cheldelin MS	10,759,962	9,992,479	2,201,750	12,194,229	1,207,368
Linus Pauling MS	400,000	400,000	-	400,000	355,294
Corvallis HS	8,375,406	7,982,711	67,758	8,050,469	2,126,879
Crescent Valley HS	17,025,447	16,226,898	3,713,080	19,939,978	4,171,718
Harding Center	11,759,799	11,208,697	-	11,208,697	299,481
Program Administration	<i>included in estimates above</i>	9,618,098	-	9,618,098	4,093,216
<b>TOTAL</b>	<b>\$ 199,916,925</b>	<b>\$ 199,916,925</b>	<b>\$ 18,649,767</b>	<b>\$ 218,566,692</b>	<b>\$ 23,189,524</b>

<sup>1</sup> **Other Funding Sources.** Includes bond sale premium, bond interest earnings, OSCIM grant, and other funding such as energy conservation reimbursements from the SB 1149 program or Energy Trust of Oregon, and seismic rehabilitation grants.



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 7, 2020**



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**CONTACT INFORMATION**

For questions, comments or additional information, please contact:

Dale Kuykendall  
Senior Project Manager  
Wenaha Group  
[dalek@wenahagroup.com](mailto:dalek@wenahagroup.com)

# BOND UPDATES

## May 7, 2020



**Corvallis**  
SCHOOL DISTRICT

### Garfield Elementary

- Teachers have prepared their classrooms for construction
- Eight new modular classrooms are in place for next year
- Abatement work has begun
- Building permits are in process



**Garfield Entry Design**

## **Garfield – Modulares, Packing, Abatement**



# Lincoln Elementary

- Fortis Construction under contract
- Sitework is beginning
- Benton County has approved funding for construction of the new clinic, IGA is pending
- Tennis Courts will be relocated to River Bend Park



**Lincoln View from the Bus Loop**



## Lincoln – Mobilizing for Construction



## Hoover Elementary

- Design is complete
- Fortis Construction under contract for site package
- Existing modular classrooms will be relocated this summer
- Bids for remaining bid packages are scheduled for early summer



**Hoover View from the South**



**Hoover View from the Northwest**



## Hoover View from the Northeast

# Crescent Valley High School

- Building F hazardous material abatement began during spring to capitalize on school closure
- Bids were received on April 2, 2020 in the midst of Covid-19 Pandemic - approximately \$3 Million over budget
- State-funded seismic grants have been applied for, awards announced mid-May
- Construction delayed until 2021

# Corvallis High School

- Roof replacement - underway
- Softball improvements - completed
- CTE and other improvements - design is underway

## Corvallis High School



**Softball Facility**



**Roof Replacement**

# Cheldelin Middle School

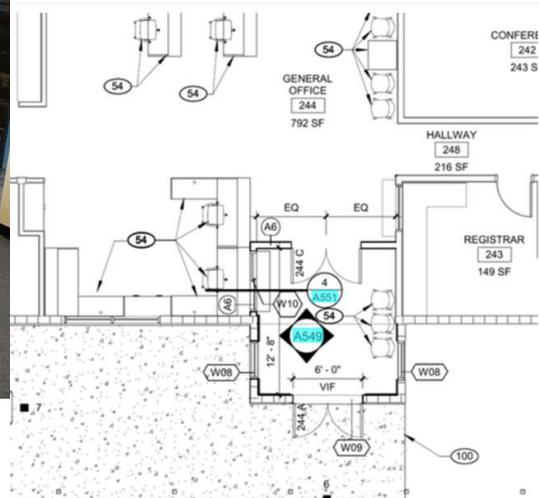
- Gerding Builders under contract for Phase 1 construction
- Staff are packing their areas to prepare for construction
- Hazardous material abatement underway
- Cafeteria, STEAM Lab and entry improvements scheduled for this summer
- Library renovation scheduled for summer 2021



**Cheldelin Library Design**



**Cheldelin STEAM Lab Design**

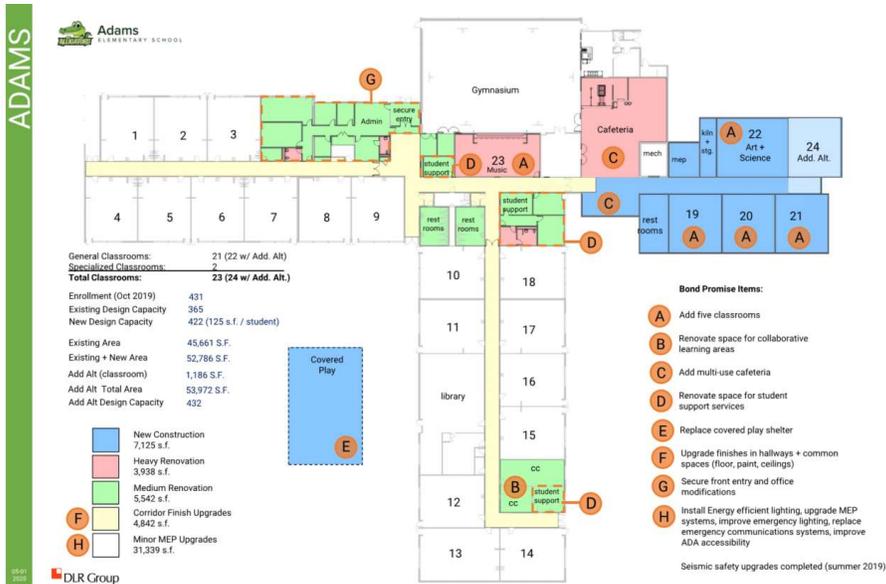


**Cheldelin Front Office / Secure Entry Design**

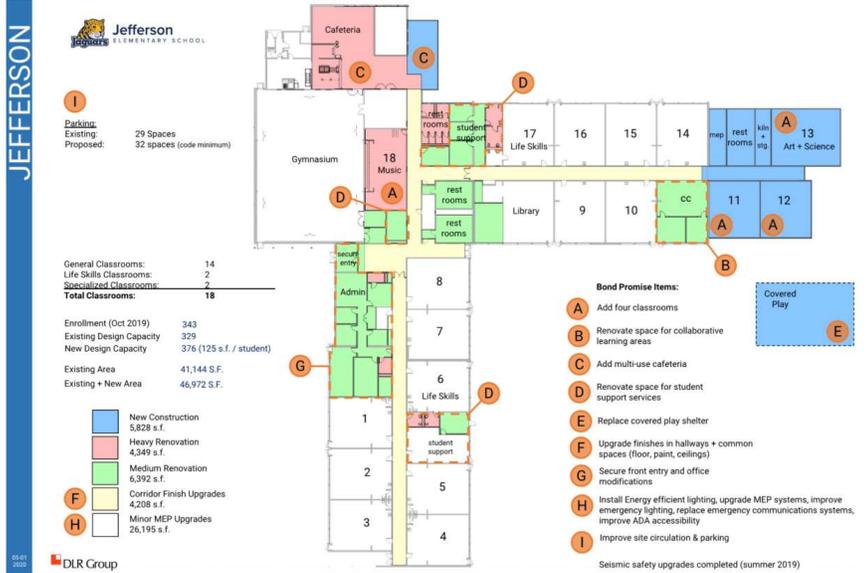
# Adams, Jefferson, Wilson Renovations & Additions

- Schematic Design is complete
- Core Teams continue to work on the next phase of design
- Preparing for virtual Design Advisory Committee (DAC) meetings

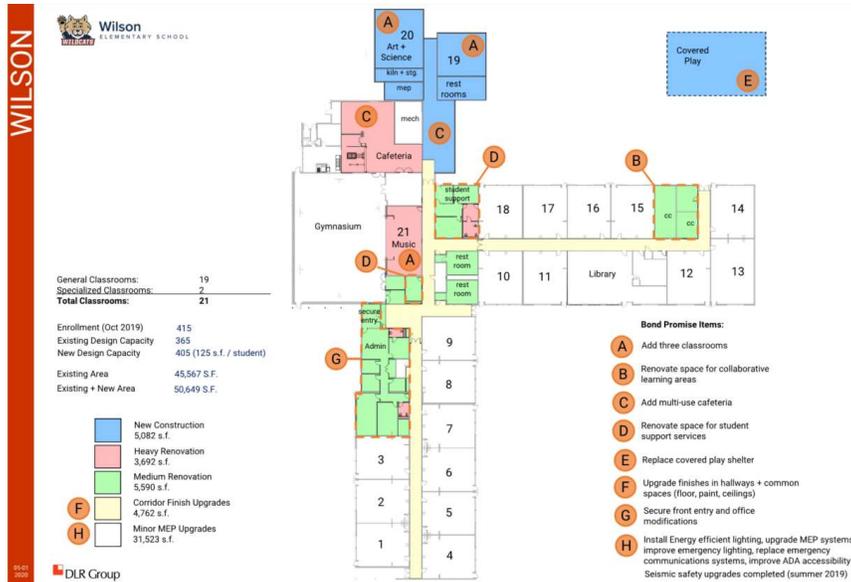
## Adams Current Design Draft



# Jefferson Current Design Draft



# Wilson Current Design Draft



## Non-Bond Projects

- Secure Vestibules at High Schools are under construction and will be completed this summer
- The district has contracted with Convergent Technologies to implement a new security management software, Genetec, that will provide integrated management of video surveillance, access controls, and intrusion detection.
- Due to current budget considerations, we are evaluating options for the CVHS Tennis Courts

**VIII. SOCIAL STUDIES CURRICULUM ADOPTION (7:40 p.m.)\***



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator, Marcianne Rivero Koetje, Equity and ELL Coordinator

Meeting Date: May 7, 2020

## Secondary Social Studies Curriculum

## ACTION REQUIRED

### Background

It has been over eleven years since the district has adopted new social studies curriculum. The adoption review process began last year and the traditional one year timeframe was extended to two years. The focus of the first year was to build capacity, to allow time for collaboration, and to honor the voices and perspectives of our students and communities of color. The first year built a clear foundation for the selection process, piloting materials, and ongoing collaboration between schools. Central to this adoption has been our equity look fors. These equity look fors were created in partnership with our District Equity Leadership Team Advisory (DELTA) and Students Advocating for Equity (SAFE).

An overview of the secondary social studies materials adoption process is outlined below. Information about the materials and next steps in ongoing professional development for teachers is also provided.

### Overview of Adoption Review Process

#### **October 2018: Listening to Community Voice and Diverse Perspectives**

District Equity Team Advisory leaders Angel Harris and Denise Hughes-Tafen lead a meeting where the existing social studies materials were reviewed. This meeting included the District Equity Leadership Advisory (DELTA) and Students Advocating for Equity (SAFE) and also community members of color and members of the superintendent's executive team. As part of this process, participants assessed the texts using these questions.

- Who is the intended audience?
- What is the writer/author hoping to communicate?
- What evidence do they use to do so?
- What are some assumptions the writer/author makes?
- Who/what is left out e.g. whose point of view?
- What questions do you have after looking at this information?

Students and community members provided feedback and we noticed that in the curriculum there was a lack of multiple perspectives and that the narratives of African American, Indigenous and Latinx people were either absent or portrayed in a negative light. This review set the course for how we will engage in future adoptions through a racial equity lens.

During this meeting the following guiding question was posed: *From a parent and student perspective, what are the equity look fors and what should be considered when adopting curriculum?* DELTA provided feedback in the areas of community knowledge, culturally responsive instruction, curriculum, and real world.

### **January 2019: Understanding New Social Studies Standards and HB 13**

All social studies teachers engaged in a professional development meeting to learn about the new standards. Amit Kobrowski, Social Studies Specialist and Dawnnesha Lasuncet, Education Equity Specialist from the Oregon Department of Education led the training. Middle and high school teachers learned about the new standards which highlight multicultural standards and they had the opportunity to collaborate on the essentials for graduates:

- Global, cultural and inclusive perspective of historical and current events; (cultural competence)
- Critical thinking skills (compare/contrast/analyze)
- Multiple perspectives (voices)
- Research information and evaluate credibility of information
- Ability to support your claims and opinions and listen/understand to an opposing view (empathy)
- Desire to be an active participant in the political process and their communities; How government works

### **January - March 2019: Secondary Social Studies Rubric**

During this period, we discussed and developed the process to review and recommend new secondary social studies materials for implementation in 2020-21. We also developed our vision and rationale for looking at new material, and the decision making process.

Middle and high school teachers collaborated on a detailed Secondary Social Studies Rubric to determine which publishers to pilot. Materials were gathered and prepared for viewing at the Western View Welcome Center. On two separate dates, Middle and High School social studies teachers utilized the rubric to recommend which publishers to pilot. Teachers reviewed and scored materials including textbooks and online resources.

### **May 2019: Community Voice Kiva Panel**

Teachers were invited to listen to community members in a Kiva Panel. The Kiva process is Native American in origin. The purpose is to surface and discuss the collective knowledge of the group on community issues and challenges. The process encourages community members to actively listen, and build collective meaning from large numbers of perspectives and experiences.

Members of the community who participated included: Alex Van Brocklin, Angel Harris, Loren Chavarria, Luhui Whitebear, Sami Al-AbdRabbuh and Malia Detar Cheung. These key community member shared their responses to these questions:

- What are three essentials for graduates in the area of social studies?
- From your experience, what perspectives are missing from social studies curriculum?
- What advice do you have for our social studies teachers as they engage in the social studies adoption and teaching in social studies in the Corvallis School District?
- What are critical questions that need to be asked when planning lessons?

Their responses and perspectives to these questions provided a deeper level of understanding for teachers throughout the curriculum adoption process.

### **June 2019: Selected Publishers Invited to Provide Materials Sessions**

In these sessions teachers were given time to learn about the components of each program as well as ask questions before the pilot.

### **August 2019 - February 2020: Materials Selection Piloted**

Teachers participated in professional learning from each publisher to help with the pilot and to gain a better understanding of the professional learning that would accompany an adoption. The materials selected to pilot included Active Classroom, Newsela, TCI, Pearson.

A pilot timeline with units document was created to provide a clear scope of units and timeframe for each pilot and they incorporated the materials into their existing units. At the conclusion of each pilot, teachers and students participated in a survey. Survey questions included:

- Did the materials help you make connections between historical and current events?
- Did the materials encourage critical thinking?
- Did the materials include perspectives of diverse groups (African American, Latinx, Indigenous, LGBTQ+)
- Did the materials support you in researching and discovering new ideas from trusted sources?
- Did the materials help you understand opposing views?
- Did the materials inspire you to participate in the political process?

### **April 2020- Review Discussion with Social Studies Teachers**

Pilot teachers, administrators, Secondary Curriculum Coordinator and the Equity and ELL Coordinator debriefed the pilot process and materials. The data gathered using staff and student surveys were shared and discussed. Teachers were given an opportunity to reflect on strengths and challenges of curricula and given time to reflect on the following areas: What worked/didn't work in the area of academic achievement (critical thinking, global citizens)? And, what worked/didn't work in the area of culturally responsiveness (multiple perspectives, cultural competence, listen to understand)?

Based on data and discussion there was consensus to recommend *TCI* as a primary source for 6th and 7th grade and *Newsela Oregon Collections* as supplemental. *Newsela Oregon Collections* was recommended as a primary source for 8th grade.

### **April 22-30, 2020 - Public Review and Comment**

Staff, families, and the general public were provided with an opportunity to review and provide comments on the recommended materials. A personal invitation to view materials was sent to members of DELTA and SAFE to review and give feedback.

The Secondary Curriculum Coordinator, Equity and ELL Coordinator and middle and high school principals discussed the information from the pilot (including teachers perspectives, community and student perspectives, observation of instruction, teacher recommendation, and research) and are in support of the recommendation to adopt *TCI* as primary source for 6th and 7th grade, and *Newsela Oregon Collections* as supplemental; *Newsela Oregon Collections* as primary for 8th grade; and *Newsela Pro and Oregon Collections* for grades 9-12. Both *TCI* and *Newsela* materials meet state legal requirements but are not on the state approved lists. As such, this is an independent adoption that requires our district to use both state adoption criteria and the Independent Materials Evaluation Tool to ensure materials meet state thresholds in the social sciences.

### Future Process to Ensure a Successful Materials Implementation

Once adopted by the school board, materials will be purchased in May. A review and discussion of the supplemental texts will be done by 8th grade teachers. Those texts include *Howard Zinn's A Young Peoples' History of the United States*, adapted by Rebecca Steffoff and, *An Indigenous Peoples' History of United States* by Roxanne Dunbar-Ortiz.

Professional learning with *TCI* and *Newsela* will be provided in August-September 2020 and on-going grade level collaboration will take place throughout the school year. Building leaders will complete scheduled Learning Walks to improve instruction. Social studies teachers will use a variety of protocols and an equity lens for looking at student work throughout the year.

### About the Curricula

*TCI's* online *History Alive!* programs transform middle school social studies class into a multi-faceted learning experience. *TCI* lessons start with a big idea — Essential Question — and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

*History Alive! 6th Grade (Oregon Edition)* introduces students to the geography of Mexico, Central America, and South America as a gateway to learning about the Maya, Aztec, and Inca empires in the Americas.

*History Alive! 7th Grade (Oregon Edition)* introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India,

China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world.

Quotes and comments from teachers about teaching with TCI's *History Alive!*

- *TeachTCI has an abundance of the material that we need to teach to the 7th grade standards. It tends to do well in the multiple perspective spectrum since at this grade level we talk/teach about the Ancient World. In addition, it gives ideas of other resources/materials that you can access to try to get that multiple perspective. It has a lot of information. They try to make the activities/lessons relevant/engaging to the students.*
- *Text was cleanly formatted and straight forward; relevant to hitting curriculum topics. Proposed activities were relevant and made for great bell ringers. (Great conversation starters)*
- *Excellent MS activity. Easy to work with supplementals.*
- *Strong student response items, more rigor in texts and questions*
- *Variety of activities that involve critical thinking.*

*Newsela* provides high quality social studies content for everyone. All content on *Newsela Social Studies*—from primary sources to historic news articles to famous speeches—is aligned to Oregon social studies standards. *Newsela* resources are updated daily so that teachers can make connections to important current events right away, or stay ahead of the curve when new standards or initiatives shake things up. *Newsela* intentionally aims to give voice to diverse and unheard perspectives in the social studies content because every learner deserves to see themselves in what they are learning. In addition *Newsela* publishes materials at 5 reading levels and 95% of materials will be available in Spanish by September 2021. Leveled reading materials allow all students to access the content they need to develop critical thinking skills and think like a historian, economist, political scientist or geographer.

*Newsela* includes Oregon specific materials that support implementation of Senate Bill 13, *Tribal History, Shared History* and the teaching of the Essential Understandings of Native Americans in Oregon. *Newsela* is working in collaboration with districts across Oregon (including Corvallis) to pair texts with the lessons developed by the 9 federally recognized Tribes of Oregon. These lessons used in conjunction with *Newsela* resources will teach students about the tribes in Oregon including their past and current presence, sovereignty, history, tribal governance, identity, lifeways, language, treaties with the United States, and genocide, federal policy and laws.

Quotes and comments from teachers about teaching with *Newsela*

- *It always tried to give two or more articles that described the two sides of the story.*
- *Wide variety of articles to choose from, covering different areas and essential questions.*
- *Variety of texts and information. Strong content in articles.*

- *Newsela definitely promoted critical reading skills.*
- *Excellent access to varied resources, multiple perspectives.*
- *They really tried to have different articles that gave the perspective of every culture/person involved.*
- *Because of the variety of articles and perspectives it was simple to find varied perspectives.*
- *Specific articles and sections on multiple perspectives and unheard voices.*
- *I was extremely happy with the multiple perspective piece of Newsela. It brought many different perspectives to the table, and asked students to look through different cultural lenses.*
- *If we found an article (for example in ancient Civilization) that had a topic we needed, it could have a modern aspect to it, with a link to current events or understandings.*
- *Multiple perspectives and some good cultural articles.*

**ACTION REQUESTED:**

Approve staff curriculum recommendations contained herein.

**MOTION REQUESTED:**

“I move to adopt the TCI *History Alive!* middle school curriculum as a primary resource for grades 6 and 7; adopt Newsela Oregon Collections as a secondary resource for grades 6 and 7; and adopt Newsela Oregon Collections as a primary resource for grades 8-12.”

# Secondary Social Studies Adoption

2020

Nikki McFarland and Marcianne Rivero Koetje

## Parent and Student Voice and Perspectives



## Analysis of Materials



## Student Voice and Engagement



## Teacher Collaboration



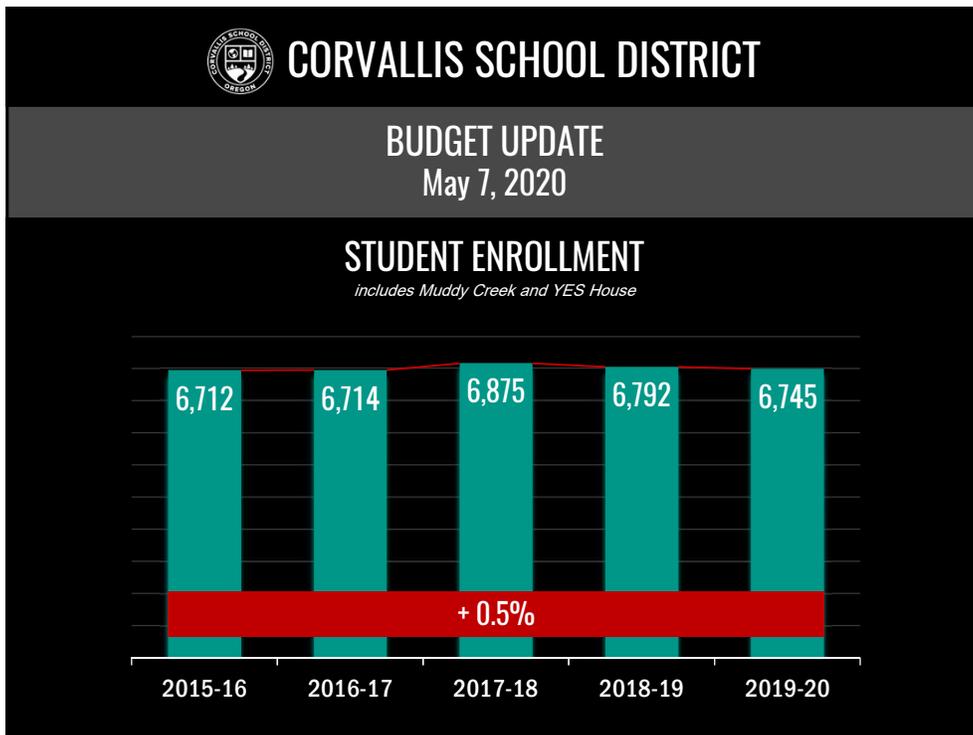
## Community Voice

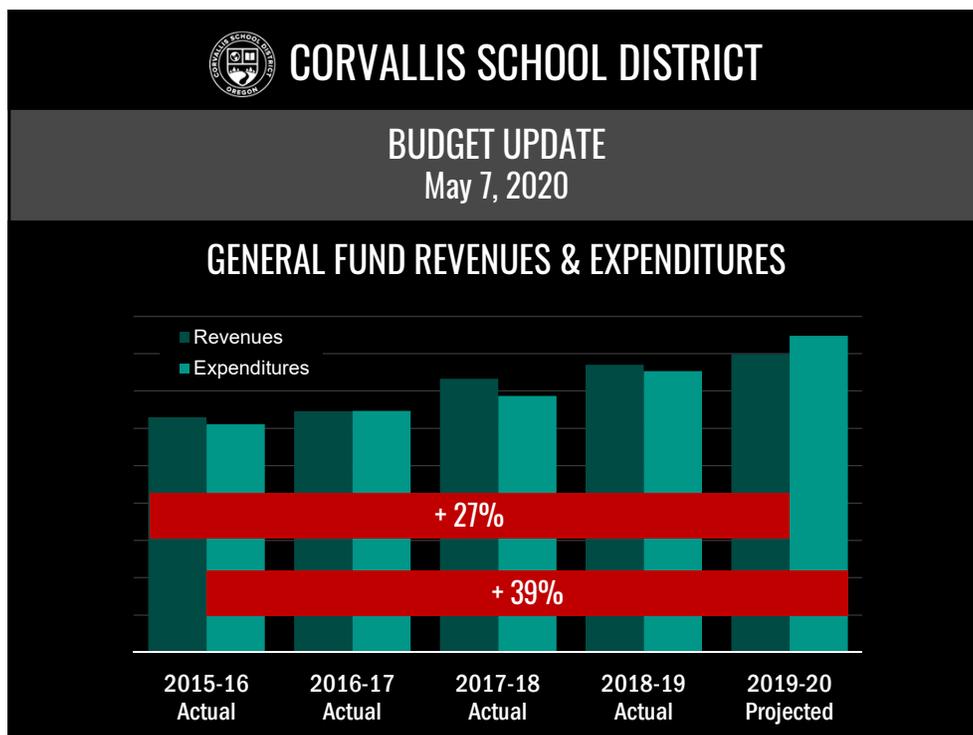
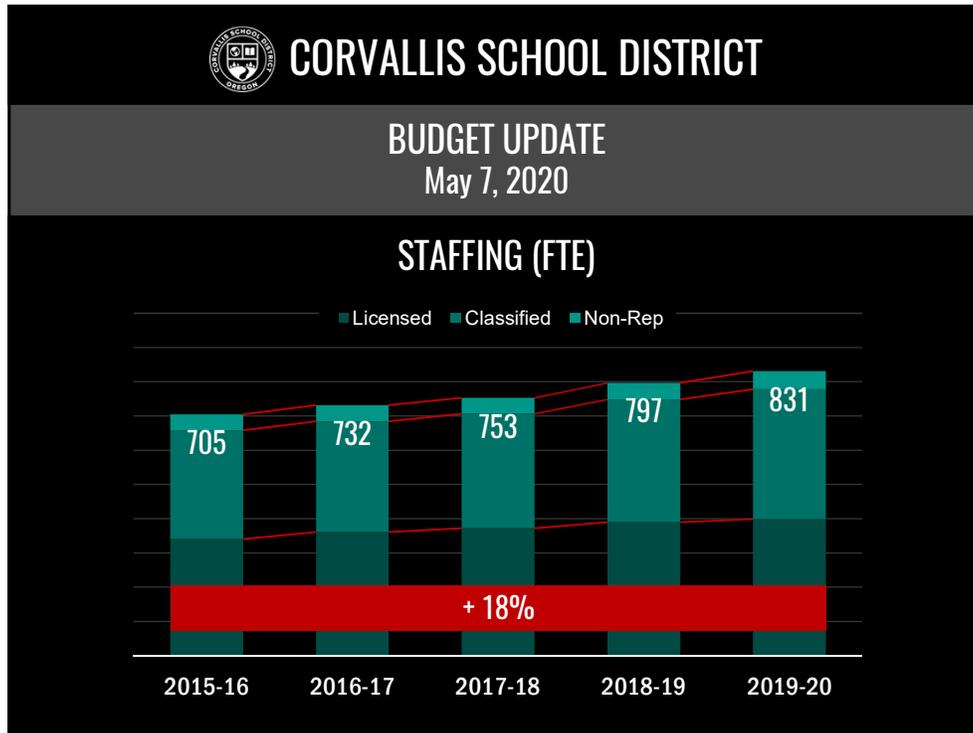


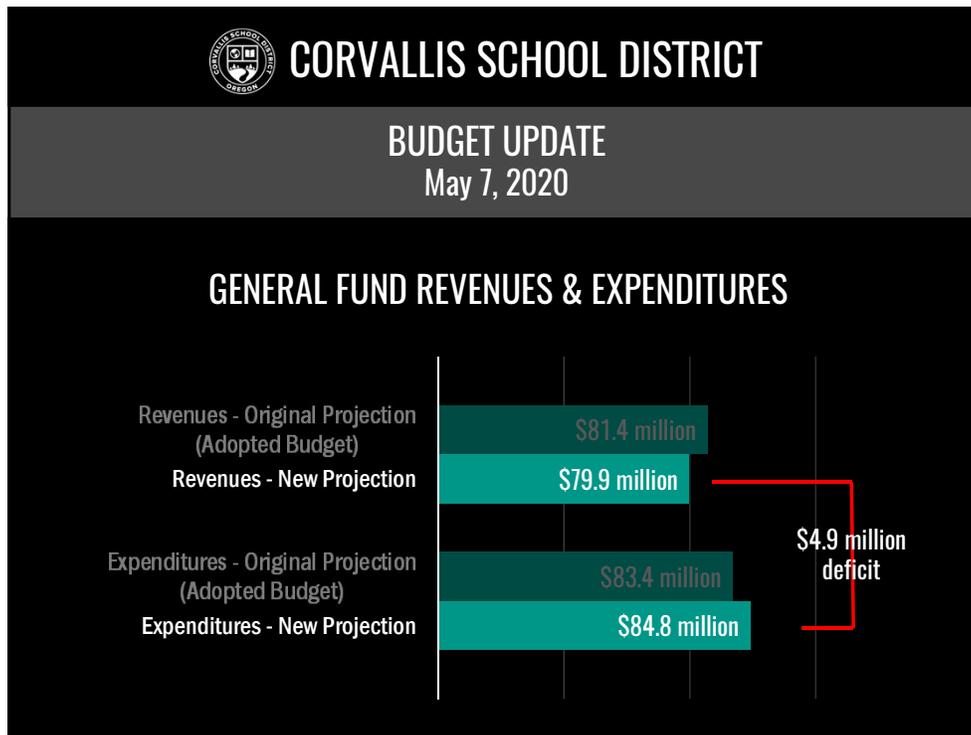
# In Service of OUR Students



**IX. BUDGET UPDATE (7:55 p.m.)\***







**CORVALLIS SCHOOL DISTRICT**  
**BUDGET UPDATE**  
May 7, 2020

**Economic impact of COVID-19 pandemic will significantly reduce projected revenue in the final year of the 2019-21 biennium**

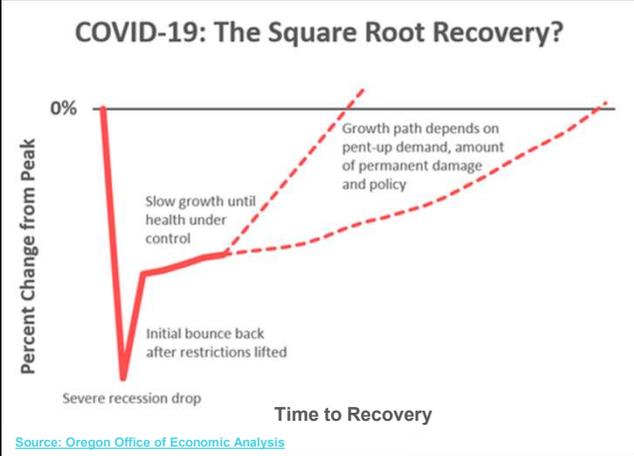
**The State School Fund will be disproportionately impacted for the 2020-21 fiscal year**



 **CORVALLIS SCHOOL DISTRICT**

**BUDGET UPDATE**  
May 7, 2020

**COVID-19: The Square Root Recovery?**



0%

Percent Change from Peak

Severe recession drop

Initial bounce back after restrictions lifted

Slow growth until health under control

Growth path depends on pent-up demand, amount of permanent damage and policy

Time to Recovery

Source: Oregon Office of Economic Analysis

 **CORVALLIS SCHOOL DISTRICT**

**BUDGET UPDATE**  
May 7, 2020

- State Revenue Shortfall
- SIA Funding Status
- Federal Stimulus
- State Reserves
- District Reserves
- General Fund Reductions



 **CORVALLIS SCHOOL DISTRICT**

**BUDGET UPDATE**  
May 7, 2020

**State Revenue Shortfall**  
State School Fund: \$9.0 billion  
\$7.7 billion state general fund / \$1.3 billion other state funds

4.5% loss in state general fund = \$350 million loss in state school fund =  
**\$3.7 million loss in district revenue**

6.5% loss in state general fund = \$500 million loss in state school fund =  
**\$5.4 million loss in district revenue**

8.5% loss in state general fund = \$650 million loss in state school fund =  
**\$7.1 million loss in district revenue**

 **CORVALLIS SCHOOL DISTRICT**

**BUDGET UPDATE**  
May 7, 2020

**Student Investment Account Funding Status**  
Estimated Funds Available: \$471.9 million  
Corvallis School District Allocation: \$5.4 million (1% of ↑)

25% loss in SIA funds = \$118 million loss in SIA funds available =  
**\$1.4 million loss in district revenue**

50% loss in SIA funds = \$236 million loss in SIA funds available =  
**\$2.7 million loss in district revenue**

75% loss in SIA funds = \$354 million loss in SIA funds available =  
**\$4.1 million loss in district revenue**



## CORVALLIS SCHOOL DISTRICT

### BUDGET UPDATE

May 7, 2020

### Federal Stimulus

Coronavirus Aid, Relief, and Economic Security (CARES) Act  
Elementary and Secondary School Emergency Education Relief Fund (ESSEER)  
90% of ESSEER funds allocated in same manner as Title I-A funding formula

Allowable use is broad  
Supplanting allowed

Oregon's Allocation: \$121,099,019  
Corvallis School District Allocation: \$724,820 (0.6% of ↑)  
\$0.7 million increase in district revenue

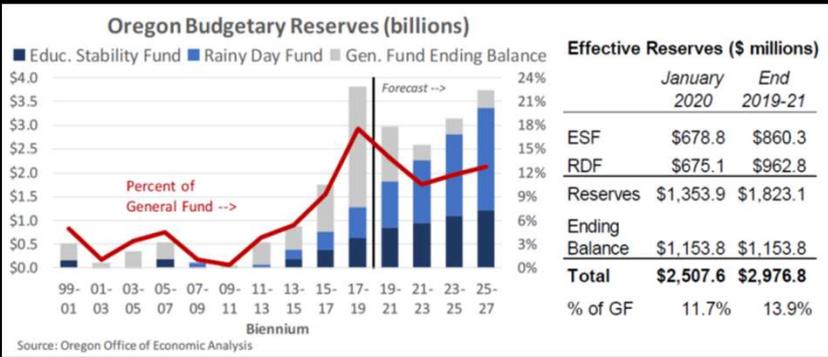


## CORVALLIS SCHOOL DISTRICT

### BUDGET UPDATE

May 7, 2020

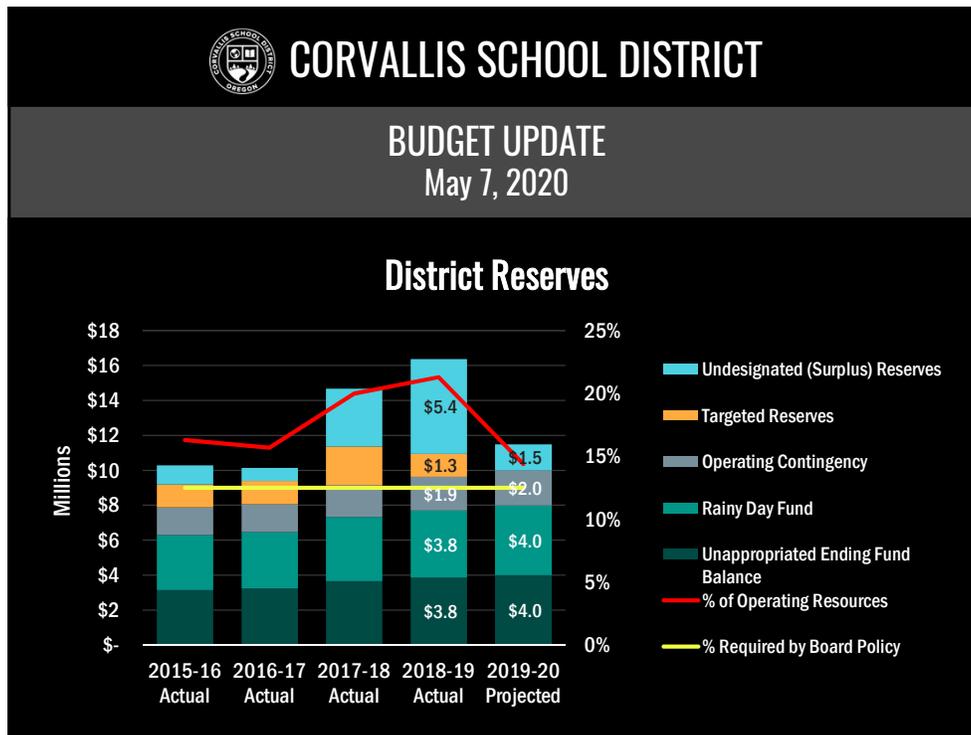
### State Reserves



	January 2020	End 2019-21
ESF	\$678.8	\$860.3
RDF	\$675.1	\$962.8
Reserves	\$1,353.9	\$1,823.1
Ending Balance	\$1,153.8	\$1,153.8
<b>Total</b>	<b>\$2,507.6</b>	<b>\$2,976.8</b>
% of GF	11.7%	13.9%

Source: Oregon Office of Economic Analysis

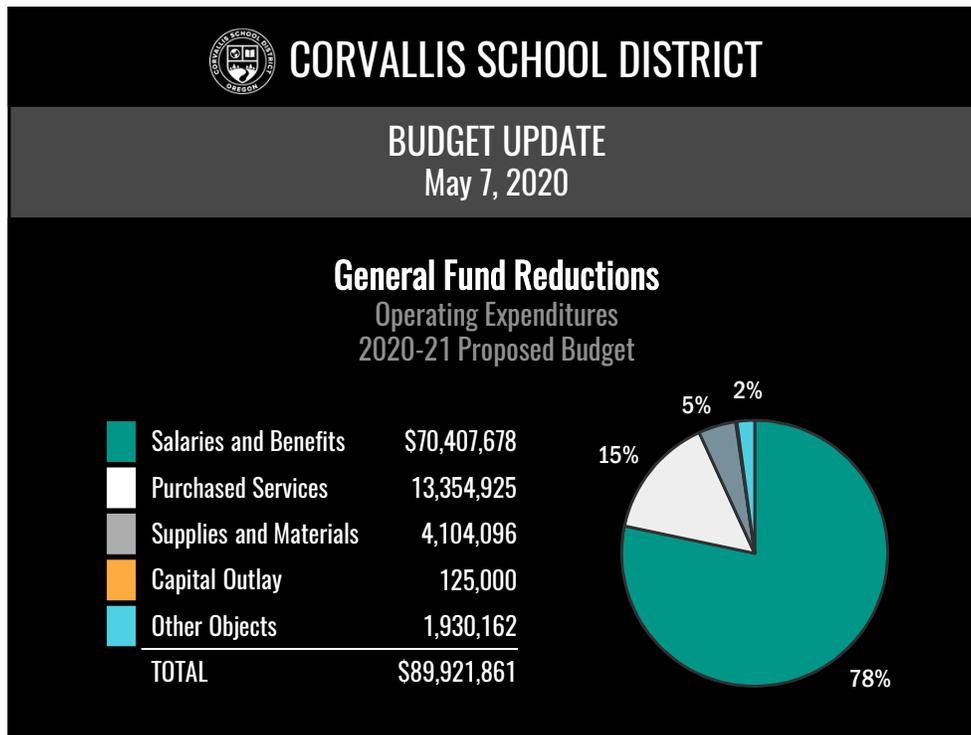
March 2020 Economic & Revenue Forecast



**CORVALLIS SCHOOL DISTRICT**  
**BUDGET UPDATE**  
 May 7, 2020

**General Fund Reductions**  
 Scenarios

CARES ESSEER	4.5% less SSF	6.5% less SSF	8.5% less SSF
25% less SIA	-\$4.4 million -4.9%	-\$6.0 million -6.7%	-\$7.7 million -8.6%
50% less SIA	-\$5.7 million -6.4%	-\$7.4 million -8.2%	-\$9.1 million -10.1%
75% less SIA	-\$7.1 million -7.9%	-\$8.7 million -9.7%	-\$10.4 million -11.6%



**CORVALLIS SCHOOL DISTRICT**  
**BUDGET UPDATE**  
 May 7, 2020

**General Fund Reductions**

Priority #1: Preserve school days  
 Priority #2: Maintain a strong workforce

**Reality: Unlikely to achieve balance without reducing salary and benefit costs at 78% of budget**

Next Step: begin process to identify highest potential opportunities to shift resources to top priorities  
**Smarter School Spending: Identify Top Savings Options**



**CORVALLIS SCHOOL DISTRICT**

**BUDGET UPDATE**  
May 7, 2020

**Upcoming Key Dates**

May 8, 2020 – proposed budget document released  
*no assumptions about COVID-19 impacts*

May 14, 2020 – first budget committee meeting

May 20, 2020 – next economic and revenue forecast released  
*will likely show significant reduction in revenue that will trigger the state legislature to meet in a special session to determine revised funding levels*

May 21, 2020 – school board meeting  
May 28, 2020 – second budget committee meeting  
June 11, 2020 – school board meeting; budget hearing



**CORVALLIS SCHOOL DISTRICT**

**BUDGET UPDATE**  
May 7, 2020

**Questions?**

X. **CONSOLIDATED ACTION (8:25 p.m.)\***

A. Minutes

1. April 9, 2020

**MINUTES**  
 Business Meeting of the  
**BOARD OF DIRECTORS**  
 Corvallis School District 509J

**I. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 6:47 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u>                  Vincent Adams                  Sami Al-AbdRabbuh, Chair                  Jay Conroy                  Sarah Finger McDonald, Vice Chair                  Terese Jones                  Luhui Whitebear</p> <p><u>BOARD MEMBERS EXCUSED</u>                  Tina Baker</p>	<p><u>EXECUTIVE STAFF PRESENT</u>                  Ryan Noss, Superintendent                  Melissa Harder, Assistant Superintendent                  Olivia Meyers Buch, Finance and Operations Director</p>
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A quorum was present and due notice had been published.

**II. EXECUTIVE SESSION**

The Board met in Executive Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.

**III. PLEDGE OF ALLEGIANCE**

Chair Al-AbdRabbuh led the Pledge of Allegiance.

Following the Pledge, Chair Al-AbdRabbuh noted for the record that the meeting was being held online and live-streamed via the District's YouTube channel. He added that a recording of the meeting would be posted to the channel following the meeting.

**IV. BOARD MEMBER REPORTS**

Board members provided brief updates regarding various activities they had engaged in during the past month.

**V. SUPERINTENDENT'S REPORT**

Superintendent Noss provided an update regarding the COVID-19 pandemic's impact on students, families, and staff. He applauded staff and community partners for their efforts to-date in response to school closures. (The Superintendent's report is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

#### **VI. PUBLIC/STAFF COMMENT**

No one offered comments.

#### **VII. STUDENT INVESTMENT ACCOUNT PLAN GRANT APPLICATION (SECOND READING)**

Superintendent Noss reminded the Board of the input that had been gathered through a variety of avenues. He noted that the plan was built at a time when there was an expectation of consistent state revenue; given that it is too early to know the full impact on future revenue as a result of the COVID-19 pandemic, he recommended that the Board approve the plan as submitted while recognizing that things may change in the future.

In response to a question from Director Adams regarding how many of the FTE in the plan are new, Superintendent Noss and Finance and Operations Director Meyers Buch indicated that the only new FTE is one special education position that was needed for Muddy Creek Charter School.

Superintendent Noss commented that it is time to revisit the conversation regarding District reserves. He thanked the Board for their fiscal conservatism and standing firm about how important the reserves are. He noted that no clear picture has been developed of what constitutes a *rainy day* and what would trigger the use of reserves.

Director Whitebear asked that future SIA grant applications include a specific reference to the District's plans regarding mandates by Senate Bill 13 (now known as Tribal History/Shared History regarding Native American curriculum in K-12 public schools and professional development for educators).

#### **MOTION:**

**It was moved by Vice Chair Finger McDonald and seconded by Director Jones to approve the District's SIA grant application as drafted. Chair Al-AbdRabbuh took a roll call vote. The motion was unanimously approved.**

#### **VIII. SUPERINTENDENT'S 2019-20 EVALUATION**

Chair Al-AbdRabbuh read aloud the evaluation, which is provided here, verbatim:

Superintendent Noss is completing his fourth year as Superintendent of the Corvallis School District amid an ongoing public health crisis. His ongoing coordination efforts show his commitment and care for children, staff, and the Corvallis community while preparing the district to launch distance-learning capacity. His

capable leadership in meeting the challenge of the COVID-19 outbreak has resulted in the rapid protection of students and staff, delivery of emergency food supplies, and supportive content for the education of children at home.

Before the focus of the school year became the response to COVID 19 outbreak, the Corvallis School District attained notable results in student achievement, social equity, health and wellness, and long-range facilities bond projects. The district demonstrated a strong ability to track student progress. Mr. Noss made strategic investments to support students graduating on time. Once again, the District outpaced the state in four-year graduation rates in 2019 with an 89% graduation rate, the highest ever in Corvallis School District history. We were excited to see our Hispanic/Latinx students' graduation rate at 89% as well.

Mr. Noss' focus on equity as a lens in his decision making and as a guiding principle in his work is yielding exciting outcomes, building momentum on District equity work. Key achievements are the establishment of SAFE (Students Advocating for Equity) teams, deployment of CARE (Collaborative Action Research in Equity) in classrooms, and opening the teacher evaluation to include accountability to equity goals. He has clearly communicated his commitment to equitable access to an inclusive and rigorous distance learning experience for all. Earlier this year, Mr. Noss and his staff implemented an equity lens document to support decision making, facilitation, and operations. The district continues to offer Beyond Diversity training that is supporting critical work on racial and social equity. The Board looks forward to working collaboratively with Mr. Noss in the effort to address bias and systemic racism that impacts the experiences of our students and staff of color. The Board supports Mr. Noss' efforts in fostering a climate where students feel comfortable speaking out about issues with peers and adults.

Mr. Noss' leadership made the District a flagship in the region in advancing real-world learning opportunities for students! He and his Leadership Team have moved swiftly and with great effect to take advantage of Measure 98 funding to create opportunities for more educators and students to engage in experiential learning and career and technical education (CTE). The Board looks forward to supporting Mr. Noss' leadership for more real-world learning opportunities inside and outside the classroom and in the building of new facilities at our high schools and middle schools.

The mental and physical health and wellness of a child are essential to their ability to learn. Mr. Noss made strategic investments in mental health and behavioral support; he continues to focus, with equity in mind, on supporting the health and wellness of our students and their educators. Mr. Noss has continued to ensure that the District is the backbone agency for youth mental health in our community, and has increased his attention on physical health and wellness over the last year. The Board celebrates his initiative in appropriating investments for a mental health program in primary schools, a strategic investment that has been made sustainable using funds from the Student Success Act. The Board recognizes his notable internal communication around health and wellness and his active external engagement with stakeholders in the community. Most recently, the district has employed its incident command and emergency management training to effect seamless coordination with local and state agencies in response to COVID-19 resulting in a rapid and effective response to the needs of children and the community.

Bond projects have been a resounding success. Mr. Noss has worked to garner confidence from the community and create a comprehensive communication plan toward community inclusion and investment. The bond construction planning work continues as a model process. Mr. Noss has demonstrated exemplary judgment, professionalism, and well-placed trust in the hiring of the project management team, contracting processes, bond oversight, and voluminous public engagement. The efforts happening presently have clear and demonstrable continuity with all the work that has taken place since 2016. The Board is pleased to see the bond projects are very well managed.

This has been an exciting year full of consequential work for the Corvallis School District, but has transitioned to a public health disaster. The Board of Directors continues to have complete confidence in Superintendent Noss and stands ready to work with him as we move forward during this uncertain time. The board knows Mr. Noss is ready to advance key initiatives while preparing the district to balance priorities. Mr. Noss has done excellent work as Superintendent of the Corvallis School District and the education leader

for the Corvallis community over another year that would have tested the best of leaders. The Board eagerly looks forward to continuing to collaborate with Mr. Noss.

Superintendent Noss thanked the Board for the ongoing support that allows him to do the work that is most needed during this time. He pointed out that successes come from a team effort of all employees District-wide. Superintendent Noss commended Assistant Superintendent Harder for her invaluable work during her first year in that role.

Board members offered additional comments to Superintendent Noss including:

- We are working hard to meet basic needs of students we cannot physically be with right now; it is very valuable to have someone at the helm who is working in the best interest of the District and has assembled an incredible team.
- Thank you for your deft leadership and working long hours; you are the right person to ensure all of the work gets done and leads to great outcomes. I feel confident, comfortable, and really grateful.
- I recognize all that you and your team have done to raise the bar in public education. Before I was on the Board, I remember all the work you did to make transgender and non-binary students feel welcome in the district. This pandemic has shown how well you handled the situation yet I want to acknowledge the work that is still out there to be done.
- The secret to a really good school board is having a really good superintendent; it is a team game but you are the one who put the team together and gave it guidance.
- Working with you is a privilege and an honor. Within these challenging times, you and the team have proven to us that we will navigate this storm and come through it connected and still caring for our students and staff.

## IX. CONSOLIDATED ACTION

### MOTION:

**It was moved by Director Adams and seconded by Director Conroy to approve the Consolidated Action items. The motion was voted on and unanimously approved.**

The following items were approved:

- Minutes** – March 5, 2020; March 19, 2020
- Licensed Personnel Action** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- Contract For Copier/MFD Hardware and Service, Device Management/Usage Tracking Software, and Printer/MFP Hardware Service and Supplies** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

**D. Resolution No. 20-0401 – Supplemental Budget for Designated Revenue Fund –**  
(This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

**E. Board Policies:**

1. **JEC—Admissions—Revised—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
2. **JECA—Admission of Resident Students\*\*—Revised—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

**X. CONSOLIDATED INFORMATION**

The Board received the following information:

- A. Non-Licensed Personnel Information** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- B. Unaudited Financial Statements – February 29, 2020** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Director Adams asked for confirmation, and received it from Ms. Meyers Buch, that the District is fiscally on track to have all its contingency funds at or above policy levels and that PERS reserves have been exhausted.

- C. Bond Program Update – Written Report** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Kim Patten, Facilities and Transportation Director, and Dale Kuykendall, Wenaha Group Senior Project Manager, provided highlights of construction projects in light of the COVID-19 pandemic. Some of their comments and responses to Board members included:

- We do not yet know the full impact of the COVID-19 pandemic on construction schedules and financials.
- Right now, we are working through contractual language on how the COVID-19 pandemic will continue to impact supply chains, labor forces, permit issuance, and inspections.

- Wenaha Group is focused on determining best practices from state and national perspectives, obtaining attorney recommendations, and identifying practical applications of those recommendations.
- Contractors have been preparing plans to limit exposure at work sites, continue best practices, and determine how to do the work in light of social distancing.
- The intent is to maximize the time that buildings are closed, minimize the impact of the risk on the District, and mitigate risk for construction crews.
- District maintenance and custodial crews will review budgets and prioritize materials that will allow a head start on our summer projects.

Ms. Patten said contractors have conveyed to her that Wenaha Group is doing an excellent job responding to and being proactive about the pandemic, even better than the response nationwide.

Superintendent Noss complimented all those involved in this work. He said more information would be provided at future Board meetings, and that he anticipates further changes at the state level.

Superintendent Noss noted that another Bond Oversight Committee meeting is coming up and will be held in a similar format to this Board meeting. He added that Director Conroy is the Board's liaison to that committee and would be able to provide an update in May.

#### **D. Board Policies:**

##### **1. IGBAH—Special Education – Evaluation Procedures\*\*—Revised— First Reading**

Board members discussed concerns regarding the introductory sentence of paragraph number three and its subsequent numbered list. Points raised included:

- Phrase the sentence in a way that it does not make it seem like you are calling out this list as students who automatically have disabilities.
- The term American Indian is a regulatory race indicator; why remove the word “American” from the policy? In keeping with regulatory race indicators, perhaps state it as “American Indian/Alaskan Native.”  
This district is not even within the border of a tribal populated reservation, so we do not even have kids living on reservations within this vicinity.
- The list implies that the District is uniquely targeting these students.
- Some of the groups listed there have been historically targeted as not being “normal.”
- If you do have to keep a list could we use a better term than “suspected” in bullet number four?

- In bullet number five, the term “home schooled” needs to be hyphenated because it is following a state-of-being verb.

Assistant Superintendent Harder clarified that the purpose of the list is to note students who may not attend our schools but live within our boundary; the District has an obligation to offer special education evaluations. She committed to researching the questions and requests raised and bringing answers back at a future meeting.

**2. JEA—Compulsory Attendance\*\*—Revised—First Reading**

**3. JECB—Admission of Nonresident Students—Revised—First Reading**

**4. JECB-AR—Admission of Nonresident Students—Revised—First Reading**

Board members discussed a phrase found in JECB and JECB-AR: “Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement.” Further discussion ensued regarding other elements in either JECB, JECB-AR, or both. Points raised included:

- What about mental health conditions, illness of a family member, and absence caused by injury?
- Mental health issues do not always have a medical diagnosis and there could be difficulty for families in substantiating their assertion that a student’s attendance was based on that.
- There could be family members with medical illness that could impact attendance.
- This element should also be discussed in relation to policy JEA with regard to mental health issues and access to health care.
- Some students do not have health care; how would they get a doctor’s note when they do not have health care or when their family cannot take them to get it?
- There are Latinx families whose children’s first language is English, but the families want them to attend a dual immersion school in order for them to reconnect to some cultural components of their family. Could that be considered one of the priority areas in the transfer process?

Assistant Superintendent Harder committed to researching the questions and requests raised and bringing answers back at a future meeting.

Director Conroy suggested a change in a sentence appearing in both JECB and in JECB-AR. Discussion ensued and the result was a change from, “The process may give priority to students who have....” to, “The process will give priority to students who have the following, based on space availability....”

5. **JECBB—Intradistrict/Resident Transfer Students—NEW—First Reading**
6. **JECBB-AR—Intradistrict/Resident Transfer Procedures—NEW—First Reading**
7. **JGE—Expulsions\*\*—Revised—First Reading**

**XI. BOARD MEMBER COMMENTS**

Director Adams asked that future Board meetings include time for discussing the District’s response to COVID-19 and operational changes.

Board members expressed appreciation to staff for their work using technology in various ways to support and connect students, staff, families, and the community during this period of physical distancing.

**XII. ADJOURNMENT**

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 8:54 p.m.

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Sami Al-AbdRabbuh, Board Chair

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Ryan Noss, Superintendent

Prepared By: Julie Catala

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2. April 16, 2020

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

**I. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 6:21 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT*</u> Vincent Adams Sami Al-AbdRabbuh, Chair Tina Baker Jay Conroy Sarah Finger McDonald, Vice Chair Luhui Whitebear <i>*All but Director Baker joined via computer audio and video; Director Baker joined by speaker telephone.</i></p> <p><u>BOARD MEMBERS EXCUSED</u> Director Jones</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent</p>
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A quorum was present and due notice had been published.

**II. EXECUTIVE SESSION**

The Board met in Executive Session under ORS 192.660(2)(f) – Exempt records, and ORS 192.660(2)(h) – Confer with legal counsel.

**III. PLEDGE OF ALLEGIANCE**

Chair Al-AbdRabbuh led the Pledge of Allegiance.

Chair Al-AbdRabbuh noted for the record that the meeting was being held online and live-streamed via the District’s YouTube channel. He added that a recording of the meeting would be posted to the channel following the meeting.

**IV. CONSOLIDATED ACTION – CONTRACTS RELATING TO BOND CONSTRUCTION**

Kim Patten, Facilities and Transportation Director, and Dale Kuykendall, senior project manager with Wenaha Group, referred to reports the Board received prior to the meeting. The presenters responded to questions from Board members.

**MOTION:**

**It was moved by Director Adams and seconded by Director Conroy to approve the Consolidated Action items. The motion was voted on and unanimously approved.**

The Board approved the following items:

- A. Garfield GMP Amendment** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- B. GMP Amendment – Gerding Builders – Cheldelin Renovation** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

**V. SESSION 4 TRAINING – OREGON SCHOOL BOARDS ASSOCIATION PROMISE SCHOLARSHIP PROGRAM**

- A. Board Self-Evaluation** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Kristen Miles from the Oregon School Boards Association engaged the Board in a discussion regarding the results of the Board’s self-evaluation, which the Board received prior to the meeting. Ms. Miles noted that the survey tool is grounded in data, based on research that was done into what areas make a board effective. Boards who are high performing in these areas have a positive impact on student achievement.

**VI. BOARD MEMBER COMMENTS**

Vice Chair Finger McDonald expressed thanks again to the District’s technology team, saying that they are doing a great job at a herculean task.

Vice Chair Finger McDonald drew the Board’s attention to a recent news article regarding the losses in learning that are expected as a result of the pandemic-related shut down.

**VII. ADJOURNMENT**

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 8:52 p.m.

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Sami Al-AbdRabbuh, Board Chair

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Ryan Noss, Superintendent

Prepared By: Julie Catala

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## B. Licensed Personnel Action



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Human Resources Director  
Meeting Date: May 7, 2020

### Licensed Personnel Action

### ACTION REQUESTED

1. Issue:
  - a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Henning, Peter	Elementary Principal	1.00	Adams Elementary School	7/1/2020	Probationary Year 1

- b. Additional Information/Leaves/Reduction

Name	Position	FTE	Building	Effective	Reason
Kummerow, Susana*	Special Education Teacher	1.00	Garfield Elementary School	6/30/2020	Resignation

\*Susana was on leave without pay for the 2019-20 school year and is not returning for the 2020-21 school year

### MOTION REQUESTED:

“I move to approve the Licensed Personnel action as submitted.”

C. Board Policies -- **FOR ACTION**:

1. IGBAH—Special Education – Evaluation Procedures\*\*—Revised—Second Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 7, 2020

**ACTION REQUESTED**

Board Policy IGBAH—Special Education – Evaluation Procedures\*\*—Revised—Second Reading

### Background

Senate Bill (SB) 1522 corrected language contained in SB 20 (2017) that prevented districts from accessing State School Fund dollars for students who received a modified diploma and wanted to continue receiving transition services until age 21. SB 1522 updates the statutes to ensure that students who have received a modified diploma can continue receiving transition services through age 21, and allows districts to continue receiving State School Funds to provide those services.

The bill also contains provisions allowing modified diploma recipients in Youth Corrections Educational Programs to be eligible for transition services and modified diploma recipients to be eligible for the Expanded Options Program. SB 1522 affects students who received a modified diploma before, on or after the passage of SB 1522.

Policy IGBAH is required. Edits provided by OSBA 6/21/2018. Last adoption by CSD 5/7/2012.

### Discussion

During the Board Meeting on April 9, questions arose regarding language used in paragraph three and the following nine student groups. The Board would like to know why these student groups are named specifically when SpEd services extend to all students regardless of student location, condition or other factor. Guidance from OSBA instructs that since special education is monitored by ODE for compliance with IDEA, it is not recommended that Districts modify language from OAR (OAR 851-015-20280(2): [581-015-2080](#)). OSBA works with ODE to ensure special education policies will adhere to their monitoring review based on language in OARs.

A second question came up on the removal of American on the American Indian category. The OAR uses the term Indian. We decided it would best to use language consistent with the Federal race categories used for registration and ODE reporting. Indian has been replaced with American Indian/Alaska Native.

Involvement

Staff members: Melissa Harder, Erika Cook and Sabrina Alexander.

Cost Impact

None.

Action Requested

Adoption of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: IGBAH  
Adopted: 10/8/01  
Revised/Readopted: 4/3/06, 3/10/08, 10/5/09, 5/7/12

### **Special Education - Evaluation Procedures\*\***

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. American Indian/Alaska Native preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home-schooled;
6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and, or

9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or reevaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child

knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;

3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a reevaluation;
2. When the child's parents or teacher requests a reevaluation; and
3. At least every three years, unless that parent and the district agree that a reevaluation is unnecessary.

The district does not conduct reevaluation more than once a year, unless the parent and district agree otherwise ~~and at least once every three years, unless the parent and district agree that a reevaluation is unnecessary.~~

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.155](#)  
[ORS 343.157](#)  
[ORS 343.164](#)

[OAR 581-015-2000](#)  
[OAR 581-015-2095](#)  
[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, [34 C.F.R. §§ 300.300, 300.530—300.534, 300.540—300.543, 300.7 \(2017\)](#).

~~34 C.F.R. §§ 300.7, 300.530—300.534, 300.540—300.543 (2006).  
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).~~

2. JEA—Compulsory Attendance\*\*—Revised—Second Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 7, 2020

**ACTION REQUESTED**

Board Policy JEA—Compulsory Attendance\*\*—Revised—Second Reading

### Background

Oregon Revised Statutes (ORS) 339.254 and 339.257 were repealed in the 2018 Legislative session which previously granted district's the ability to request the Oregon Department of Transportation to suspend a student's driver's license. In addition to the removal of driving restrictions, the CSD Board Policy has been updated to reflect current OSBA language.

Senate Bill 802 (2019) permits school residency to nonresident military children in cases of official military transfers prior to the family moving into the district. This applies to military families covered by the Interstate Compact on Educational Opportunity for Military Children. Parents are required to provide proof of residency within 10 days after the date of military transfer indicated on the official military order. Students are not required to comply with compulsory attendance requirements until 10 days after the date of the transfer.

Policy JEA is highly recommended. Edits provided by OSBA 11/22/2019. Last CSD adoption of policy on 11/1/2018.

### Involvement

District staff: Melissa Harder and Erika Cook.

### Cost Impact

None.

### Action Requested

Adoption of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JEA  
Adopted: 6/28/99  
Revised/Readopted: 9/12/05, 4/8/13, 8/15/16, 11/1/18

### **Compulsory Attendance\*\***

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal responsibility for a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

~~In addition, under Board policy JHFDA—Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absences or 15 cumulative days of unexcused absences in a single semester to the Oregon Department of Transportation.~~

### **Exemptions from Compulsory School Attendance**

In the following cases, students shall not be required to attend public, full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students who have received a high school diploma, modified diploma or GED.
4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Students being educated in the home by a parent or guardian:
  - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn Benton Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
  - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
    - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
    - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
    - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
  - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
  - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
  - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;

- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the EDS superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
- 6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child’s resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child’s needs for cognitive, social or physical development, as determined by the parent or guardian.
- 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
- 8. Students excluded from attendance as provided by law.
- 9. Students who are eligible military children<sup>1</sup> are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
- 109. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full time, or who is lawfully employed part time and enrolled in school, a community college, or an alternative education program as defined in ORS 336.615.
- 1140. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

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**Legal Reference(s):**

- |  |  |                                  |
|--|--|----------------------------------|
| <a href="#">ORS 153.018</a>            | <a href="#">ORS 339.990</a>              | <a href="#">OAR 581-021-0026</a> |
| <a href="#">ORS 163.577</a>            | <a href="#">ORS 419B.550 to 419B.558</a> | <a href="#">OAR 581-021-0029</a> |
| <a href="#">ORS 336.615 to 336.665</a> | <a href="#">ORS 807.065</a>              | <a href="#">OAR 581-021-0071</a> |
| <a href="#">ORS 339.010 to 339.090</a> | <a href="#">ORS 807.066</a>              | <a href="#">OAR 581-021-0077</a> |
| <a href="#">ORS 339.095</a>            |  |                                  |
| <a href="#">ORS 339.257</a>            |  | Senate Bill 802 (2019)           |

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<sup>1</sup> “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

3. JECB—Admission of Nonresident Students—Revised—Second Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 7, 2020

### **ACTION REQUESTED**

Board Policy JECB—Admission of Nonresident Students—Revised—Second Reading

Board Policy JECBB—Intradistrict/Resident Transfer Students—NEW—Second Reading

#### Background

Due to boundary review progress for district schools, board policy and administrative regulations governing the transfer of resident and nonresident students should be reviewed. The purpose of clearly defined transfer policies and procedures is to promote equity and a balance of enrollments at all district schools while also allowing families the opportunity to request transfer to a school outside of their boundary area or boundary district as space allows. These policies and procedures also ensure that students placed in specialized programs have continuation in those identified programs.

The combined transfer policy and administrative regulation JCA and JCA-AR was last updated by the board in 2018 to reflect changes to open enrollment. To better align with samples provided by OSBA, JCA and JCA-AR were rescinded. Edits have been made to JECB-Admission of Nonresident Students policy and administrative regulation. New drafts based on OSBA samples of JECBB-Intradistrict/Resident Transfer Students policy and administrative regulation are on second read.

#### Involvement

District staff: Melissa Harder, Nikki McFarland, Marcianne Koetje, Kim Patten, Amy Lesan, Brenda Downum, Ryan Noss, Erika Cook.

#### Cost Impact

None.

#### Action Requested

Adoption of revisions.



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Code: JECB  
Adopted: 6/28/99  
Revised/Readopted: 6/26/06, 2/6/12, 3/10/14, 5/10/18, 5/9/19

## Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending (receiving) district thereby allowing the attending district to receive State School Fund moneys;
2. ~~**Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;~~
3. **Court placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The district will not enroll students by a tuition agreement.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny regular school or alternative education program admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

### **Consent for Admission of a Nonresident Student by Interdistrict Transfer ~~or Consent for Admission of a Tuition Paying Student~~**

Annually, ~~by March 1~~, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, talented and gifted identification, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any

of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which school(s) the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process ~~may~~ will give priority to students based on space who have:

1. Siblings currently enrolled in the district;
2. ~~Previously received consent for admission because of a change in legal residence;~~ or
3. Attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student. Decisions regarding transfer requests made by the Board will be final.

The district may require minimum standards of behavior ~~and/or attendance~~ once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as criteria for the student to remain in the district. Students whose consent is revoked for violation of ~~attendance and/or~~ behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time for which the consent is given. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Nonresident students may continue enrollment in the district but need to submit an online transfer request for approval to the next school level. The student will not need to seek permission more than once from the same district of origin to transfer into the district. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for any student on an IEP.

END OF POLICY

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**Legal Reference(s):**

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115 to 339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

4. JECBB—Intradistrict/Resident Transfer Students—NEW—Second Reading



Code: JECBB  
Adopted:  
Revised/Readopted:

### **Intradistrict/Resident Transfer Students**

With the superintendent's approval, the district may grant the request of a resident student to attend another school in the district, provided the receiving school agrees to that request.

Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district, including transfer to a public charter school in the district as required by the Every Student Succeeds Act.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.133](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

5. JGE—Expulsions\*\*—Revised—Second Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 7, 2020

**ACTION REQUESTED**

Board Policy JGE—Expulsion\*\*—Revised—Second Reading

### Background

House Bill 2514 (2019) expands the privacy of student records allowed in executive session to include “confidential records of a student” deleting the language limiting to medical records and student educational programs.

This policy is required by OSBA. Edits provided by OSBA 11/22/2019. Last adoption by CSD 8/15/2016.

### Involvement

District staff: Melissa Harder and Erika Cook.

### Cost Impact

None.

### Action Requested

Adoption of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JGE  
Adopted: 6/28/99  
Revised/Readopted: 8/15/16

### Expulsion\*\*

A **building administrator** ~~principal~~, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

~~The district shall consider the age of the student and the student's past pattern of behavior prior to an expulsion of the student. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole. Expulsion may not be used to address truancy.~~

The use of expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled

hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>1</sup> or by certified mail<sup>2</sup> at least five days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges;
  - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
  - c. A recommendation for expulsion;
  - d. The student's right to a hearing;
  - e. When and where the hearing will take place; and
  - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or the superintendent's designee who will act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.
3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session.
4. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator.
5. The student shall be permitted to have a representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present.
6. The student shall be afforded the right to present ~~his/her~~ **their** version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits.
7. The student shall be permitted to be present and to hear the evidence presented by the district.
8. The hearings officer or the student may record the hearing.
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.

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<sup>1</sup>The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>2</sup>When certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing. (OAR 581-021-0070)

10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board findings as to the facts, the recommended decision, and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 and over, and the student's parents at the same time. Following the review by the Board of the hearings officer's recommendations, the Board will make the final decision regarding the expulsion.
11. If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate ~~him or herself~~ **themselves**, or a third party, as the hearings officer. The hearings officer's decision is final; however, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board and will be available in identical form to the Board, the student, and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify, or reverse the decision.
12. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
  - a. The name of the minor student;
  - b. The issues involved, including a student's confidential ~~medical records~~ **and that student's educational program**;
  - c. The discussion;
  - d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative programs have been made.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 to 336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

House Bill 2514 (2019)

Cross Reference:

Board Policy JFC/JG—Student Conduct and Discipline

**XI. CONSOLIDATED INFORMATION**

**A. Non-Licensed Personnel Information**



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Human Resources Director  
Meeting Date: May 7, 2020

## Non-licensed Personnel Information

**NO ACTION REQUIRED**

### Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Lindsey Kang	Executive Assistant - Superintendent	1.0	District Office	4/20/2020	Regular/Probationary

### Termination/Resignation/Layoff/Retirement

Name	Position	Hours	Building	Reason	Effective Date
Debra Parker	Food Service Assistant	4.5	Central Kitchen/Harding	Retirement	4/30/2020

B. Unaudited Financial Statements - March 31, 2020



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: May 7, 2020

### **March Financial Statements (Unaudited)**

**NO ACTION REQUIRED**

#### Background

The Statement of Resources and Requirements for the General Fund for the period ending March 31, 2019 and March 31, 2020 follow this report. As March is the end of the third quarter of the fiscal year, you will also find statements on all other reportable funds in addition to the General Fund. General Fund highlights are included below while information on the other funds can be found on the individual fund statements.

Year-to-date operating revenues through the end of March 2020 total \$71.6 million or 89.7% of total budgeted operating revenues as compared to \$67.0 million or 91.2% through the end of March 2019. Total operating revenues are projected to exceed budgeted operating revenue by about \$44,000.

Year-to-date operating expenditures through the end of March 2020 total \$54.9 million or 62.8% of total budgeted operating expenditures as compared to \$47.1 million or 53.4% through the end of March 2019. Operating expenditures are projected to total 97.0% of budgeted operating expenditures.

Projected resources and requirements through June 30, 2020 result in an ending fund balance of \$11.5 million, or 14.4% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$4.9 million, but all General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2020.

Please contact me with questions or if you would like any additional information.

#### Supplementary Materials

1. Statements of Resources and Requirements as of March 31, 2019 and 2020
2. Schedule of Investments as of March 31, 2020
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of March 1-31, 2020

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2019 and 2020 Respectively (Unaudited)

**General Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 36,569,504	\$ 30,123,895	82.4%	\$ 35,706,867	97.6%	\$ 38,905,151	\$ 33,069,453	85.0%	\$ 38,742,272	99.6%
Property Taxes Levied by District	27,842,602	27,990,908	100.5%	29,158,432	104.7%	29,762,663	29,054,818	97.6%	29,762,663	100.0%
Common School Fund	692,493	514,518	74.3%	1,029,035	148.6%	649,272	472,692	72.8%	945,384	145.6%
County School Funds	160,000	260,085	162.6%	325,089	203.2%	260,000	72,429	27.9%	260,000	100.0%
Local Option Taxes Levied by District	6,533,657	6,948,599	106.4%	7,191,010	110.1%	7,084,797	6,925,140	97.7%	7,084,797	100.0%
Earnings on Investments	275,000	609,089	221.5%	1,087,073	395.3%	613,000	410,167	66.9%	613,000	100.0%
Other	1,374,000	555,466	40.4%	2,477,302	180.3%	2,591,784	1,626,113	62.7%	2,508,458	96.8%
<b>Total Operating Revenues</b>	<b>\$ 73,447,256</b>	<b>\$ 67,002,561</b>	<b>91.2%</b>	<b>\$ 76,974,809</b>	<b>104.8%</b>	<b>\$ 79,866,667</b>	<b>\$ 71,630,812</b>	<b>89.7%</b>	<b>\$ 79,916,574</b>	<b>100.1%</b>
Beginning Fund Balance	\$ 14,680,682	\$ 14,680,682	100.0%	\$ 14,680,682	100.0%	\$ 16,373,874	\$ 16,373,874	100.0%	\$ 16,373,874	100.0%
<b>TOTAL RESOURCES</b>	<b>\$ 88,127,938</b>	<b>\$ 81,683,243</b>	<b>92.7%</b>	<b>\$ 91,655,491</b>	<b>104.0%</b>	<b>\$ 96,240,541</b>	<b>\$ 88,004,686</b>	<b>96.0%</b>	<b>\$ 96,290,448</b>	<b>100.1%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 38,369,511	\$ 23,408,636	61.0%	\$ 37,656,035	98.1%	\$ 41,476,992	\$ 25,876,238	62.4%	\$ 40,232,682	97.0%
Associated Payroll Costs	21,557,545	12,549,853	58.2%	20,429,023	94.8%	25,697,817	15,370,841	59.8%	24,926,882	97.0%
Purchased Services	10,235,681	7,006,025	68.4%	10,834,944	105.9%	12,866,811	7,898,873	61.4%	12,480,807	97.0%
Supplies and Materials	4,206,143	2,719,847	64.7%	4,615,855	109.7%	5,536,567	3,877,336	70.0%	5,148,819.99	93.0%
Capital Outlay	585,559	26,263	4.5%	265,814	45.4%	55,000	264,571	481.0%	275,000	500.0%
Other Objects	1,621,929	1,382,106	85.2%	1,479,947	91.2%	1,786,724	1,640,607	91.8%	1,733,122	97.0%
<b>Total Operating Expenditures</b>	<b>\$ 76,576,368</b>	<b>\$ 47,092,730</b>	<b>61.5%</b>	<b>\$ 75,281,617</b>	<b>98.3%</b>	<b>\$ 87,419,911</b>	<b>\$ 54,928,465</b>	<b>62.8%</b>	<b>\$ 84,797,314</b>	<b>97.0%</b>
Contingency	1,820,050	-	0.0%	-	0.0%	-	-	-	-	-
Rainy Day Reserves	3,640,100	-	0.0%	-	0.0%	3,210,137	-	0.0%	-	0.0%
Unappropriated Reserves	2,891,420	-	0.0%	-	0.0%	2,811,990	-	0.0%	-	0.0%
Unappropriated Reserve (PERS)	3,200,000	-	0.0%	-	0.0%	2,798,503	-	0.0%	-	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 88,127,938</b>	<b>\$ 47,092,730</b>	<b>53.4%</b>	<b>\$ 75,281,617</b>	<b>85.4%</b>	<b>\$ 96,240,541</b>	<b>\$ 54,928,465</b>	<b>57.1%</b>	<b>\$ 84,797,314</b>	<b>88.1%</b>
<b>ENDING FUND BALANCE</b>		<b>\$ 34,590,512</b>		<b>\$ 16,373,874</b>			<b>\$ 33,076,221</b>		<b>\$ 11,493,134</b>	
Contingency				1,924,370	2.5% *				1,997,914	2.5% *
Rainy Day Reserves				3,848,740	5.0% *				3,995,829	5.0% *
Unappropriated Reserves				9,277,944	12.1% *				5,499,391	6.9% *
Unappropriated Reserve (PERS)				1,322,819	1.7%				-	0.0% *
<b>* Percent of Operating Revenue</b>				<b>16,373,874</b>	<b>21.3%</b>				<b>11,493,134</b>	<b>14.4%</b>

Corvallis School District 509J  
Statement of Resources and Requirements  
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**Food Service Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Amended	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 1,279,000	\$ 843,549	66.0%	\$ 1,323,472	103.5%	\$ 1,372,570	\$ 793,489	57.8%	\$ 1,098,056	80.0%
State Sources	40,000	37,799	94.5%	50,997	127.5%	48,550	10,634	21.9%	48,550	100.0%
Federal Sources	1,595,000	1,048,198	65.7%	1,657,440	103.9%	1,700,500	893,695	52.6%	1,700,500	100.0%
<b>Total Operating Revenues</b>	<b>\$ 2,914,000</b>	<b>\$ 1,929,545</b>	<b>66.2%</b>	<b>\$ 3,031,909</b>	<b>104.0%</b>	<b>\$ 3,121,620</b>	<b>\$ 1,697,817</b>	<b>54.4%</b>	<b>\$ 2,847,106</b>	<b>91.2%</b>
Beginning Fund Balance	159,861	356,261	222.9%	356,261	222.9%	359,860	417,930	116.1%	417,930	116.1%
<b>TOTAL RESOURCES</b>	<b>\$ 3,073,861</b>	<b>\$ 2,285,807</b>	<b>74.4%</b>	<b>\$ 3,388,170</b>	<b>110.2%</b>	<b>\$ 3,481,480</b>	<b>\$ 2,115,747</b>	<b>60.8%</b>	<b>\$ 3,265,036</b>	<b>93.8%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 1,003,014	\$ 639,309	63.7%	\$ 982,781	98.0%	\$ 1,116,371	\$ 629,643	56.4%	\$ 1,094,044	98.0%
Associated Payroll Costs	840,202	469,427	55.9%	764,324	91.0%	986,791	484,490	49.1%	967,055	98.0%
Purchased Services	34,725	36,662	105.6%	54,148	155.9%	43,225	37,950	87.8%	43,225	100.0%
Supplies and Materials	1,080,500	811,155	75.1%	1,154,530	106.9%	1,165,012	734,524	63.0%	1,091,629	93.7%
Capital Outlay	-	-	-	-	-	-	55,083	-	55,083	-
Other Objects	28,000	14,329	51.2%	14,457	51.6%	14,000	8,848	63.2%	14,000	100.0%
<b>Total Operating Expenditures</b>	<b>\$ 2,986,441</b>	<b>\$ 1,970,880</b>	<b>66.0%</b>	<b>\$ 2,970,240</b>	<b>99.5%</b>	<b>\$ 3,325,399</b>	<b>\$ 1,950,537</b>	<b>58.7%</b>	<b>\$ 3,265,036</b>	<b>98.2%</b>
Contingency	\$ 87,420	\$ -	0.0%	\$ -	0.0%	\$ 156,081	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 3,073,861</b>	<b>\$ 1,970,880</b>	<b>64.1%</b>	<b>\$ 2,970,240</b>	<b>96.6%</b>	<b>\$ 3,481,480</b>	<b>\$ 1,950,537</b>	<b>56.0%</b>	<b>\$ 3,265,036</b>	<b>93.8%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 314,926</b>		<b>\$ 417,930</b>		<b>\$ -</b>	<b>\$ 165,209</b>		<b>\$ -</b>	

**Notes:**

1. The Food Service Fund is a self-supporting fund.
2. Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation.
3. Operations are evaluated to see where costs can be reduced to align with revenues. Staff actively promote the federally subsidized free and reduced breakfast and lunch programs to increase participation and revenues received from the programs.
4. The district also provides food service programs to other districts and agencies such as Philomath School District, Alsea School District, and several local child care facilities.
5. ODE reimburses the district through a monthly claim submission process thereby creating a deficit cash position at times dependent on the timeliness of reimbursement. The Food Service Fund cash flow capacity has narrowed as participation has decreased.

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**District Donation Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 600,000	\$ 300,000	50.0%	\$ 429,577	71.6%	\$ 600,000	\$ 275,000	45.8%	\$ 475,000	79.2%
<b>TOTAL RESOURCES</b>	<u>\$ 600,000</u>	<u>\$ 300,000</u>	<u>50.0%</u>	<u>\$ 429,577</u>	<u>71.6%</u>	<u>\$ 600,000</u>	<u>\$ 275,000</u>	<u>45.8%</u>	<u>\$ 475,000</u>	<u>79.2%</u>
<b>REQUIREMENTS</b>										
Salaries	\$ 19,435	\$ 44,435	228.6%	\$ 69,630	358.3%	\$ 14,500	\$ 69,376	478.5%	\$ 72,938	503.0%
Associated Payroll Costs	6,451	10,630	164.8%	17,099	265.1%	5,162	21,390	414.4%	22,602	437.9%
Purchased Services	97,890	45,475	46.5%	111,516	113.9%	95,000	42,188	44.4%	95,000	100.0%
Supplies and Materials	461,224	145,413	31.5%	216,368	46.9%	470,338	109,527	23.3%	224,460	47.7%
Capital Outlay	15,000	4,263	28.4%	4,263	28.4%	15,000	1,556	10.4%	15,000	100.0%
Other Objects	-	10,702	0.0%	10,702	0.0%	-	-	0.0%	45,000	0.0%
<b>TOTAL REQUIREMENTS</b>	<u>\$ 600,000</u>	<u>\$ 260,917</u>	<u>43.5%</u>	<u>\$ 429,577</u>	<u>71.6%</u>	<u>\$ 600,000</u>	<u>\$ 244,037</u>	<u>40.7%</u>	<u>\$ 475,000</u>	<u>79.2%</u>
<b>ENDING FUND BALANCE</b>	<u>\$ -</u>	<u>\$ 39,083</u>		<u>\$ -</u>		<u>\$ -</u>	<u>\$ 30,963</u>		<u>\$ -</u>	

**Notes:**

1. This fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate 501(c)3 organization.
2. A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to account for the expenditures of donated funds.

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**Designated Facilities Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Amended	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 497,000	\$ 477,610	96.1%	\$ 1,289,302	259.4%	\$ 490,000	\$ 252,017	51.4%	\$ 400,000	81.6%
<b>Total Operating Revenues</b>	<b>\$ 497,000</b>	<b>\$ 477,610</b>	<b>96.1%</b>	<b>\$ 1,289,302</b>	<b>259.4%</b>	<b>\$ 490,000</b>	<b>\$ 252,017</b>	<b>51.4%</b>	<b>\$ 400,000</b>	<b>81.6%</b>
Beginning Fund Balance	\$ 1,650,000	\$ 1,577,662	95.6%	\$ 1,577,662	95.6%	\$ 2,640,000	\$ 2,651,077	100.4%	\$ 2,651,077	100.4%
<b>TOTAL RESOURCES</b>	<b>\$ 2,147,000</b>	<b>\$ 2,055,272</b>	<b>95.7%</b>	<b>\$ 2,866,964</b>	<b>133.5%</b>	<b>\$ 3,130,000</b>	<b>\$ 2,903,094</b>	<b>92.8%</b>	<b>\$ 3,051,077</b>	<b>97.5%</b>
<b>REQUIREMENTS</b>										
Purchased Services	\$ 425,000	\$ 37,520	8.8%	\$ 42,920	10.1%	\$ -	\$ 8,250		\$ 8,250	
Capital Outlay	1,722,000	114,128	6.6%	172,967	10.0%	3,130,000	261,807	8.4%	1,892,827	60.5%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 2,147,000</b>	<b>\$ 151,648</b>	<b>7.1%</b>	<b>\$ 215,887</b>	<b>10.1%</b>	<b>\$ 3,130,000</b>	<b>\$ 270,057</b>	<b>8.6%</b>	<b>\$ 1,901,077</b>	<b>60.7%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 1,903,624</b>		<b>\$ 2,651,077</b>		<b>\$ -</b>	<b>\$ 2,633,038</b>		<b>\$ 1,150,000</b>	

**Notes:**

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and SB 1149 energy fees for projects undertaken with funds that are restricted or committed for facilities related purposes.

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**Grants Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 51,444	\$ -	0.0%	\$ -	0.0%	\$ 29,040	\$ -	0.0%	\$ 29,040	100.0%
Intermediate Sources	200,281	12,397	6.2%	41,590	20.8%	116,161	22,809	19.6%	116,161	100.0%
State Sources	4,621,538	998,163	21.6%	2,384,597	51.6%	9,515,316	2,265,622	23.8%	9,515,316	100.0%
Federal Sources	4,232,123	1,716,375	40.6%	2,787,977	65.9%	5,804,694	1,736,127	29.9%	5,804,694	100.0%
<b>Total Operating Revenues</b>	<b>\$ 9,105,386</b>	<b>\$ 2,726,935</b>	<b>29.9%</b>	<b>\$ 5,214,164</b>	<b>57.3%</b>	<b>\$ 15,465,211</b>	<b>\$ 4,024,558</b>	<b>26.0%</b>	<b>\$ 15,465,211</b>	<b>100.0%</b>
Beginning Fund Balance	\$ 50,000	\$ -	0.0%	\$ -	0.0%	\$ -	\$ -	0.0%	\$ -	0.0%
<b>TOTAL RESOURCES</b>	<b>\$ 9,155,386</b>	<b>\$ 2,726,935</b>	<b>29.8%</b>	<b>\$ 5,214,164</b>	<b>57.0%</b>	<b>\$ 15,465,211</b>	<b>\$ 4,024,558</b>	<b>26.0%</b>	<b>\$ 15,465,211</b>	<b>100.0%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 2,306,845	\$ 1,119,685	48.5%	\$ 1,877,048	81.4%	\$ 1,954,036	\$ 1,134,140	58.0%	\$ 1,954,036	100.0%
Associated Payroll Costs	1,267,601	691,812	54.6%	1,184,325	93.4%	1,409,337	753,879	53.5%	1,409,337	100.0%
Purchased Services	1,200,740	747,909	62.3%	1,190,832	99.2%	1,646,982	815,245	49.5%	1,646,982	100.0%
Supplies and Services	2,069,189	61,565	3.0%	306,176	14.8%	462,768	35,440	7.7%	462,768	100.0%
Capital Outlay	2,111,116	66,175	3.1%	494,085	23.4%	9,742,088	1,284,687	13.2%	9,742,088	100.0%
Other Objects	199,895	39,789	19.9%	161,698	80.9%	250,000	1,167	0.5%	250,000	100.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 9,155,386</b>	<b>\$ 2,726,935</b>	<b>29.8%</b>	<b>\$ 5,214,164</b>	<b>57.0%</b>	<b>\$ 15,465,211</b>	<b>\$ 4,024,558</b>	<b>26.0%</b>	<b>\$ 15,465,211</b>	<b>100.0%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>	

**Notes:**

- The district has approximately 40 grant awards from federal, state, and private sources estimated at \$16.5 million. The larger awards typically span a multiple year time period.
- Other objects include indirect costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the district to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The district's indirect cost rate is approved by the State and varies from year to year. The rate for 2019-20 increased to 5.57% from 5.55% in the prior year.

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**Student Body Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 1,070,000	\$ 816,991	76.4%	\$ 1,104,515	103.2%	\$ 1,000,000	\$ 727,559	72.8%	\$ 850,000	85.0%
<b>Total Operating Revenues</b>	<b>\$ 1,070,000</b>	<b>\$ 816,991</b>	<b>76.4%</b>	<b>\$ 1,104,515</b>	<b>103.2%</b>	<b>\$ 1,000,000</b>	<b>\$ 727,559</b>	<b>72.8%</b>	<b>\$ 850,000</b>	<b>85.0%</b>
Beginning Fund Balance	\$ 350,000	\$ 578,531	165.3%	\$ 578,531	165.3%	\$ 400,000	\$ 463,889	116.0%	\$ 463,889	116.0%
<b>TOTAL RESOURCES</b>	<b>\$ 1,420,000</b>	<b>\$ 1,395,522</b>	<b>98.3%</b>	<b>\$ 1,683,046</b>	<b>118.5%</b>	<b>\$ 1,400,000</b>	<b>\$ 1,191,448</b>	<b>85.1%</b>	<b>\$ 1,313,889</b>	<b>93.8%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 189,702	\$ 77,314	40.8%	\$ 123,903	65.3%	\$ 90,000	\$ 69,462	77.2%	\$ 90,000	100.0%
Associated Payroll Costs	58,182	15,312	26.3%	23,083	39.7%	32,042	17,302	54.0%	32,042	100.0%
Purchased Services	587,211	292,390	49.8%	446,514	76.0%	586,000	285,077	48.6%	350,000	59.7%
Supplies and Materials	484,905	341,408	70.4%	463,803	95.6%	546,958	293,267	53.6%	375,395	68.6%
Capital Outlay	-	537	0.0%	537	0.0%	-	-	0.0%	-	0.0%
Other Objects	100,000	73,683	73.7%	161,318	161.3%	145,000	5,289	3.6%	70,000	48.3%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 1,420,000</b>	<b>\$ 800,644</b>	<b>56.4%</b>	<b>\$ 1,219,158</b>	<b>85.9%</b>	<b>\$ 1,400,000</b>	<b>\$ 670,397</b>	<b>47.9%</b>	<b>\$ 917,437</b>	<b>65.5%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 594,879</b>		<b>\$ 463,889</b>		<b>\$ -</b>	<b>\$ 521,051</b>		<b>\$ 396,452</b>	

**Notes:**

1. The district acts as an agent on behalf of student groups who have raised money for activities and participation fees.
2. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

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**Designated Revenue Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 745,000	\$ 626,430	84.1%	\$ 1,347,276	180.8%	\$ 840,000	\$ 839,216	99.9%	\$ 920,000	109.5%
Intermediate Sources	400,000	118,990	0.0%	-	0.0%	200,000	93,580	46.8%	337,500	168.8%
<b>Total Operating Revenues</b>	<b>\$ 1,145,000</b>	<b>\$ 745,421</b>	<b>65.1%</b>	<b>\$ 1,347,276</b>	<b>117.7%</b>	<b>\$ 1,040,000</b>	<b>\$ 932,796</b>	<b>89.7%</b>	<b>\$ 1,257,500</b>	<b>120.9%</b>
Beginning Fund Balance	\$ 414,707	\$ 840,852	202.8%	\$ 840,852	202.8%	\$ 745,835	\$ 916,684	122.9%	\$ 916,684	122.9%
<b>TOTAL RESOURCES</b>	<b>\$ 1,559,707</b>	<b>\$ 1,586,273</b>	<b>101.7%</b>	<b>\$ 2,188,128</b>	<b>140.3%</b>	<b>\$ 1,785,835</b>	<b>\$ 1,849,481</b>	<b>103.6%</b>	<b>\$ 2,174,184</b>	<b>121.7%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 327,525	\$ 194,752	59.5%	\$ 311,377	95.1%	\$ 460,275	\$ 328,184	71.3%	\$ 455,672	99.0%
Associated Payroll Costs	138,136	71,603	51.8%	127,477	92.3%	260,895	157,601	60.4%	\$ 258,286	99.0%
Purchased Services	558,494	309,016	55.3%	589,333	105.5%	535,753	204,470	38.2%	428,602	80.0%
Supplies and Materials	515,552	78,485	15.2%	214,384	41.6%	498,912	272,427	54.6%	249,456	50.0%
Capital Outlay	20,000	17,480	87.4%	23,330	116.7%	30,000	148,083	493.6%	148,185	494.0%
Other Objects	-	1,312	0.0%	5,542	0.0%	-	4,594	0.0%	7,000	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 1,559,707</b>	<b>\$ 672,648</b>	<b>43.1%</b>	<b>\$ 1,271,444</b>	<b>81.5%</b>	<b>\$ 1,785,835</b>	<b>\$ 1,115,360</b>	<b>62.5%</b>	<b>\$ 1,547,202</b>	<b>86.6%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 913,625</b>		<b>\$ 916,684</b>		<b>\$ -</b>	<b>\$ 734,121</b>		<b>\$ 626,982</b>	

**Notes:**

Revenue and expenditures in this fund are related to programs that are supported by special agreements, contracts, and reimbursements by outside groups or agencies.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2019 and 2020 Respectively (Unaudited)

**Debt Service Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 12,549,378	\$ 12,350,615	98.4%	12,943,176	103.1%	\$ 12,667,566	\$ 12,241,498	96.6%	12,691,263	100.2%
<b>Total Operating Revenues</b>	<b>\$ 12,549,378</b>	<b>\$ 12,350,615</b>	<b>98.4%</b>	<b>\$ 12,943,176</b>	<b>103.1%</b>	<b>\$ 12,667,566</b>	<b>\$ 12,241,498</b>	<b>96.6%</b>	<b>\$ 12,691,263</b>	<b>100.2%</b>
Beginning Fund Balance	\$ 331,685	\$ 439,878	132.6%	\$ 439,878	132.6%	\$ 512,510	\$ 988,248	192.8%	\$ 988,248	192.8%
<b>TOTAL RESOURCES</b>	<b>\$ 12,881,063</b>	<b>\$ 12,790,493</b>	<b>99.3%</b>	<b>\$ 13,383,053</b>	<b>103.9%</b>	<b>\$ 13,180,076</b>	<b>\$ 13,229,746</b>	<b>100.4%</b>	<b>\$ 13,679,511</b>	<b>103.8%</b>
<b>REQUIREMENTS</b>										
Other Objects	\$ 12,555,250	\$ 2,481,030	19.8%	\$ 12,394,805	98.7%	\$ 12,858,250	\$ 3,081,625	24.0%	\$ 12,858,250	100.0%
<b>Total Operating Expenditures</b>	<b>\$ 12,555,250</b>	<b>\$ 2,481,030</b>	<b>19.8%</b>	<b>\$ 12,394,805</b>	<b>98.7%</b>	<b>\$ 12,858,250</b>	<b>\$ 3,081,625</b>	<b>0.0%</b>	<b>\$ 12,858,250</b>	<b>100.0%</b>
Contingency	\$ 325,813	\$ -	0.0%	\$ -	0.0%	\$ 321,826	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 12,881,063</b>	<b>\$ 2,481,030</b>	<b>19.3%</b>	<b>\$ 12,394,805</b>	<b>96.2%</b>	<b>\$ 13,180,076</b>	<b>\$ 3,081,625</b>	<b>0.0%</b>	<b>\$ 12,858,250</b>	<b>97.6%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 10,309,463</b>		<b>\$ 988,248</b>		<b>\$ -</b>	<b>\$ 10,148,121</b>		<b>\$ 821,261</b>	

**Notes:**

The Debt Service Fund is used to account for the servicing of general obligation long-term debt. This fund is used for the collection of property taxes for voter approved bond levies to pay the associated scheduled debt service. Bonds issued in 2018 provided for the completion of two new Elementary schools, and numerous renovations and upgrades throughout the district.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2019 and 2020 Respectively (Unaudited)

**PERS Bond Debt Service Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 2,154,112	\$ 1,331,787	61.8%	\$ 2,162,272	100.4%	\$ 2,365,620	\$ 1,459,583	61.7%	\$ 2,317,747	98.0%
<b>Total Operating Revenues</b>	<b>\$ 2,154,112</b>	<b>\$ 1,331,787</b>	<b>61.8%</b>	<b>\$ 2,162,272</b>	<b>100.4%</b>	<b>\$ 2,365,620</b>	<b>\$ 1,459,583</b>	<b>61.7%</b>	<b>\$ 2,317,747</b>	<b>98.0%</b>
Beginning Fund Balance	\$ 235,722	\$ 213,657	90.6%	\$ 213,657	90.6%	\$ 118,743	\$ 89,096	75.0%	\$ 89,086	75.0%
<b>TOTAL RESOURCES</b>	<b>\$ 2,389,834</b>	<b>\$ 1,545,444</b>	<b>64.7%</b>	<b>\$ 2,375,929</b>	<b>99.4%</b>	<b>\$ 2,484,363</b>	<b>\$ 1,548,678</b>	<b>62.3%</b>	<b>\$ 2,406,833</b>	<b>96.9%</b>
<b>REQUIREMENTS</b>										
Other Objects	\$ 2,286,833	\$ 455,917	19.9%	\$ 2,286,833	100.0%	\$ 2,406,833	\$ 455,591	18.9%	\$ 2,406,833	100.0%
<b>Total Operating Expenditures</b>	<b>\$ 2,286,833</b>	<b>\$ 455,917</b>	<b>19.9%</b>	<b>\$ 2,286,833</b>	<b>100.0%</b>	<b>\$ 2,406,833</b>	<b>\$ 455,591</b>	<b>0.0%</b>	<b>\$ 2,406,833</b>	<b>100.0%</b>
Contingency	\$ 103,001	\$ -	0.0%		0.0%	\$ 77,530	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 2,389,834</b>	<b>\$ 455,917</b>	<b>19.1%</b>	<b>\$ 2,286,833</b>	<b>95.7%</b>	<b>\$ 2,484,363</b>	<b>\$ 455,591</b>	<b>0.0%</b>	<b>\$ 2,406,833</b>	<b>96.9%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 1,089,528</b>		<b>\$ 89,096</b>		<b>\$ -</b>	<b>\$ 1,093,087</b>		<b>\$ -</b>	

**Notes:**

The PERS Bond Debt Service Fund is used to repay the debt service resulting from the issuance of bonds in 2002 and 2005 to reduce the district's PERS unfunded liability to aid in reducing long term costs. Revenue is provided by assessing a percentage against employee salaries from all district funds.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2019 and 2020 Respectively (Unaudited)

**Capital Projects Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 2,083,075	\$ 1,388,762	66.7%	\$ 5,258,879	252.5%	\$ 2,200,000	\$ 2,710,072	123.2%	\$ 3,500,000	159.1%
Other Financing Sources	199,916,925	188,698,545	94.4%	188,698,545	94.4%	39,917,879	-	0.0%	-	0.0%
<b>Total Operating Revenues</b>	<b>\$202,000,000</b>	<b>\$190,087,307</b>	94.1%	<b>\$193,957,424</b>	96.0%	<b>\$ 42,117,879</b>	<b>\$ 2,710,072</b>	6.4%	<b>\$ 3,500,000</b>	8.3%
Beginning Fund Balance	\$ -	\$ -	0.0%	\$ -	0.0%	\$150,000,000	\$187,262,946	124.8%	\$187,262,946	124.8%
<b>TOTAL RESOURCES</b>	<b>\$202,000,000</b>	<b>\$190,087,307</b>	94.1%	<b>\$193,957,424</b>	96.0%	<b>\$192,117,879</b>	<b>\$189,973,018</b>	98.9%	<b>\$190,762,946</b>	99.3%
<b>REQUIREMENTS</b>										
Salaries	\$ -	\$ 107,093	0.0%	\$ 144,201	-	\$ 172,414	\$ 180,963	105.0%	\$ 225,652	130.9%
Associated Payroll Costs	-	47,821	0.0%	61,864	-	76,264	78,729	103.2%	95,309	125.0%
Purchased Services	66,000,000	3,000,103	4.5%	5,491,732	8.3%	7,000,000	5,762,890	82.3%	9,000,000	128.6%
Supplies and Services	-	7,202	0.0%	7,558	-	10,000	4,682	46.8%	8,000	80.0%
Capital Outlay	-	581,525	0.0%	989,122	-	154,859,201	8,545,508	5.5%	31,433,985	20.3%
Other Objects	133,500,000	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%
<b>Total Operating Expenditures</b>	<b>\$199,500,000</b>	<b>\$ 3,743,743</b>	1.9%	<b>\$ 6,694,478</b>	3.4%	<b>\$162,117,879</b>	<b>\$ 14,572,771</b>	9.0%	<b>\$ 40,762,946</b>	25.1%
Contingency	\$ 2,500,000	\$ -	0.0%	\$ -	0.0%	\$ 30,000,000	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$202,000,000</b>	<b>\$ 3,743,743</b>	1.9%	<b>\$ 6,694,478</b>	3.3%	<b>\$192,117,879</b>	<b>\$ 14,572,771</b>	7.59%	<b>\$ 40,762,946</b>	21.2%
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$186,343,564</b>		<b>\$187,262,946</b>		<b>\$ -</b>	<b>\$175,400,247</b>		<b>\$150,000,000</b>	

**Notes:**

The Capital Projects Fund accounts for activities related to acquisition, construction, and equipping of facilities. Principal revenue sources are proceeds from the sale of bonds and interest earnings. On May 15, 2018 voters approved a \$199.9 million bond measure to provide funds for repairs, constructions and improvement over a projected 20-year period.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2019 and 2020 Respectively (Unaudited)

**Insurance Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2019	Budget	6/30/2019	Budget	Budget	3/31/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
Local Sources	\$ 12,963,000	\$ 8,783,758	67.8%	\$ 13,837,863	106.7%	\$ 14,078,000	\$ 9,519,724	67.6%	\$ 14,078,000	100.0%
<b>Total Operating Revenues</b>	<b>\$ 12,963,000</b>	<b>\$ 8,783,758</b>	<b>67.8%</b>	<b>\$ 13,837,863</b>	<b>106.7%</b>	<b>\$ 14,078,000</b>	<b>\$ 9,519,724</b>	<b>67.6%</b>	<b>\$ 14,078,000</b>	<b>100.0%</b>
Beginning Fund Balance	\$ 2,350,000	\$ 6,046,380	257.3%	\$ 6,046,380	257.3%	\$ 5,765,000	\$ 6,635,130	115.1%	\$ 6,635,130	115.1%
<b>TOTAL RESOURCES</b>	<b>\$ 15,313,000</b>	<b>\$ 14,830,138</b>	<b>96.8%</b>	<b>\$ 19,884,243</b>	<b>129.9%</b>	<b>\$ 19,843,000</b>	<b>\$ 16,154,853</b>	<b>81.4%</b>	<b>\$ 20,713,130</b>	<b>104.4%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 94,676	\$ 158,980	167.9%	\$ 254,756	269.1%	\$ 262,558	\$ 179,092	68.2%	\$ 259,932	99.0%
Associated Payroll Costs	47,955	77,081	160.7%	123,995	258.6%	111,853	99,608	89.1%	\$ 110,734	99.0%
Purchased Services	243,100	160,757	66.1%	214,854	88.4%	247,100	172,962	70.0%	247,100	100.0%
Supplies and Materials	28,800	13,045	45.3%	18,433	64.0%	28,800	9,525	33.1%	28,800	100.0%
Capital Outlay	10,000	-	0.0%	-	0.0%	10,000	-	0.0%	10,000	0.0%
Other Objects	14,888,469	7,462,851	50.1%	12,637,076	84.9%	15,182,689	8,007,992	52.7%	14,291,563	94.1%
<b>Total Operating Expenditures</b>	<b>\$ 15,313,000</b>	<b>\$ 7,872,714</b>	<b>51.4%</b>	<b>\$ 13,249,114</b>	<b>86.5%</b>	<b>\$ 15,843,000</b>	<b>\$ 8,469,180</b>	<b>53.46%</b>	<b>\$ 14,948,130</b>	<b>94.4%</b>
Contingency	\$ -	\$ -	0.0%	\$ -	0.0%	\$ 4,000,000	\$ -	0.00%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 15,313,000</b>	<b>\$ 7,872,714</b>	<b>51.4%</b>	<b>\$ 13,249,114</b>	<b>86.5%</b>	<b>\$ 19,843,000</b>	<b>\$ 8,469,180</b>	<b>42.7%</b>	<b>\$ 14,948,130</b>	<b>75.3%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 6,957,425</b>		<b>\$ 6,635,130</b>		<b>\$ -</b>	<b>\$ 7,685,673</b>		<b>\$ 5,765,000</b>	

Notes:

**Corvallis School District 509J**  
**Schedule of Investments**  
**March 31, 2020**

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond		Par (Maturity) Value
				Equivalent Yield	Purchase Price	
U.S. Treasury Obligations:						
	08/07/18	06/15/20	679	2.512%	\$98.18	6,780,000
	08/07/18	07/15/20	709	2.531%	\$98.06	6,780,000
	08/07/18	08/15/20	740	2.546%	\$97.95	6,780,000
	08/07/18	10/15/20	801	2.559%	\$98.02	5,870,000
	08/07/18	11/15/20	832	2.570%	\$98.20	6,530,000
	08/07/18	01/15/21	893	2.584%	\$98.63	6,530,000
	08/07/18	05/15/21	1,013	2.605%	\$100.05	4,750,000
	08/07/18	07/15/21	1,074	2.624%	\$100.00	4,750,000
	12/17/18	08/15/21	948	2.670%	\$100.20	6,000,000
	11/22/19	11/15/20	359	1.485%	\$98.60	5,000,000
	11/22/19	11/30/20	374	1.510%	\$100.11	5,000,000
	11/22/19	02/15/21	451	1.556%	\$98.15	5,000,000
	11/22/19	05/15/20	175	1.431%	\$1.00	10,000,000
	11/22/19	05/31/20	191	1.448%	\$1.00	10,000,000
	12/02/19	07/31/20	242	1.428%	\$100.79	5,000,000
	01/15/20	06/30/21	532	1.501%	\$99.46	3,000,000
	01/15/20	07/31/21	563	1.508%	\$99.42	2,500,000
	01/15/20	08/31/21	594	1.515%	\$99.98	2,500,000
	01/15/20	09/30/21	624	1.517%	\$99.97	2,500,000
	01/17/20	09/15/20	242	1.442%	\$99.96	2,000,000
	02/11/20	10/05/20	237	1.381%	\$100.16	2,000,000
US Government-Sponsored Enterprises (Total):						
	08/07/18	04/23/20	626	2.528%	\$99.95	6,780,000
	08/07/18	05/28/20	661	2.536%	\$100.16	6,780,000
	08/07/18	09/28/20	784	2.550%	\$97.57	6,780,000
	08/07/18	12/28/20	875	2.587%	\$98.36	6,530,000
	08/07/18	02/15/21	924	2.647%	\$102.98	1,200,000
	08/07/18	03/12/21	949	2.646%	\$97.77	4,750,000
	08/07/18	04/19/21	987	2.682%	\$99.92	4,750,000
	08/07/18	06/11/21	1,040	2.665%	\$102.61	4,750,000
	10/15/18	04/15/20	552	2.850%	\$100.15	2,000,000
	11/19/18	04/20/20	521	1.375%	\$98.16	2,000,000
	11/19/18	05/05/20	536	2.760%	\$100.04	4,000,000
	12/03/18	05/28/20	545	2.675%	\$99.93	2,000,000
	01/15/19	09/10/21	974	2.500%	\$101.27	6,000,000
	11/22/19	12/22/20	396	1.519%	\$100.09	5,000,000
	12/02/19	06/22/20	203	1.412%	\$100.05	4,615,000
	03/30/20	06/22/21	449	0.425%	\$102.84	2,260,000
	03/30/20	07/07/21	464	0.424%	\$101.84	2,260,000
	03/30/20	08/12/21	500	0.412%	\$100.97	2,260,000
Total Investments outside of Local Government Investment Pool:						<u>\$ 183,985,000</u>

<u>Local Government Investment Pool:</u>	<u>Average Annualized Rate</u>	
General Account	2.00%	\$ 25,472,782
Debt Service Account	2.00%	866
<u>Debt Service Account - GO 2018 Bond Series</u>	2.00%	<u>16,649,511</u>
<u>Subtotal LGIP <sup>1</sup></u>		<u>\$ 42,123,159</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>		
Pension Bond Debt Service Account: <sup>2</sup>	2.00%	<u>\$ 1,755,434</u>
<u>Total Investments</u>		<u>\$ 227,863,593</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$50,400,000
2. The Pension Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment bond holders of the PERS bond debt.

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Compliance with Investment Policy

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<u>Type of Investment</u>	<u>Maximum % of Portfolio per Policy DFA</u>	<u>Current Percent</u>
U.S. Treasury Obligations	100.0%	48.0%
U.S. Government Agency Securities and Instrumentalities of Government-sponsored Corporations	90.0%	32.8%
State of Oregon Local Investment Pool	100.0%	19.3%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
<b>TOTAL</b>		<b>100.00%</b>

**Benchmarks as of 3/31/20:**

3 Month U.S. Treasury Yield Curve Rate	0.11%
3 Month Jumbo Certificate of Deposit Rate	1.57%

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1-March 31, 2020

Vendor by Fund and Object	Check Total
<b>100 - General Fund</b>	
<b>Away HS Playoffs and/or Tournaments</b>	
TOWNE PLACE SUITES CREDIT CARD	1,488.30
<b>Certified (Extra Duty, Adtl Salary)</b>	
EDUSTAFF	2,912.78
<b>Computer Software</b>	
EDNETICS INC	1,623.60
ICIMS INC	2,400.00
READ NATURALLY	1,725.00
<b>Consumable Supplies and Materials</b>	
AMAZON.COM CREDIT SERVICES	9,048.95
CHOWN HARDWARE	1,132.13
CLEANWAY ENVIRONMENTAL PARTNERS	1,760.79
GOPHER SPORT	2,002.16
HOME DEPOT CREDIT SERVICES	2,451.88
MILLER PAINT COMPANY	1,444.82
OFFICE DEPOT, INC	10,473.28
PART WORKS INC	1,097.12
PLATT ELECTRIC SUPPLY CO	1,360.91
WAXIE SANITARY SUPPLY	6,510.23
WILBUR-ELLIS	1,368.80
<b>Electricity</b>	
PACIFIC POWER	45,335.97
<b>Equipment \$5,000 and greater</b>	
WOOD-MIZER	6,001.34
<b>Equipment-like items \$1,000 - \$4,999</b>	
GRAINGER	1,439.58
<b>Fuel</b>	
BENTON COUNTY PUBLIC WORKS	1,702.63
NW NATURAL	33,479.57
<b>Garbage</b>	
REPUBLIC SERVICES	11,885.17
<b>Instructional, Professional and Technical Service</b>	
CENTER FOR THE COLLABORATIVE CLASSROOM	6,600.00
INAVALE COMMUNITY PARTNERS, INC	3,008.16
LINN BENTON COMMUNITY COLLEGE	18,215.95
<b>Library Books</b>	
INGRAM LIBRARY SERVICE	1,540.56
<b>Other Communication Services</b>	
COMCAST/INSTITUTIONAL NETWORKS	9,911.85
<b>Other Employee Benefits</b>	
Strowbridge, Jonathan E	1,458.00

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1-March 31, 2020

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
<b>Other Non-instructional Professional and Technical</b>	
BELVEAL, BRENT	6,000.00
CAREERSTAFF UNLIMITED	3,456.00
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	1,408.00
CRIMINAL INFORMATION SERVICES INC	1,448.85
DELTA CONNECTS	1,740.00
SAMARITAN HEALTH SERVICES	37,437.35
VALLEY MERCHANT POLICE INC	1,260.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	153,962.33
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	49,801.71
<b>Printing and Binding</b>	
FRANKLIN PRESS	1,622.00
LINN BENTON COMMUNITY COLLEGE	1,850.28
LINN COUNTY PRINTING	1,412.59
OFFICE DEPOT, INC	1,517.45
<b>Reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	46,788.58
MID COLUMBIA BUS CO INC	10,663.93
STA WEST REGION	378,321.57
<b>Repairs and Maintenance Services</b>	
BENTON COUNTY PUBLIC WORKS	5,761.66
BOILER & COMBUSTION SERVICE INC	3,941.94
EC ELECTRIC	3,432.17
FITZPATRICK PAINTING INC	3,300.00
JUDSON'S INC	1,610.96
MIDDLETON HEATING & SHEET METAL INC	4,430.00
PROSPEED CONSTRUCTION LLC	4,360.00
<b>Technology Taggable Equip &lt;\$5,000</b>	
GOVCONNECTION INC	1,205.25
<b>Telephone</b>	
AT&T MOBILITY-ACCT#837370420 (TECH)	2,380.29
CENTURYLINK	1,183.24
<b>Travel, Out of District</b>	
LANE COMMUNITY COLLEGE - NEEI	3,390.00
TIGARD-TUALATIN SCHOOL DISTRICT	1,500.00
<b>Water and Sewage</b>	
CITY OF CORVALLIS	32,822.20
<b>100 - General Fund Total</b>	<b>957,387.88</b>
<b>203 - Food Service Fund</b>	
<b>Food - Food Service Only</b>	

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1-March 31, 2020

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
DUCK DELIVERY PRODUCE INC	11,626.76
FRANZ FAMILY BAKERIES	3,789.56
LOCHMEAD DAIRY	23,222.31
<b>Inventories</b>	
FOOD SERVICE OF AMERICA	54,281.66
MCDONALD WHOLESALE CO	21,767.12
NORTHWEST DISTRIBUTION SERVICES	7,176.38
SYSCO FOOD SERVICE	3,276.58
<b>203 - Food Service Fund</b>	<b>Total</b>
	<b>125,140.37</b>
<b>204 - District Donation Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON.COM CREDIT SERVICES	2,929.11
DELICIAS VALLEY CAFE	1,778.60
GOLF TEAM PRODUCTS INC	1,347.00
HARDWOOD INDUSTRIES INC	1,975.30
ON TRACK	11,198.95
SHIRT CIRCUIT	1,721.60
<b>Equipment \$5,000 and greater</b>	
WOOD-MIZER	1,556.05
<b>Equipment-like items \$1,000 - \$4,999</b>	
NORTHWEST PLAYGROUND EQUIPMENT INC	1,202.50
<b>Travel, Student Out of District</b>	
BOYS & GIRLS CLUB OF CORVALLIS	4,513.75
<b>204 - District Donation Fund Total</b>	<b>28,222.86</b>
<b>208 - Designated Facilities Fund</b>	
<b>Improvements Other Than Buildings</b>	
CITY OF CORVALLIS - PUBLIC WORKS	139,336.75
<b>208 - Designated Facilities Fund Total</b>	<b>139,336.75</b>
<b>296 - Grants Fund</b>	
<b>Architect/Engineer Services</b>	
DLR GROUP	8,889.08
<b>Consumable Supplies and Materials</b>	
OFFICE DEPOT, INC	1,671.31
RYONET	1,493.10
<b>Equipment \$5,000 and greater</b>	
WOOD-MIZER	20,102.25
<b>Equipment-like items \$1,000 - \$4,999</b>	
RYONET	1,743.40
SHEFFIELD POTTERY	2,748.00
<b>Instructional, Professional and Technical Service</b>	
CENTER FOR EFFECTIVE PHILANTHROPY INC	20,950.00
<b>Other Non-instructional Professional and Technical</b>	

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1-March 31, 2020

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
OREGON LIONS SIGHT & HEARING FOUNDATION	5,488.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	9,437.02
<b>Repairs and Maintenance Services</b>	
ENVIRONMENTAL INSPECTION SERVICES	1,800.00
<b>Technology Taggable Equip &lt;\$5,000</b>	
APPLE INC	2,093.00
<b>Textbooks</b>	
VALLEY SPEECH LANGUAGE & LEARNING CENTER	7,885.00
<b>296 - Grants Fund Total</b>	<b>84,300.16</b>
<b>297 - Student Body Funds</b>	
<b>Advertising</b>	
MID VALLEY NEWSPAPERS	1,942.84
<b>Consumable Supplies and Materials</b>	
AMAZON.COM CREDIT SERVICES	7,439.08
BSN SPORTS	1,900.90
EASTBAY	3,458.50
MR FORMAL	1,358.00
MUSIC THEATRE INTERNATIONAL	5,395.00
TRACK MAN	2,395.07
<b>Library Books</b>	
SCHOLASTIC BOOK FAIRS	2,212.00
<b>Non-reimbursable Student Transportation</b>	
BENTON COUNTY PUBLIC WORKS	1,229.64
STA WEST REGION	11,972.60
<b>Other Curricular Activities</b>	
OREGON SCHOOL ACTIVITIES ASSOCIATION	1,610.00
<b>Other Non-instructional Professional and Technical</b>	
HITCHCOCK, MAE	2,510.00
MID-VALLEY SOCCER REFEREES ASSN	1,030.52
<b>Printing and Binding</b>	
ELEMENT GRAPHICS, INC	3,192.00
HERFF JONES - YEARBOOKS	11,200.00
<b>Rentals</b>	
CITY OF CORVALLIS - OSBORN AQUATIC CTR	1,600.00
OREGON STATE UNIVERSITY ALUMNI ASSN	1,046.00
<b>Repairs and Maintenance Services</b>	
BENTON COUNTY PUBLIC WORKS	2,296.48
<b>297 - Student Body Funds Total</b>	<b>63,788.63</b>
<b>298 - Designated Revenue Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON.COM CREDIT SERVICES	1,398.79

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1-March 31, 2020

Vendor by Fund and Object	Check Total
EXPLORE LEARNING	2,100.00
OFFICE DEPOT, INC	1,194.63
TSC APPAREL	1,119.07
WILLAMETTE VALLEY PIE COMPANY	2,334.25
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	30,408.03
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	8,633.28
<b>Technology Taggable Equip &lt;\$5,000</b>	
APPLE INC	2,638.00
<b>298 - Designated Revenue Fund</b>	<b>Total</b>
	<b>49,826.05</b>
<b>405 - 2018 Series GO Bond Proceeds Fund</b>	
<b>Architect/Engineer Services</b>	
BEE CONSULTING	4,000.00
BRENDLE GROUP INC	7,144.80
DLR GROUP	312,161.42
JLD CONSTRUCTION CONSULTING	5,080.00
PBS ENGINEERING & ENVIRONMENTAL INC	18,540.16
PIVOT ARCHITECTURE	244,947.08
WENAHAN GROUP INC	99,353.53
<b>Buildings Acquisition</b>	
BALL JANIK LLP	2,887.50
BENTON COUNTY COMMUNITY DEVELOPMENT DEPT	71,166.38
CAMPBELL CONSTRUCTION NW	5,250.00
EC ELECTRIC	47,513.45
FORTIS CONSTRUCTION	33,002.03
GERDING BUILDERS, LLC	41,103.04
LANCASTER LOGISTICS	1,140.00
WILLAMETTE VALLEY PLANNING, LLC	6,400.00
<b>Construction Contracts Payable-Retained Percentage</b>	
GERDING BUILDERS, LLC	88,625.45
<b>Consumable Supplies and Materials</b>	
SP&B REPROGRAPHICS	1,178.84
<b>Improvements Other Than Buildings</b>	
GERDING BUILDERS, LLC	167,660.20
TUFF SHED STORAGE & GARAGES	4,938.75
<b>405 - 2018 Series GO Bond Proceeds Fund Total</b>	<b>1,162,092.63</b>
<b>601 - Insurance Fund</b>	
<b>Group Insurance</b>	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	31,127.80
<b>601 - Insurance Fund</b>	<b>Total</b>
	<b>31,127.80</b>
<b>Grand Total</b>	<b>2,641,223.13</b>

C. Revised Unaudited Financial Statement of General Fund Resources and Requirements – February 29, 2020



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: May 7, 2020

### **Revised Unaudited Financial Statement of General Fund Resources and Requirements – February 29, 2020**

**NO ACTION REQUIRED**

#### Background

Attached is a revised unaudited financial statement of General Fund Resources and Requirements for February 2020. The budgeted amounts for rainy day reserves and unappropriated ending fund balance were incorrect in the version that was included in the April 9, 2020 Board informational packet; however, there were no other changes to the other financial statements in that packet.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of February 28, 2019 and February 29, 2020 Respectively (Unaudited)

**General Fund**

	FY 2018-19					FY 2019-20				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	2/28/2019	Budget	6/30/2019	Budget	Budget	2/29/2020	Budget	6/30/2020	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 36,569,504	\$ 27,308,854	74.7%	\$ 35,706,867	97.6%	\$ 38,905,151	\$ 29,758,271	76.5%	\$ 39,328,998	101.1%
Property Taxes Levied by District	27,842,602	27,476,167	98.7%	29,158,432	104.7%	29,762,663	28,490,740	95.7%	29,762,663	100.0%
Common School Fund	692,493	-	0.0%	1,029,035	148.6%	649,272	-	0.0%	649,272	100.0%
County School Funds	160,000	260,085	162.6%	325,089	203.2%	260,000	72,429	27.9%	260,000	100.0%
Local Option Taxes Levied by District	6,533,657	6,821,196	104.4%	7,191,010	110.1%	7,084,797	6,790,805	95.9%	7,084,797	100.0%
Earnings on Investments	275,000	540,161	196.4%	1,087,073	395.3%	613,000	347,240	56.6%	613,000	100.0%
Other	1,374,000	369,350	26.9%	2,477,302	180.3%	2,591,784	1,618,383	62.4%	2,535,772	97.8%
<b>Total Operating Revenues</b>	<b>\$ 73,447,256</b>	<b>\$ 62,775,814</b>	<b>85.5%</b>	<b>\$ 76,974,809</b>	<b>104.8%</b>	<b>\$ 79,866,667</b>	<b>\$ 67,077,869</b>	<b>84.0%</b>	<b>\$ 80,234,502</b>	<b>100.5%</b>
Beginning Fund Balance	\$ 14,680,682	\$ 14,680,682	100.0%	\$ 14,680,682	100.0%	\$ 16,373,874	\$ 16,373,874	100.0%	\$ 16,373,874	100.0%
<b>TOTAL RESOURCES</b>	<b>\$ 88,127,938</b>	<b>\$ 77,456,496</b>	<b>87.9%</b>	<b>\$ 91,655,491</b>	<b>104.0%</b>	<b>\$ 96,240,541</b>	<b>\$ 83,451,742</b>	<b>91.0%</b>	<b>\$ 96,608,376</b>	<b>100.4%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 38,369,511	\$ 20,279,616	52.9%	\$ 37,656,035	98.1%	\$ 41,476,992	\$ 22,431,977	54.1%	\$ 41,062,222	99.0%
Associated Payroll Costs	21,557,545	10,820,110	50.2%	20,429,023	94.8%	25,697,817	13,223,807	51.5%	24,412,926	95.0%
Purchased Services	10,235,681	6,021,466	58.8%	10,834,944	105.9%	12,866,811	6,996,461	54.4%	12,223,470	95.0%
Supplies and Materials	4,206,143	2,302,620	54.7%	4,615,855	109.7%	5,536,567	3,799,495	68.6%	5,425,836	98.0%
Capital Outlay	585,559	26,263	4.5%	265,814	45.4%	55,000	257,808	468.7%	355,185	645.8%
Other Objects	1,621,929	1,378,398	85.0%	1,479,947	91.2%	1,786,724	1,637,662	91.7%	1,661,653	93.0%
<b>Total Operating Expenditures</b>	<b>\$ 76,576,368</b>	<b>\$ 40,828,473</b>	<b>53.3%</b>	<b>\$ 75,281,617</b>	<b>98.3%</b>	<b>\$ 87,419,911</b>	<b>\$ 48,347,209</b>	<b>55.3%</b>	<b>\$ 85,141,293</b>	<b>97.4%</b>
Contingency	1,820,050	-	0.0%	-	0.0%	-	-	-	-	-
Rainy Day Reserves	3,640,100	-	0.0%	-	0.0%	3,210,137	-	0.0%	-	0.0%
Unappropriated Reserves	2,891,420	-	0.0%	-	0.0%	2,811,990	-	0.0%	-	0.0%
Unappropriated Reserve (PERS)	3,200,000	-	0.0%	-	0.0%	2,798,503	-	0.0%	-	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 88,127,938</b>	<b>\$ 40,828,473</b>	<b>46.3%</b>	<b>\$ 75,281,617</b>	<b>85.4%</b>	<b>\$ 96,240,541</b>	<b>\$ 48,347,209</b>	<b>50.2%</b>	<b>\$ 85,141,293</b>	<b>88.5%</b>
<b>ENDING FUND BALANCE</b>		<b>\$ 36,628,023</b>		<b>\$ 16,373,874</b>		<b>\$ 35,104,533</b>		<b>\$ 11,467,083</b>		
Contingency				1,924,370	2.5% *				2,005,863	2.5% *
Rainy Day Reserves				3,848,740	5.0% *				4,011,725	5.0% *
Unappropriated Reserves				9,277,944	12.1% *				5,449,496	6.8% *
Unappropriated Reserve (PERS)				1,322,819	1.7%				-	0.0% *
<b>* Percent of Operating Revenue</b>				<b>16,373,874</b>	<b>21.3%</b>				<b>11,467,083</b>	<b>14.3%</b>

D. Board Policies -- **FOR INFORMATION**

1. JECB-AR—Admission of Nonresident Students—Revised—First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 7, 2020

**NO ACTION REQUIRED**

Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—First Reading

Administrative Regulation JECBB-AR—Intradistrict/Resident Transfer Procedures—NEW—First Reading

### Discussion

At the Board meeting on April 9, the Board discussed the revocation of transfers based on attendance. Attendance as a qualifier with exceptions given to families able to provide verification by a medical professional poses an unnecessary barrier to education. Attendance conditions have been removed from both JECB and JECBB in alignment with district processes that provide interventions for students navigating attendance challenges.

The Board also discussed allowing transfer priority to be given to students of social or cultural affinity groups to district programs. The two district programs referenced in these administrative regulations are the Life Skills program and Dual Immersion program. District administrative leaders discussed these programs and have developed placement language to better clarify the processes in which priority is given to students into these programs. This placement language has been removed from both JECB and JECBB as placement language is not a function of the Board and belongs in internal procedures.

All edits made after the April 9 Board meeting are identified by yellow highlighting.

### Background

Due to boundary review progress for district schools, board policy and administrative regulations governing the transfer of resident and nonresident students should be reviewed. The purpose of clearly defined transfer policies and procedures is to promote equity and a balance of enrollments at all district schools while also allowing families the opportunity to request transfer to a school outside of their boundary area or boundary district as space allows. These policies and procedures also ensure that students placed in specialized programs have continuation in those identified programs.

The combined transfer policy and administrative regulation JCA and JCA-AR was last updated by the board in 2018 to reflect changes to open enrollment. To better align with samples provided by OSBA, JCA and JCA-AR were rescinded. Edits have been made to JECB-Admission of Nonresident Students policy and administrative regulation. New drafts based

on OSBA samples of JECBB-Intradistrict/Resident Transfer Students policy and administrative regulation are on second read.

Involvement

District staff: Melissa Harder, Nikki McFarland, Marcianne Koetje, Kim Patten, Amy Lesan, Brenda Downum, Ryan Noss, Erika Cook.

Cost Impact

None.

Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JECB-AR  
Adopted: 6/29/99  
Revised/Readopted: 11/5/01, 6/23/08, 1/23/12, 2/24/14, 4/12/18, 4/11/19

### Admission of Nonresident Students

~~Each school year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.~~

Nonresident students may only be admitted ~~with tuition, with the exception of students who become “resident students”~~ by one of the following methods:

1. By written consent of affected school boards (interdistrict, **nonresident** transfer);
2. A foreign exchange student attending a district school on a J-1 Visa; or
3. A court placement.

~~The amount of tuition will be established annually by the Board. Each admitted tuition paying student will be charged the same amount of tuition.~~

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

### Consent for Admission of a Nonresident Student by Interdistrict Transfer

1. ~~Annually, the Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year. The Board may revise the maximum number of students to whom consent will be given if there are no pending applications for consent;~~
2. ~~Requests to transfer will be considered on a space-available basis;~~
3. ~~Requests that a student attend a district school other than the student’s assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted **through the online transfer process online, no later than August 1;**~~
4. ~~The assistant superintendent’s office will notify the parent/guardian in writing that the request has been granted or denied **in a timely manner as soon as the transfer request process has been completed,** no later than September 1;~~

5. Transportation will be the responsibility of the family;
6. In the event building capacity is reached with attendance area residents or students from outside the attendance area who have transferred under provisions of ESSA, transfer students may be asked to enroll in another school or return to their school of origin;
7. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family;
8. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to discipline imposed.
9. Decisions regarding transfer requests made by the assistant superintendent will be final.

### **Request Review Process**

1. Online applications will be accessible via the district's website. If parent/guardians do not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.
2. If there are more applications than space available, a lottery process will be applied. Each student applicant will be assigned a randomly generated number. The process may will give priority to students based on space who have:
  - a. Siblings currently enrolled at the requested school in the district; or
  - b. ~~Previously received consent for admission because of a change in legal residence; or~~
  - c. Attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.
2. Seats will be offered to applicants based on their priority ranking up to the number of available spots at each grade level for each school facility.
4. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting list, parents may choose to accept the seat offered to one while the siblings remain at the neighborhood school. If parents decline the one seat, however, in preference of keeping the students together, the sibling would be placed on the waiting list at the position held by the next sibling not offered a position.
5. The district will notify families of their acceptance, denial, or wait-list status in a timely matter as soon as the transfer request process has been completed.

6. Students applying for transfers outside of the online application window are placed at the bottom of the waiting list (if any) in the order their applications are received.

### Exceptions to Process

1. Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parents, and the student will meet to discuss the reasons for requesting the transfer and weighing the benefits of the transfer for the student. The impact on school budgets, staffing, and programs is considered as these requests are processed.
2. The district reserves the right to make special placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur and become effective at any time during the school year.

### Conditions of the Transfer and Revocation Process

1. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). When a student moves from elementary to middle or middle to high school, the student is expected to enroll in the resident district in which they reside unless a new transfer is submitted and approved to continue in the district. Nonresident students may continue enrollment in the district but need to submit an online transfer request for approval to the next school level.
2. Minimum standards for behavior and attendance must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will include the assistant superintendent and the administrator of the home school to discuss best placement. If a transfer is revoked, a nonresident student attending on an interdistrict transfer will be asked to return to their resident school district.

Administration will review behavior and attendance data for intradistrict and interdistrict transfer students during the school year. Behavior will be reviewed each semester (18 weeks) and attendance each quarter (nine weeks). Students will continue to qualify for their transfer status when the following criteria are met:

**Attendance.** Students must have 80 percent attendance each of the four quarters of the school year. Each quarter attendance will be reviewed, and if a student does not have 80 percent attendance, the student will be put on a nine-week probation period. After the probation, administration will again check attendance. If the student has 80 percent attendance, the student will be taken off probation. If the student does not have 80 percent attendance after the 90-day probation, the student's transfer will be revoked. Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement.

**Behavior.** A student shall comply with the district's policies, administrative regulations, school, and classroom rules.

~~Level 1~~ For purposes of this transfer policy, a transfer may be revoked if a determination is made that the student's conduct poses a threat to the health and safety of students or employees and the behavior poses a significant disruption to the learning environment of others. ~~if there is a major referral for any of the following offenses, the student will automatically be on probation for one calendar year from the date of the offense. If another offense happens during the calendar year, the student's transfer will be revoked. Nothing in this policy will limit school administrators from imposing other consequences as provided in school and district policies.~~

- ~~• Fighting.~~
- ~~• Weapons.~~
- ~~• Physical sexual offenses.~~
- ~~• Arson.~~
- ~~• Distribution of controlled substance.~~

~~Level 2~~ If there is a major referral for any of the following offenses, the student will automatically be put on a 90-calendar day probation (within the school year). If another major offense occurs during the 90-day probation, the student's transfer will be revoked.

- ~~• Possession of Drugs/Tobacco/Alcohol.~~
- ~~• Offensive language/actions against any protected group.~~
- ~~• Profanity directed toward a staff member.~~
- ~~• Harassment/bullying/intimidation in any form.~~

3. In the event any school exceeds capacity because of growth in the number of neighborhood students, a previously approved transfer may be revoked before school starts or at the end of a school year. Transfers will be revoked first for interdistrict/~~nonresident~~ students and their siblings, if applicable, and then for intradistrict/~~resident~~ students. Students (together with their siblings) who have exited a district program but who remain at that school will be the last to have their transfers revoked due to overcrowding. These students will be relocated to another district school.
4. Parents may request that a transfer be rescinded by submitting a written request to the building administrator, which will then be submitted to the assistant superintendent's office for final review and processing.
  - a. Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances.
  - b. ~~Transfers back to the home school during the school year will be subject to the enrollment capacity in a grade or at the school.~~
  - c. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
5. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

## **Students Who Move from the Attendance Area**

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school. Students attending a school outside of their resident district will be required to obtain an interdistrict release from their resident district.

Students who move during the summer to a different school district must attend school in their new resident district unless they have applied and been approved. Thereafter, students may apply for an interdistrict, nonresident transfer to continue enrollment.

1. Parents will notify the school in writing of their address change and their request for a continuation at the school. The school will forward the parent's written request to the assistant superintendent.
2. Transportation will be the responsibility of the family.

## **Students on Extended Leave or Sabbatical from a Transfer School**

When a currently enrolled family on a nonresident transfer takes an extended leave (sabbatical or other out-of-town absence), the space will be offered to the next family on the wait list if applicable. The parent/guardian would need to re-apply for a transfer during the annual transfer window should they wish to re-enroll upon return.

## **Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs**

Siblings of students assigned to specialized programs are eligible for transfer to the school their sibling attends. Specialized programs include, but may not be limited to, Life Skills, and Dual Immersion, and Emergent Bilinguals.

In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled. If the child with a disability is placed in a specialized program, parents may choose to have siblings follow that student's pathway from elementary, to middle, to high school.

Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.

When a language placement is made for an Emergent Bilingual student at the elementary level, a transfer request is not necessary.

If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is

consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

1. ~~The Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year annually.~~
2. ~~The application for admission must be submitted through the assistant superintendent's office.~~
3. ~~Admission must be approved by the superintendent or designee.~~
4. ~~Students receiving consent for admission may remain in the district until they finish the highest grade level in their current school. A new application for admission consideration must be submitted through the assistant superintendent's office when the student moves from elementary to middle and middle to high school. The student will not need to seek permission more than once from the same district of origin, to transfer to this district.~~

#### **Consent for Admission of a Tuition Paying Student**

1. ~~The application for admission must be submitted through the assistant superintendent's office.~~
2. ~~Admission and annual renewal must be approved by the superintendent or designee.~~
3. ~~Admission of students paying tuition will result in a tuition agreement between the parties and will be filed with the business office for billing and payment control.~~
4. ~~The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid for 15 days after presentation of bills shall be excluded; the superintendent or designee may grant additional time for payment should circumstances warrant it.~~
5. ~~Students receiving consent may remain in the district until they finish the highest grade level in their current school.~~

2. JECBB-AR—Intradistrict/Resident Transfer Procedures—NEW—First Reading



Code: JECBB-AR  
Adopted:  
Revised/Readopted:

## **Intradistrict/Resident Transfer Procedures**

The following procedures will govern consideration of a request by a parent/guardian for their student to attend a district school other than the one within the student's regular attendance boundary.

### **Requesting an Intradistrict/Resident Transfer**

1. Resident students and their parent/guardians will be notified on an annual basis of intradistrict/resident transfer options available;
2. Requests to transfer will be considered on a space-available basis;
3. Requests that a student attend a district school other than the student's assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted online, ~~no later than May 1~~;
4. The assistant superintendent's office will notify the parent/guardian in writing that the request has been granted or denied, ~~no later than June 1~~;
5. Students who apply for an intradistrict/resident transfer and are not accepted at the time of application because of space availability or Every Student Succeeds Act (ESSA) transfers will be placed on a waiting list. Such applications will be considered for approval at a later date as space becomes available. The waiting list will be maintained until January of each year;
6. Transportation will be the responsibility of the family. In certain circumstances, district transportation may be provided, on a space-available basis. Existing bus routes and ~~stops loading areas~~ will not, however, be disrupted or altered in order to accommodate an intradistrict/resident transfer;
7. Once a student transfer is approved, the district will, to the extent practicable, continue the student in the receiving school through the highest grade in that building;
8. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family;
9. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to discipline imposed.

### **Request Review Process**

1. Online applications will be accessible via the district's website. If parent/guardians do not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.
2. If there are more applications than space available, a lottery process will be applied. Each student applicant will be assigned a randomly generated number. Priority will be given to qualifying students in the following order:
  - a. Corvallis School District (CSD) students with siblings currently attending a transfer school and who will attend with the student already enrolled.
  - b. Other CSD students.
  - c. Non-CSD students seeking interdistrict/nonresident transfer with siblings currently attending the CSD transfer school and who will attend with the student already enrolled.
  - d. Other non-CSD students seeking interdistrict/nonresident transfer.
3. Seats will be offered to applicants based on their priority randomized ranking up to the number of available spots at each grade level for each school facility. The remaining ranked list of applicants, if any, will serve as a ranked waiting list should future seats become available.
4. In the event that an elementary school exceeds capacity because of growth in the number of neighborhood students, or a secondary school exceeds the limit needed to balance student populations, the district may choose not to maintain a waiting list until such time when transfers will be accepted.
5. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting list, parent/guardians may choose to accept the seat offered to one while the siblings remain at the neighborhood school. If parent/guardians decline the one seat, however in preference of keeping the students together, the sibling would be placed on the waiting list at the position held by the next sibling not offered a position.
6. The assistant superintendent's office district will notify families of their acceptance, denial, or wait-list status in a timely manner as soon as the transfer request process has been completed.
7. Students applying for transfers outside of the online application window are placed at the bottom of the waiting list (if any) in the order their applications are received.

### **Exceptions to Process**

1. Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parent/guardians, and the student will meet to discuss the reasons for requesting the transfer and to weigh the benefits of the transfer for the student and the impact on the school.
2. The district reserves the right to make special placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur and become effective at any time during the school year.

### **Conditions of the Transfer and Revocation Process**

1. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Parent/guardians of resident students will need to submit an online transfer request for approval to the next school level through the online process.
2. Minimum standards for behavior and attendance must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will include the assistant superintendent or designee and the administrator of the home school to discuss best placement. If a transfer is revoked, a nonresident student attending on an interdistrict/nonresident transfer will be asked to return to their resident attendance area school district.

Administration will review behavior and attendance data for intradistrict/resident and interdistrict/nonresident transfer students during the school year. Behavior will be reviewed each semester (18 weeks) and attendance each quarter (nine weeks). Students will continue to qualify for their transfer status when the following criteria are met:

**Attendance.** Students must have 80 percent attendance each of the four quarters of the school year. Each quarter attendance will be reviewed, and if a student does not have 80 percent attendance, the student will be put on a nine-week probation period. After the probation, administration will again check attendance. If the student has 80 percent attendance, the student will be taken off probation. If the student does not have 80 percent attendance after the 90-day probation, the student's transfer will be revoked. Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement.

**Behavior.** A student shall comply with the district's policies, administrative regulations, school, and classroom rules.

**Level 1**— For purposes of this transfer policy, a transfer may be revoked if a determination is made that the student's conduct poses a threat to the health and safety of students or employees and the behavior poses a significant disruption to the learning environment of others. If there is a major referral for any of the following offenses, the student will automatically be on probation for one calendar year from the date of the offense. If another offense happens during the calendar year, the student's transfer will be revoked. Nothing in this policy will limit school administrators from imposing other consequences as provided in school and district policies.

- Fighting.
- Weapons.
- Physical sexual offenses.
- Arson.
- Distribution of controlled substance.

**Level 2**— If there is a major referral for any of the following offenses, the student will automatically be put on a 90 calendar day probation (within the school year). If another major offense occurs during the 90-day probation, the student's transfer will be revoked.

- Possession of Drugs/Tobacco/Alcohol.
- Offensive language/actions against any protected group.
- Profanity directed toward a staff member.
- Harassment/bullying/intimidation in any form.

3. Parent/guardians may request that a transfer be rescinded by submitting a written request to the building administrator, which will then be submitted to the assistant superintendent's office for final review and processing.
  - a. Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the

assistant superintendent and the administrators involved agree to implement the request sooner due to exceptional circumstances.

b. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.

4. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

### **Students Who Move from the Attendance Area**

Students who have moved from the attendance area of their current school may choose to remain and complete the highest grade at that school.

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school. Students attending a school outside of their resident district will be required to obtain an interdistrict release from their resident district.

Students who move during the summer to a different school district must attend school in their new resident district unless they have applied and been approved. Thereafter, students may apply for an interdistrict/nonresident transfer to continue enrollment.

1. Parent/guardians will notify the school in writing of their address change and their request for a continuation at the school. The school will forward the written request to the assistant superintendent.
2. Transportation will be the responsibility of the family.

### **Students on Extended Leave or Sabbatical from a Transfer School**

When a currently enrolled family on transfer takes an extended leave (sabbatical or other out-of-town absence), the students of the family may have special consideration as described below for re-enrolling at their transfer school upon return provided:

- The student previously attended the school for at least one full school year.
- The family extended leave lasted no longer than one school year.

1. Parent/guardians must complete an Extended Leave Application form (available at each school location and the district office) prior to leaving.
2. In preparation for their return, parent/guardians will follow the process for requesting a in-district transfers through the open online transfer request process described within this document.
3. Students meeting the requirements of this section will be given priority ranking during the transfer process; if the requirements of this section are not met, this priority will be rescinded and their application will be processed as any other.

4. Transportation will be the responsibility of the family.

### **Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs**

Siblings of students assigned to specialized programs are eligible for transfer to the school their sibling attends. Specialized programs include, but may not be limited to, Life Skills, and Dual Immersion, and Emergent Bilinguals.

In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled. If the child with a disability is placed in a specialized program, parents may choose to have siblings follow that student's pathway from elementary, to middle, to high school.

Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.

When a language placement is made for an Emergent Bilingual student at the elementary level, a transfer request is not necessary.

If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

### **Safe Public School Choice Transfer Requests**

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, a transfer to meet the safe public school choice requirements of ESSA will be provided, subject to the following:

1. The district will provide notification to parent/guardians of all students attending a school identified as persistently dangerous of their student's right to transfer.

The notice will:

- a. Be in writing, provided within 10 school days from the time the district becomes aware that the school has been identified by ODE as persistently dangerous or from the time a parent/guardian or student has notified the district that the student has been the victim of a violent criminal offense as defined by ODE;
- b. Inform parent/guardians that their student is eligible to attend another public school in the district due to the identification of the school as persistently dangerous, or inform the parent/guardian of a student who has been the victim of a violent criminal offense, as defined by ODE, while in or on the grounds of a school the student attends, that their student is eligible to attend another public school in the district;
- c. Identify each public school in the district, including public charter schools, that the parent/guardian may select;

- d. Explain why the choices made available may have been limited including, as applicable, that no choices are currently available; and
  - e. Describe the performance and quality of those schools of choice. Parent/guardians may request more detailed information and may ask to see a school's academic report card.
2. The transfer will be to a safe school in the district;
  3. Requests to transfer must be in writing (standard mail, fax or e-mail) and submitted to the school office for consideration generally no later than 20 school days from the district notice. The district will confirm requests;
  4. The district will consider the education needs and preferences of the student and parent/guardian. Parent/guardians may decline the assigned school;
  5. Approved transfers will generally occur within 30 school days from the time the district learns that the school has been identified as persistently dangerous. A student who has been the victim of a violent criminal offense will be transferred as soon as practicable;
  6. Transfers may be temporary or permanent but will minimally be in effect as long as the student's original school is identified as persistently dangerous. Transfers for a student who has been the victim of a violent criminal offense will remain in effect until such time as may be appropriate, based on the safety and welfare of the student. The district will consider the educational needs of all transfer students as well as other factors affecting the student's ability to succeed if returned to the transferring school;
  7. The district may provide transportation using federal funds or through cooperative agreements with local victims assistance units.

In the event a district school is identified by ODE as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district. Transfer approval will be in accordance with established Board policy and administrative regulation.

### **Special Education and Public School Choice**

The district will ensure that students with disabilities are provided a free appropriate public education (FAPE) in their school of choice, consistent with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. In offering choice to students with disabilities, the district may match the abilities and needs of a student with disabilities to the possible schools that have the ability to provide the student with FAPE.

### **Appeals Process**

Parent/guardians may appeal a transfer denial or wait list placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent and must contain the following elements to be considered:

1. Name of the student;

2. Grade level of the student at the time the transfer is to be effective;
3. Effective date (term and academic year) of the transfer;
4. School from which transfer is requested;
5. School/program to which transfer is requested;
6. Parent/guardian's name and contact information; and
7. Description of the special circumstances, including any necessary or appropriate supplemental materials.

The assistant superintendent will investigate each situation and notify the parent/guardian of the decision in writing. Decisions regarding transfer requests made by the assistant superintendent will be final.

3. JEC—Admissions\*\*—Revised—First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 7, 2020

**NO ACTION REQUIRED**

Board Policy JEC—Admissions\*\*—Revised—First Reading

### Background

In review of revisions adopted by the Board on 4/9/2020, OSBA has recommended that we delete the 2 and 3<sup>rd</sup> sentences in paragraph 3 as there is no law requiring a document for proof of age for a student in Oregon.

This policy is optional, edits provided by OSBA on 11/22/2019. Last updated by CSD on 4/9/2020.

### Involvement

District staff: Melissa Harder and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JEC  
Adopted: 6/28/99  
Revised/Readopted: 12/10/07, 1/13/14, 8/15/16, 12/13/18, 4/9/20

### Admissions\*\*

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

State law considers a child to be six years of age if the sixth birthday of the child occurred on or before September 1, and a child is considered to be five years of age if the fifth birthday occurred on or before September 1 immediately preceding the beginning of the current school term.

~~All new students must register with their school office. Registration requirements include immunization records, as required by law, and proof of the student's birth date (e.g., a birth certificate, hospital record, or baptismal record). Students admitted to any grade must show evidence of completing the prior school year(s).~~

**All students must register with their resident boundary school.** Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular, and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care<sup>1</sup> and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

Students who are military children<sup>2</sup> are considered resident of the district, if the district is the district of military residence<sup>3</sup> for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134 are considered residents of the district.

END OF POLICY

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**Legal Reference(s):**

[ORS 327.006](#)  
[ORS 336.092](#)  
[ORS 339.010](#)  
[ORS 339.115](#)  
[ORS 339.125](#)

[ORS 339.133](#)  
[ORS 339.134](#)  
[ORS 433.267](#)  
[OAR 581-022-2220](#)

[Senate Bill 802 \(2019\)](#)  
[Senate Bill 905 \(2019\)](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA) 42. U.S.C. §§ 11431, 11434a (2017).

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<sup>1</sup> "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

<sup>2</sup> "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

<sup>3</sup> "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

**XII. BOARD MEMBER COMMENTS (8:40 p.m.)\***

**XIII. ADJOURNMENT (9:00 p.m.)\***

\*All times are approximate.

*Note: The Chair of the Board may alter the order of business as they deem proper and necessary.*

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 Julie Catala 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.

<b>SCHOOL BOARD MEMBERS</b>			
Vincent Adams	541-738-4324	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Tina Baker	541-223-1997	Luhui Whitebear, Co-Vice Chair	541-632-3568
Sarah Finger McDonald, Chair	541-908-3756		

<b>EXECUTIVE STAFF MEMBERS</b>	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Olivia Meyers Buch, Finance and Operations Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841