

6:30 PM
2020

Thursday, November 12,

AGENDA
Business Meeting (School Improvement Plans) of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, November 12, 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.

***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

- I. **CALL TO ORDER AND ROLL CALL (6:30 p.m.)***
- II. **PLEDGE OF ALLEGIANCE**
- III. **SCHOOL IMPROVEMENT PLAN (SIP) GROUP PRESENTATIONS - ELEMENTARY (6:30 p.m. - 7:45 p.m.*)**



CSD Elementary School Improvement



We will work to actively and intentionally make a shift away from an individualistic system to a collective system, where we work together to benefit all.



A group of African children sitting in a circle on the grass, with the word 'UBUNTU' overlaid in large white letters.

UBUNTU

If you want to go fast, go alone.
If you want to go far, go together.

Los cuatro acuerdos



Mantenernos involucrados
Hablar tu verdad
Experimentar incomodidad
Anticipar/aceptar no-cierre

1. Enfocarnos en lo personal, lo local y lo inmediato
2. Aislar raza
3. Normalizar la construcción social y las perspectivas múltiples
4. Monitorear los acuerdos, las condiciones y los parámetros establecidos
5. Usar una “definición consensuada” de raza
6. Examinar la presencia y el papel de “la raza blanca”

Racial Equity Lens Questions

- Does this decision align with the District mission/vision?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored? Is the decision/outcome sustainable?

Our Commitment

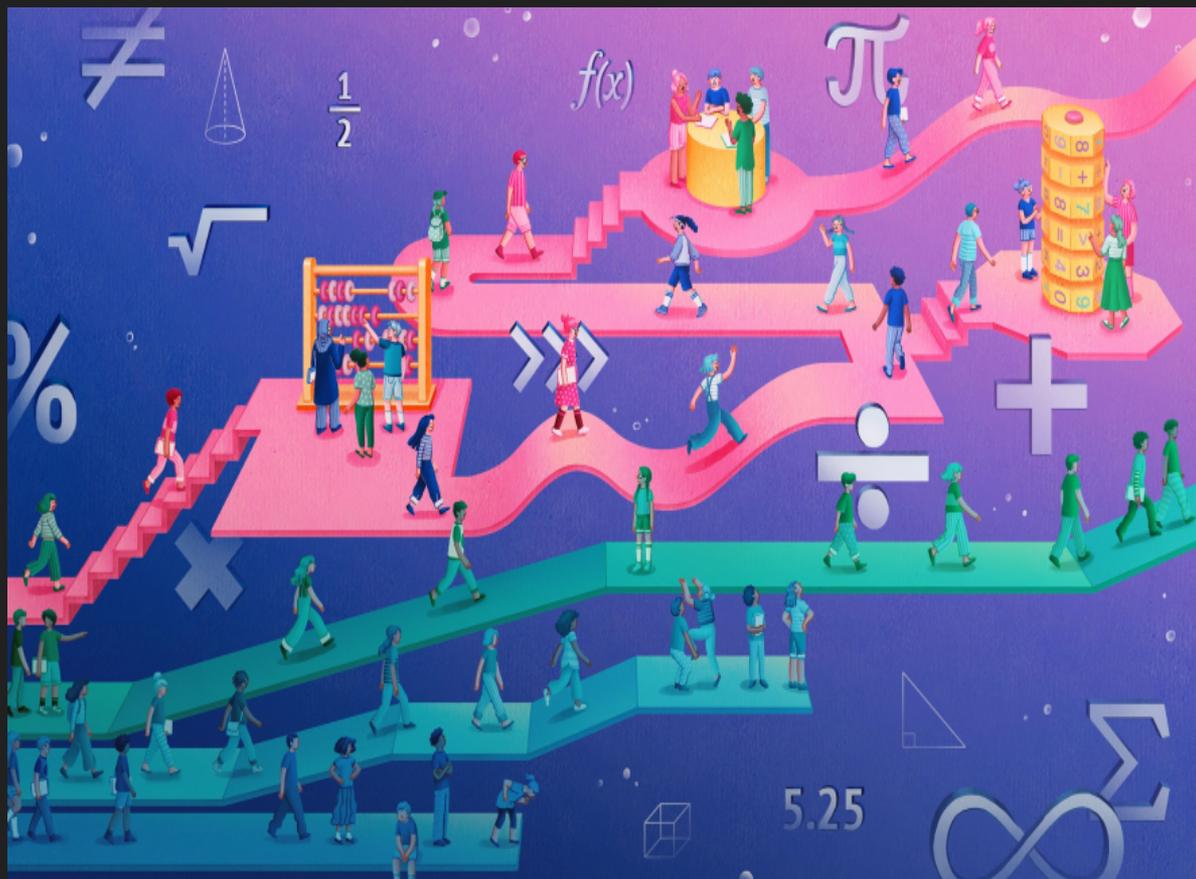
Corvallis Elementary Schools' commitments are predicated on our foundational belief that student achievement belongs to everyone. We are dedicated to upholding intentional systems devised to ensure every student's achievement will not be predicted by race, ethnicity, economic status, mobility, gender, orientation, disability, health, or initial proficiency.



Equitable Systems

Corvallis Elementary Schools are committed to ensuring all students know they are safe, realize their own value, and experience inclusion. We are committed to exposing barriers through engaging multiple perspectives and interrupting systemic cultures that perpetuate racially biased practices.





Academics

Corvallis Elementary Schools are committed to knowing the academic strengths and needs of each student and using this knowledge to guide the instructional program for each child. We are committed to examining and addressing the role race plays in the institutionalization of academic disparities.

Real-World Learning

Corvallis Elementary Schools are committed to designing learning experiences that are rigorous and relevant to students and responsive to their needs. In doing so, we believe these opportunities need to be culturally responsive, inclusive of all students and provide platforms designed to encourage critical thinking, collaboration, creativity and problem solving.

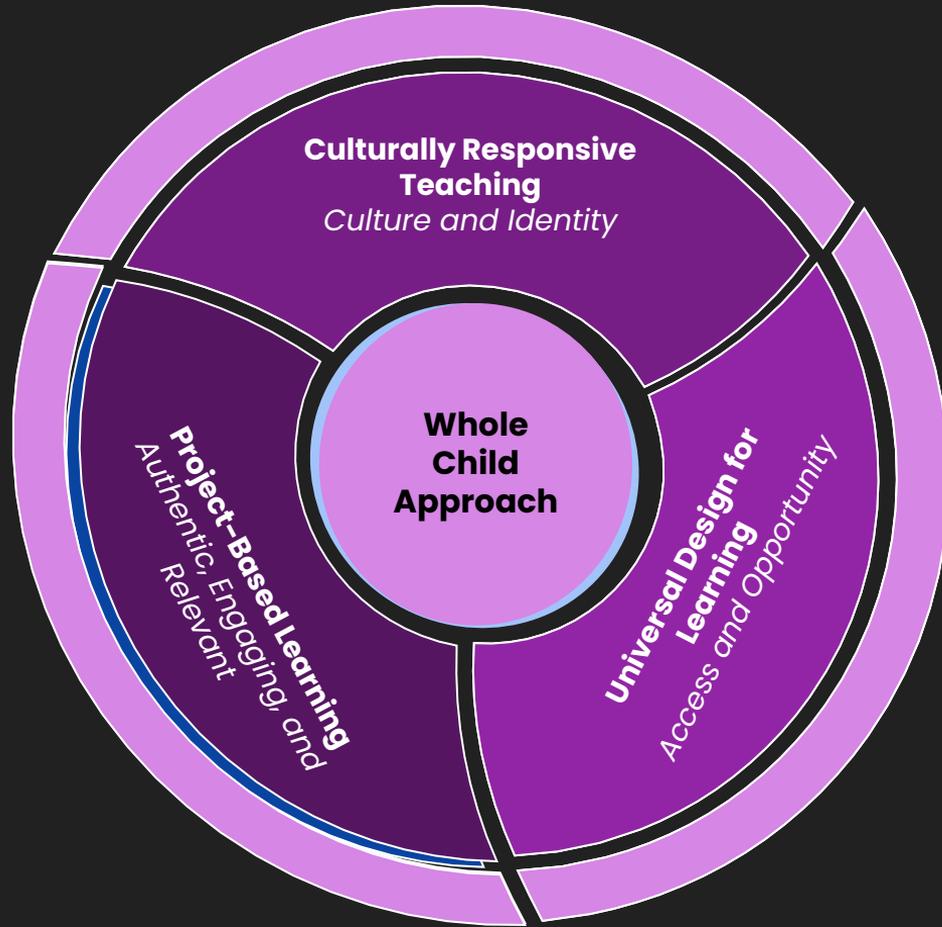




Health and Wellness

Corvallis Elementary Schools are committed to supporting the mental and physical health of our students. We recognize the critical need to address health and wellness issues as this area can easily be underestimated in its impact on student access to learning. We will hold issues around toxic stress, trauma, race, and economic status at the center of this work.

Goals for Instruction and Student Learning



Goal 1:

Design engaging, project-based lessons that foster student agency, autonomy and voice.

Building the Future We Want:

*Learning from the
Past to Design a
Better Future*

| Week | Milestones |
|-------------|---|
| Week 1 | Why are multiple perspectives important? |
| Week 2 | Why is our school being renamed? |
| Week 3 | How do people create change in their community? |
| Week 4 | What inspires <i>you</i> and how do you use it to create change? |
| Week 5 | How will you create the change you want to see in your community? |
| Week 6 | Share your project! |

Driving Question: *How do you create change you would like to see in your community?*

Goal 3:

Facilitate collaborative learning and build community among learners.



Goal 4:

Incorporate a variety of formative assessment types (quiz, reflection, voice, video, art, project, peer review) and provide meaningful feedback

Word of the day: fascinate
Make a sentence with this word and post it here. Remember to put your name on the post.

Tim
Harry Potter books are very fascinating.

Anton
I have always been fascinated by the Japanese culture.

Roger
The Pyramids of Egypt are still very fascinating.

Sasha
Discovery channel has some fascinating TV shows.

Rube
Pretty girls

Jennifer
The magician fascinated the audience.

Tarun
Our fascination with technology is not good for our health.

Carol
Martin Luther King Jr was a fascinated speaker.

Alex
A lot of people are fascinated by America and come here from other countries.

Mr Sha
Alex - let us the sentence "and".

Corinne
Walt Disney world has fascinating fireworks every night.

Jose
I was fascinated by the animals in the zoo.

Mr Sha
Carol, fascinated is a verb. You need to use the adjective form of the word here. What is that?

Patrick
My 1 year old brother finds the vacuum cleaner very fascinating.

Mr Sha
Good sentence Patrick. But there is a spelling error. The word is VACUUM.

Jessica
We should not be fascinated by new things easily as they often have unknown bad

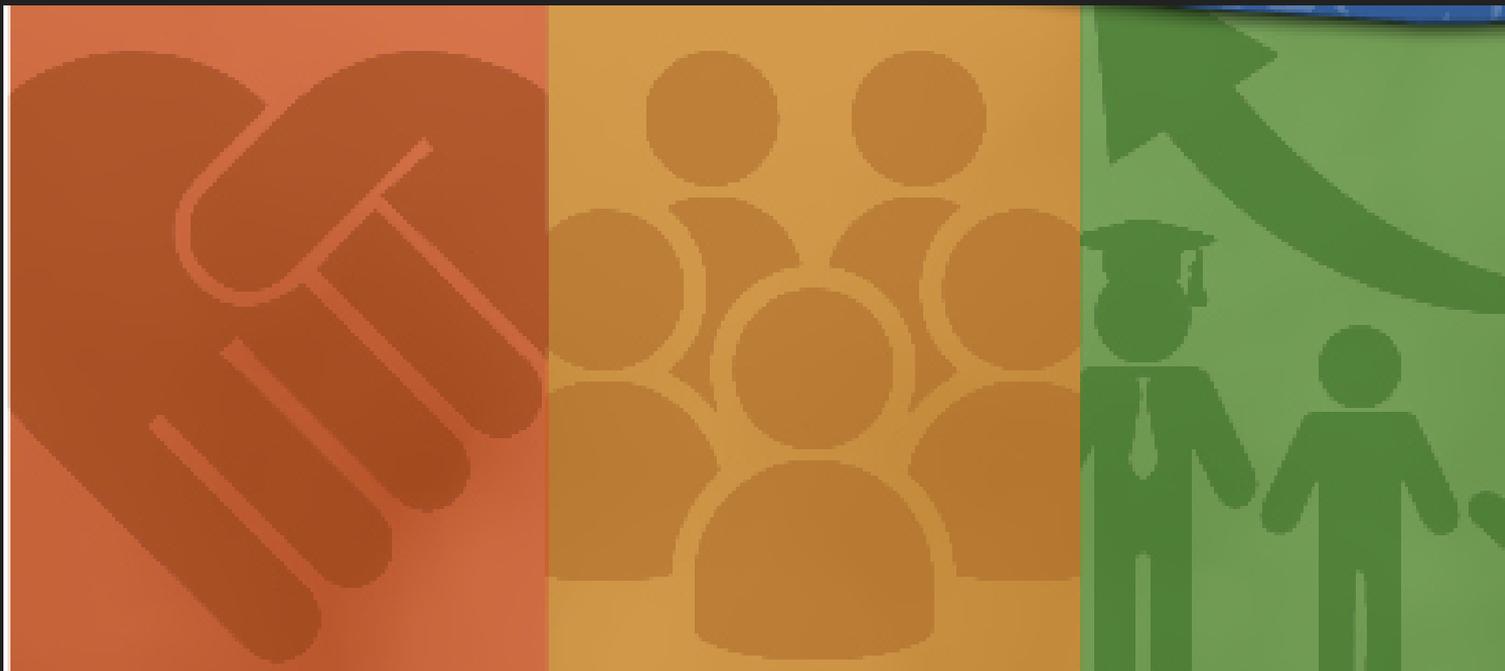
Aaron
My dog is fascinated to see me when I come home from school.

Mr Sha
Aaron, this is not the right use of the word. You want to try again?

Melody
I am fascinated by the Nintendo WII.

Mr Sha
Jessica, good thought but you should try to make simpler sentences. You want to go again?

Key Elements of the Schedule and Instruction:



Care,

Connection,

&

Continuity of Learning

Whole Child Approach

| CRT | PBL | UDL |
|---|---|---|
| <i>Culturally Responsive Teaching</i> | <i>Project Based Learning</i> | <i>Universal Design for Learning</i> |
| The process of using familiar cultural information and processes to scaffold learning. Focused on relationships, cognitive scaffolding, and critical social awareness. | A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. | A set of principles that allow teachers to develop instructions to meet the diverse needs of all learners. UDL is intended to increase access to learning as well as support inclusionary practices in the classroom |
| <p><u>Key Characteristics</u></p> <ul style="list-style-type: none"> ❖ Positive perspectives on parents and families ❖ Communication of high expectations ❖ Learning within the context of culture ❖ Student-centered instruction ❖ Culturally mediated instruction ❖ Reshaping the curriculum ❖ Teacher as facilitator | <p><u>Project Elements:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenging Problem or Question <input type="checkbox"/> Sustained Inquiry <input type="checkbox"/> Authenticity <input type="checkbox"/> Student Voice and Choice <input type="checkbox"/> Reflection <input type="checkbox"/> Critique and Revision <input type="checkbox"/> Public Product | <p><u>3 Principles:</u></p> <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> • <i>gives learners various ways of acquiring information and knowledge</i> <p>Multiple Means of Action and Expression</p> <ul style="list-style-type: none"> • <i>provides learners alternatives for demonstrating what they know</i> <p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> • <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i> |

| Time | Student Schedule - Mon, Tue, Thu, Fri |
|---------------|--|
| 7:30 - 8:15 | Wakes Up and Prepare for School |
| 8:15 - 9:00 | Morning Circle - Teacher Facilitated Live Daily Virtual check-in *constant, all grades log in at 8:15 (4 days/week) |
| 9:00 -9:30 | Core Academic Time: Live Teacher Facilitated Instruction *K-2 students schedules will have various amounts of live instruction: whole class, small group and individual between 9 a.m and 1 p.m. |
| 9:30 - 9:45 | Break |
| 9:45 - 10:30 | Core Academic Time: Live Teacher Facilitated Instruction gr 3-5 |
| 10:30 - 11:45 | Projects and Work Time During this time some students may be in small groups, 1:1 or not connected live to a teacher depending on student need and progress; Independent work time (including teacher explained projects and Individualized academic apps (Zearn, Newsela, Benchmark) |
| 11:45 -12:30 | Lunch and Break |
| 12:30 - 1:00 | Independent Work Time |
| 1 - 1:30 | Login Live for teacher facilitated Closing Circle *constant all grades log in at 1 p.m. 4days/week |

| | Classroom Teacher | Inclusion Assistant | Whole Child Specialist * | Inclusion Specialist * |
|----------------------|---|--|--|--|
| 7:30 – 8:15 | Relationship building – getting kids connected, calling, etc. Check in w/partner EA | Check in w/ teacher about the day | Culturally Responsive Authentic, Sincere Student and Family Connections | Culturally Responsive Authentic, Sincere Student and Family Connection |
| 8:15 – 9:00 | Lead Morning Circle | Participate in morning circle and help students get connected | Participate in morning circle w/current grade level teachers. (.5-rotate schools/ teachers) | Planning with school-based Inclusion Specialist Team for PLCs |
| 9:00 – 9:30 | Facilitate Lessons (Math) | Participate in synchronous math time Connect with students, small group, 1:1 | Planning for weekly lessons to be delivered on Wednesdays | Potential small group instruction |
| 9:30 – 9:45 | Break | Break | | Break |
| 9:45 – 10:30 | Facilitate core academic time (ELA) | Work with small groups students as determined by PLC | | Potential small group instruction |
| 10:30 – 11:45 | Facilitate PBL and Work Time *Projects, Individualized academic apps (Zearn, Benchmark, Newsela) | Work with students in small groups or 1:1 for their projects (may also coordinate on getting supplies to students) | Co-teach with partner teacher(s) for current PLC grade level. (.5-rotate schools/ teachers) | Family Connections |
| 11:45 – 12:30 | Lunch and break | Lunch and Break | Lunch and Break | Lunch and Break |
| 12:30 – 1:00 | Facilitate Equity/SEL Lesson (co teach) | Help get students logged in again | Planning for weekly lessons to be delivered on Wednesdays | Planning for grade level PLC |
| 1:00 – 1:30 | Lead Closing Circle | End of the day virtual check-in and/or help with closing circle | Participate in closing circle with partner teacher(s) (.5-rotate schools/ teachers) | |
| 1:30 – 2:15 | PLC planning | Support instruction for the week (.ie. PBL bags) and PLC w/Team | PLC planning | Facilitate/Support daily grade level PLCs |
| 2:15–3:30 | Prep time | Off Work | Prep Time | Prep Time |

School Demographics

| School | 10/1 Enrollment | FRL | ELL | IEP |
|---------------|-----------------|-----|-----|-----|
| Adams | 353 | 20% | 8% | 10% |
| Garfield | 390 | 44% | 28% | 8% |
| Husky | 273 | 11% | 6% | 6% |
| Jaguar | 295 | 20% | 5% | 19% |
| Lincoln | 3818 | 31% | 15% | 8% |
| Mountain View | 215 | 32% | <5% | 9% |
| Wildcat | 317 | 38% | 8% | 9% |
| Franklin K-8 | 289 | 13% | <5% | 7% |

School Demographics

| Attending School | American Indian | Asian | Black | Hispanic | Multi | Pacific Islander | White |
|-------------------------|------------------------|--------------|--------------|-----------------|--------------|-------------------------|--------------|
| Adams Elementary | 1% | 8% | 1% | 10% | 10% | 0% | 71% |
| Garfield Elementary | 2% | 1% | 2% | 51% | 7% | 0% | 38% |
| Husky Elementary | 0% | 16% | 1% | 9% | 10% | 1% | 63% |
| Jaguar Elementary | 1% | 3% | 1% | 7% | 8% | 0% | 79% |
| Lincoln Elementary | <1% | <1% | 2% | 30% | 5% | 1% | 62% |
| Mt. View Elementary | 0% | <1% | 1% | 5% | 8% | 1% | 85% |
| Wildcat Elementary | 1% | 7% | 3% | 13% | 9% | 2% | 65% |
| Franklin K-8 | 0% | 11% | 1% | 10% | 8% | <1% | 69% |



“We will not go back to normal. *Normal never was.* Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.”

—
SONYA RENEE TAYLOR
AUTHOR, POET, SPOKEN WORD ARTIST, SPEAKER, HUMANITARIAN AND
SOCIAL JUSTICE ACTIVIST



IV. SHORT BREAK

V. SUPERINTENDENT'S EDUCATIONAL UPDATE



Superintendent's Educational Update

November 12, 2020



Reopening Metrics Updated October 30, 2020

We are continuing to adapt to the new conditions presented by the COVID-19 pandemic and guidelines from the Governor's office, Oregon Department of Education, and the Oregon Health Authority.

- New metrics utilize a two week “Look Back” at the metrics data and state positivity rate was removed.
 - Incremental increase to provide access to in-person instruction beginning at the elementary level.
 - Extends the implementation window and advises use of an equity decision tool.
 - For Limited In-Person Instruction, new metrics change the student cohort size from 10 to 20 and removes the 250 absolute student limit.
- 

Metrics Table

| Metrics & Models | On-Site | On-Site and Distance Learning | Transition | Distance Learning |
|---|--|---|--|--|
| County Case Rate per 100,000 People Over 14 days | <50.0 | 50.0 to <100.0 | 100.0 to ≤200.0 | >200.0 |
| County Case Count Over 14 days (for small counties ¹) | <30 | 30 to <45 | 45 to ≤60 | >60 |
| County Test Positivity ² | <5.0% | 5.0% to <8.0% | 8.0% to ≤10.0% | >10.0% |
| Instructional Model | Prioritize On-Site or Hybrid (as needed to maintain small cohorts) instructional models. | Prioritize careful phasing in of On-Site or Hybrid for elementary schools (starting with K-3 and adding additional grades up to grade 6). Middle school and high school primarily Comprehensive Distance Learning with allowable Limited In-Person Instruction. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment ⁴ , transition to On-Site or Hybrid. | Consider transition to Comprehensive Distance Learning with allowable Limited In-Person Instruction. → For counties with an upward case/positivity trend (entering from a lower risk category), school officials should discuss with their local public health authority (LPHA) and consider the spread of COVID-19 within schools and the local community in deciding whether to return to Comprehensive Distance Learning (CDL). ³ ← Schools in counties with downward case/positivity trend must remain in CDL until they drop into the Moderate Risk category or lower. | Implement Comprehensive Distance Learning with allowable Limited In-Person Instruction only. |

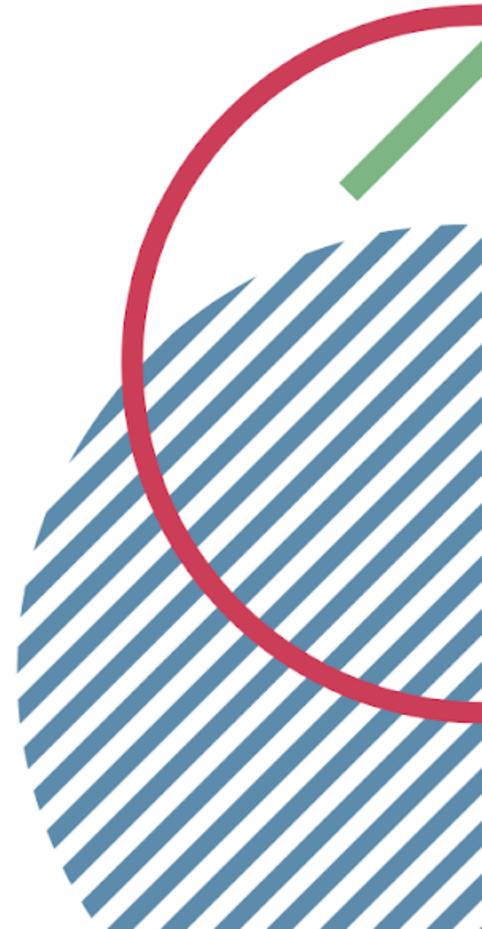
- Counties with <30,000 residents.
- If statewide testing volume decreases by more than 10% in the week prior compared to the previous week due to external factors (such as due to a natural disaster or acute decrease in testing supplies), then OHA and ODE will consider temporarily suspending the use of percent positivity in the reopening considerations.
- In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.
- As a measure to monitor limited introduction or spread, local public health should look for an average outbreak size of 3 or less, excluding outbreaks with only one case, over the prior 4 weeks.





Limited In-Person Instruction

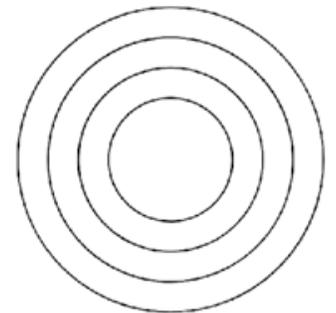
- Limit of 20 students at designated times in a cohort.
- Staff members (including those in multiple roles) cannot interact with more than three cohorts.
- New metrics remove the 250 student limit.
- This phase is beginning this week and next.



November Family Survey



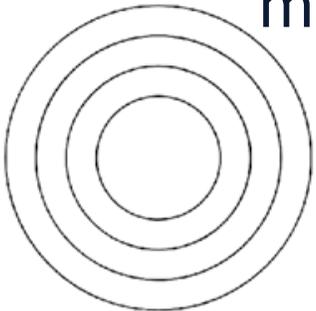
- Over 3,400 responses (English and Spanish versions provided)
- Proportional representation from all schools.
- 64% of respondents with students in Hybrid Model prefer to have their student attend in-person when schools reopen.



≡ November Family Survey continued

Families were asked to check all that apply from a list of 10 potential concerns.

- Top two concerns (Hybrid) are student motivation and the amount of screen time during remote learning
- Top two concerns (Corvallis Online) are the amount of work/pacing and student motivation.



November Family Survey Comments

More than 1,700 comments were provided. This is a small sampling of the appreciation for our teachers and staff.

Our son's Kindergarten teacher is wonderful. She has created a strong sense of community within their "Zoom Room."

This experience has really made our daughter take ownership and personal responsibility over her work and her supplies/device, while learning how to communicate her needs, ask questions and find the answers.

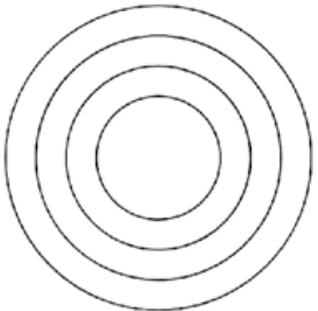
I'm surprised how he's able to socially interact with his classmates. I'm overjoyed when I hear him laughing and joking around with his friends. This is much needed social interaction!

Her teachers are wonderful and doing a great job but she is missing in person teaching and working on assignment during class time.



≡ Reopening Considerations

- Phased reopening
- Focus on safely reopening by grade level
- Start with K-3, follow-up survey to families with school-specific questions related to reopening
- Continually monitor and adapt to County metrics



VI. RATIFY FINANCIAL AGREEMENT WITH OREGON SCHOOL EMPLOYEES ASSOCIATION - CHAPTER 2 (OSEA)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: November 12, 2020

Ratify Financial Agreement with Oregon School Employees Association, Chapter 2 (OSEA) -

ACTION REQUIRED

Issue

The financial components in the current contract with the Oregon School Employees Association (OSEA) expired June 30, 2020.

Involvement

Contract negotiations with representatives from OSEA and the District started on May 8, 2020. After many meetings, a tentative agreement on the financial components was reached on October 20, 2020, for the 2020-21 school year. The agreement is:

*2.5% COLA effective December 1, 2020.

OSEA Chapter 2 membership ratified the agreement on November 9, 2020.

Action Requested

Approve the financial components of the contract with OSEA effective December 1, 2020.

MOTION REQUESTED:

“I move to approve the financial components of the contract with OSEA for the 2020-21 school year.”

VII. CONSOLIDATED ACTION (8:15 p.m.)*

A. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: November 12, 2020

Licensed Personnel Action

ACTION REQUESTED

1. Issue:
 - a. Recommendation to Hire

| Name | Position | FTE | Building | Start Date | Contract Status |
|----------------|-----------|------|-------------------------|------------|-----------------|
| Jensen, Aurora | Counselor | 0.50 | Husky Elementary School | 10/26/2020 | Temporary |

- b. Additional Information/Leaves/Reduction

MOTION REQUESTED:

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

B. CVHS Change Order - Renovation Early Work



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: November 12, 2020

CVHS Change Order – Renovation Early Work

ACTION REQUESTED

Background

In May 2018 voters approved a Facilities Improvement Bond in the amount of \$199,916,925. The Crescent Valley High School Renovation was approved within the bond fund.

On December 19, 2019, the Corvallis School District approved the Guaranteed Maximum Price for the CVHS Renovation abatement work in the amount of \$95,932. Subsequent to that time, three change orders have been issued bringing the current contract to \$437,558. Initially, the balance of the renovation work was bid on April 2, 2020. This was right at the beginning of the COVID-19 shutdowns and the bids received did not align with our budget goals. The balance of the work was re-bid on November 4, 2020 and it is now within our budget goal for the project. A fully developed Guaranteed Maximum Price will be brought to the board for approval on December 10, 2020. In order to achieve a planned occupancy for a portion of the F-Building, it is necessary to proceed with a portion of the work immediately. This initial request is a Guaranteed Maximum Price for a limited scope of work that includes demolition, concrete, installation of previously purchased electrical gear (included in the current contract amount), site management costs and various minor elements required at this time. This will become a change order to the existing CVHS contract with Gerding Builders in the amount of \$278,483.

ACTION REQUESTED

Authorize staff to execute a change order with Gerding Builders LLC for CVHS Renovation early work in the amount of \$278,483 to increase the current Guaranteed Maximum Price to the amount of \$716,041 for the Crescent Valley High School Renovation.

MOTION REQUESTED

"I move to authorize staff to execute a change order with Gerding Builders LLC for CVHS Renovation early work in the amount of \$278,483 to increase the Guaranteed Maximum Price to the amount of \$716,041 for the Crescent Valley High School Renovation.

VIII. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Jennifer Duvall, Human Resources Director
 Meeting Date: November 12, 2020

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

| Name | Position | Hours | Building | Start Date | Contract Status |
|---------------------|--|------------|--------------------------------|------------|----------------------|
| Passy, Adair | Educational Assistant 2 | 4 | Husky Elementary | 10/12/2020 | Limited term |
| Warnecke, Kaylynn | Educational Assistant 2, Health Service Assistant | 2.75, 2 | Husky Elementary | 10/12/2020 | Regular/Probationary |
| Schofield, Daniel | Student Behavior Support 2 | 6.5 | Franklin Elementary | 10/14/2020 | Regular/Probationary |
| Siddel, Michael | Educational Assistant 2 | 4 | Wildcat Elementary | 10/14/2020 | Regular/Probationary |
| Kahn, Anna | Educational Assistant 2 | 4 | Franklin Elementary | 10/19/2020 | Regular/Probationary |
| Woods, Ashley | Educational Assistant 2 | 4 | Franklin Elementary | 10/16/2020 | Regular/Probationary |
| McCloskey, Jennifer | Educational Assistant 2 | 4 | Franklin Elementary | 10/22/2020 | Regular/Probationary |
| Holly, Guy | Educational Assistant 2 | 6.5 | Adams Elementary | 10/26/2020 | Limited term |
| Odum, Calley | Library Media Technician | 6.5 | Mt. View Elementary | 11/2/2020 | Regular/Probationary |
| Row, Lauren | Educational Assistant 2 | 6 | Jaguar Elementary | 11/3/2020 | Regular/Probationary |
| Waqas, Azka | Educational Assistant Life Skills | 7 | Jaguar Elementary | 11/16/2020 | Regular/Probationary |
| MonRoy, Adriana | Administrative Assistant 1-MS Office | 7 | Linus Pauling Middle School | 11/23/2020 | Regular/Probationary |

Termination/Resignation/Layoff/Retirement

| Name | Position | Hours | Building | Effective | Reason |
|------------------------|-----------------------------------|-------|--------------------------------|------------|-------------|
| McCoy, Rachelle | Educational Assistant Life Skills | 7 | Crescent Valley High School | 6/30/2020 | Resignation |
| Patton Martinez, Janet | Food Service Assistant | 2.5 | Linus Pauling Middle School | 10/30/2020 | Resignation |

B. Board Policies -- **FOR INFORMATION**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: November 12, 2020

NO ACTION REQUIRED

Board Policy ACB—All Students Belong—NEW—First Reading
Administrative Regulation ACB-AR—Bias Incident Complaint Procedure—NEW—First Reading

Background

On September 17, 2020, the Oregon State Board of Education adopted temporary Oregon Administrative Rule (OAR) [581-022-2312](#) - All Students Belong. This rule took effect the following day and takes an unprecedented step to protect some of our schools' most marginalized students, as well as staff and others. As an OAR Chapter 581 Division 22 requirement, districts, ESDs and public charter schools will be required to verify that they are in compliance.

This rule requires that districts, ESDs, public charter schools and others receiving state funding for education adopt a policy prohibiting symbols of hate and addressing bias incidents by January 1, 2021. All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, skin color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence. All school staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors, family members, and community members should be able to participate in school activities without fear for their safety.

This rule prohibits the use or display of symbols of hate, including the noose, swastika, and confederate flag. The policy that we adopt must reflect this prohibition. The presence of these symbols cause a substantial disruption to the educational environment. These symbols also interfere with a student's right to be secure and free from discrimination or harassment in their schools.

With reference to the use or display of symbols of hate, Child Psychologist Lori Evans, Ph.D., of the Child Study Center at New York University Langone Medical Center explains that the mere presence of a symbol such as graffiti can impact students negatively. Evans states that "...encounters with hostile graffiti in the school environment can significantly hinder students' mental health and academic progress. If a student identifies as part of a

targeted group—be it racial, religious or LGBT-identified—these experiences can trigger anxiety and depression, even in children with no prior mental health issues.”

In 2018, Teaching Tolerance published the “Hate at School Report.” In that report, K-12 educators reported 3,265 school-based hate incidents in the fall of 2018 alone.

The report found that:

- More than two-thirds of the 2,776 educators who responded to the questionnaire witnessed a hate or bias incident in their school during the fall of 2018.
- Racism appears to be the motivation behind most hate and bias incidents in schools, accounting for 63 percent of incidents reported in the news and 33 percent of incidents reported by teachers.
- Most of the hate and bias incidents witnessed by educators were not addressed by school leaders. No one was disciplined in 57 percent of reported incidents. Nine times out of 10, administrators failed to denounce the bias or reaffirm school values.

The report went on to say, “The picture that emerges [from these results] is the exact opposite of what schools should be: places where students feel welcome, safe and supported by the adults who are responsible for their well-being.”

Due to the explicit guidance related procedures and requirements for this policy and administrative regulation, the District will utilize the Incident Response Guide (linked below) in responding to bias incidents. The complaint timeline has been aligned with current procedures and will be accessible on the website. We expect that this temporary rule will be made permanent by the State Board of Education, and also that it could face legal challenges. We will update model samples as needed.

Tools and guidance to assist with implementation has been provided by the Oregon Department of Education and is referenced in the following section.

[Further Resources](#)

ODE Document: [All Students Belong Initial Guidance](#)

ODE Document: [All Students Belong - Bias Incident Response Guide](#)

Additional Training and Discussion Materials are Available on the ODE Website: [HERE](#)

[Involvement](#)

District staff: Melissa Harder and Erika Cook.

[Cost Impact](#)

None.

[Function](#)

Review proposed language.

1. **Board Policy ACB—All Students Belong—NEW—First Reading**



Code: **ACB**
Adopted:
Revised/Readopted:

All Students Belong

[The district is committed to equity. For reference, see Educational Equity Board Policy - JBB.]

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment. All visitors are entitled to participate in an environment that is free from discrimination or harassment. [For reference, see Nondiscrimination Board Policy - AC.]

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, [Nazi] swastika, or confederate flag¹, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate on district grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

¹ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal References:

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

2. **Administrative Regulation ACB-AR - Bias Incident Complaint Procedure—NEW—First Reading**



Code: ACB-AR
Adopted:
Revised/Readopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and immediately report the incident to the building or program administrator.

Step 2: The administrator or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will render a written decision within 10 school days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.²

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the Assistant Superintendent's Office within 10 working days after receipt of the administrator or designee's response to the complaint.

The Assistant Superintendent's Office shall acknowledge receipt of the appeal and may meet with all parties involved. The Assistant Superintendent will review the merits of the complaint and the administrator or designee's decision. The Assistant Superintendent will respond in writing to the complainant within 10 working days.

The Assistant Superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the Assistant Superintendent, a written appeal may be filed with the Board of directors in care of the Superintendent within 10 working days of receipt of the Assistant Superintendent or designee's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 20 working of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the Assistant Superintendent's Office and will begin at Step 3. Complaints against the superintendent or a

² Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

If the complainant or the parent or guardian of a student complainant is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal³ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁴

District administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

³ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

⁴ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

IX. BOARD MEMBER COMMENTS (8:50 p.m.)*

X. 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.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment – Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

| SCHOOL BOARD MEMBERS | | | |
|------------------------------|--------------|--------------------------------|--------------|
| 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 | | |

| EXECUTIVE STAFF MEMBERS | |
|--|--------------|
| Ryan Noss, Superintendent | 541-757-5841 |
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