

6:30 PM

Thursday, February 4, 2021

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

Meeting Details: Thursday, February 4, 2021, 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. **PROMISE SCHOLARSHIP WORK SESSION**



# Corvallis

SCHOOL DISTRICT

Facilitated by: Kristin Miles OSBA, Marcianne Rivera-Koetje, Equity Coordinator  
Meeting Date: February 4, 2021

## **Promise Scholarship Project Work Session #3**

### Work Session Topics

1. Welcome, debrief events/thoughts since last session.
2. Review of Corvallis School District (CSD) Equity Work
3. Review of Proposed Revisions to Policy JBB – Educational Equity
4. Review Scholarship Committee Update(s)



# Corvallis School District Equity Lens

How does this decision **align with** the District **mission/vision**?

Who does this decision **affect positively**?

Who does this decision **affect negatively**?

How might this decision **ignore or worsen** existing **disparities**?

What are the **unintended consequences** of this decision?

How will **those** being **affected** by the decision **be included** in the process?

What other **possibilities** were **explored**?

How will this decision/outcome be **sustainable**?

## Racial Educational Equity

Corvallis School District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others. The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial achievement gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates “Achieving equity” means students’ identities, including racial identities, will not predict or predetermine their success in school.

Educational equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes. We acknowledge that current and historical systems and structures have perpetuated racial inequities and rather than perpetuate racism, we must take responsibility to dismantle it. Results will be achieved when student outcomes cannot be predicted by race.

To achieve educational equity, the district commits to:

1. Systematically using districtwide and individual school level data, disaggregated by race, ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility<sup>1</sup> to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation<sup>2</sup>, and national origin in discipline, special education, and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national, and global community.

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<sup>1</sup> These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

<sup>2</sup> Provide every student with equitable access to high quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation, as specialized programming will create opportunities for historically underserved students to thrive academically.

5. De-centering the dominant narratives that problematize students of color and recognizing the existing knowledge that students bring into the classroom.

In order to achieve educational equity for each and every student, the district shall make every effort to:

1. Provide every student with equitable access to high quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation, as specialized programming will create opportunities for historically underserved students to thrive academically.

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2. Review existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs, and procedures will be developed with educational equity as a priority.
3. Remedy the practices - including assessment - that lead to over-and under-representation of students of color in specialized programs.
4. Actively work toward a teacher and administrator workforce that reflects the diversity of the student body. The district seeks to recruit, employ, support, and retain and empower a workforce that includes racial, sex, and linguistic diversity, as well as culturally responsive and competent administrative, instructional, and support personnel.
5. Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility. The responsibility for dismantling disparities lies with adults, not students.
6. Provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement, as well as increase their capacity to understand the root causes of oppression.
7. Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, and their community, and creates a deep sense of belonging. Create asset and strength-based schools where students and families linguistic, cultural capital and funds of knowledge are included and celebrated.
8. Include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve, welcome and empower students, staff, families, and community members of color (including those whose first language may not be English) who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
9. Provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support, and expect high academic achievement for each student.
10. Provide culturally responsive materials and assessments that reflect the diversity of students and

staff and are geared toward the understanding and appreciation of **race**, culture, class, language, ethnicity, poverty, ability, and other differences that contribute to the uniqueness of each student and staff member.

**11. Allocate resources to support our work in this area and engage the community in this work.**

The superintendent shall include equity practices in the district's equity transformation plan to implement this policy. The superintendent will report to the Board the progress of the equity transformation plan.

END OF POLICY

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Legal Reference(s):

[ORS 174.100\(7\)](#) [ORS 332.075](#)

[ORS 332.107](#)  
[342.437](#) to [-342.449](#)

[ORS](#)

**Questions/directions for the board:**

1. Apply the attached equity lens to the draft policy. Does it align with the objectives of the equity lens?
2. Based on the previous meeting, be prepared to discuss the following questions:
  - a. Does this policy sufficiently articulate the “why”?
  - b. Is it a strengths-based model?
  - c. Is the policy ambitious and enduring?
  - d. Does it encourage allocation of resources where they are needed?
  - e. Does it take a systems approach?
  - f. Is it straightforward, specific, and clear?
  - g. Are racial justice and equity sufficiently addressed?
  - h. Does the racial equity policy align with the CSD vision, mission, and board racial equity goals?
3. Is this policy ready to go forward to the community for input?



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Luhui Whitebear, Board Position #6  
Meeting Date: February 4, 2021

### **Corvallis 509J School Board Scholarship**

**NO ACTION REQUESTED**

#### Background

The purpose of this scholarship is to provide financial support for Corvallis 509J graduating high school seniors or high school graduates from the previous school year in obtaining postsecondary education. Scholarships are intended for first-generation post-secondary education seeking applicants that demonstrate financial need (i.e. eligible for free/reduced lunch, SNAP or OHP recipients, Pell Grant/needs based aid determination). Consideration will be given to students' service in community, school, and/or family, OR that have experienced hardship that presented barriers to participation in extracurricular and community activities. Priority will be given to students seeking careers in the trades, paraprofessional medical services, and emergency services, but college pathways will also be considered.

#### Involvement

Director Vincent Adams, Director Jay Conroy, Director Luhui Whitebear

#### Cost Impact

None

#### **ACTION REQUESTED:**

None

#### **MOTION REQUESTED:**

N/A



# Corvallis School District Equity Transformation Plan

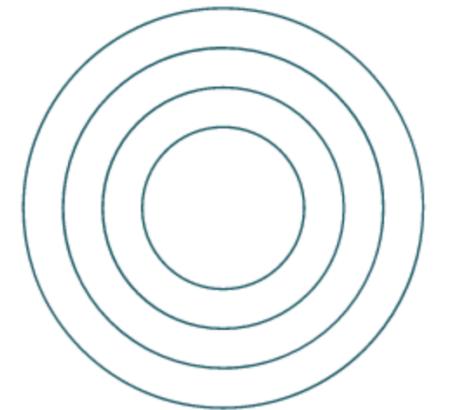


1. Students at the Center

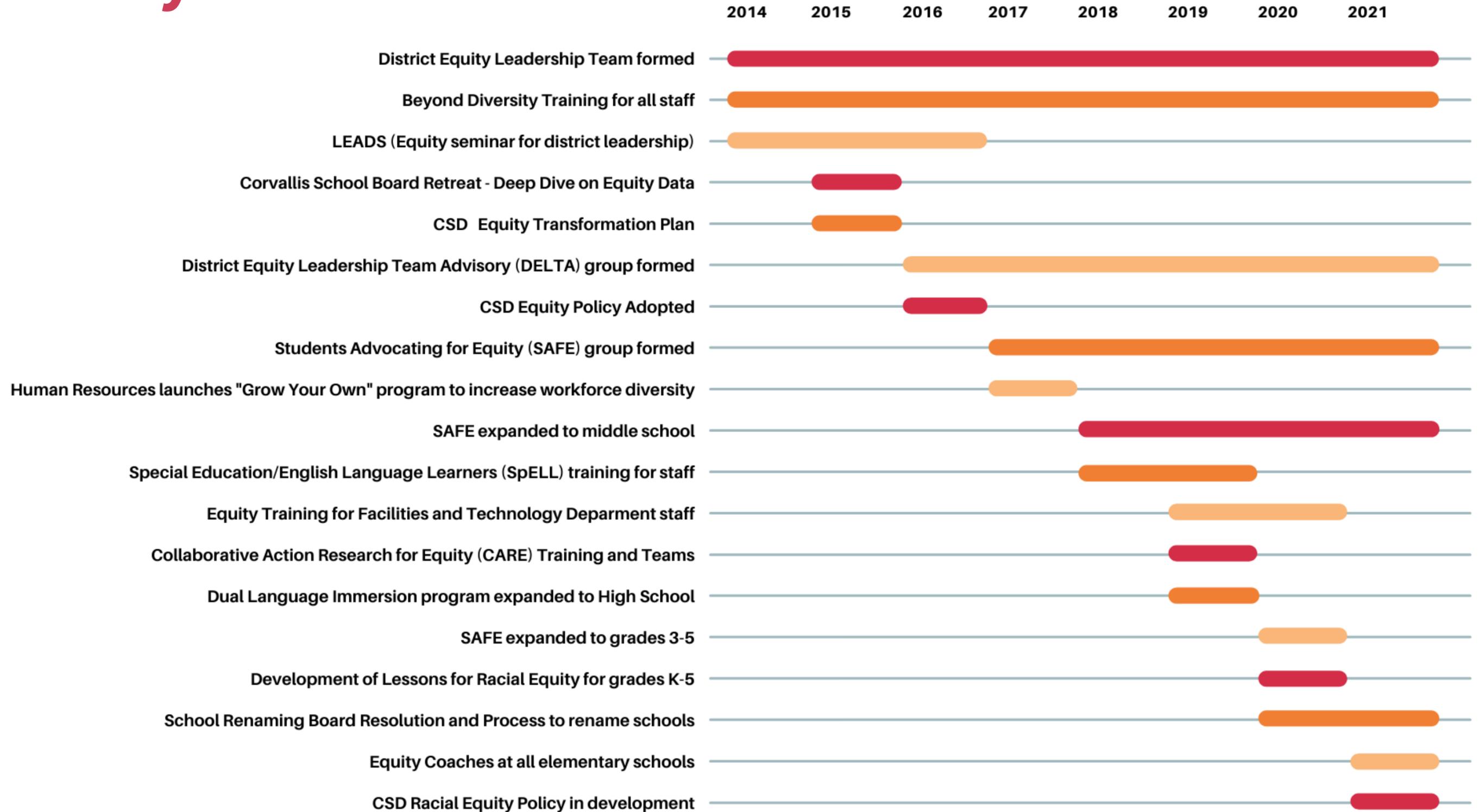
2. Equity Leadership Development

3. Culturally Relevant Leading,  
Learning, and Teaching Practices

4. Family and Community  
Engagement and Empowerment



# Corvallis School District Equity Journey



# Students at the Center

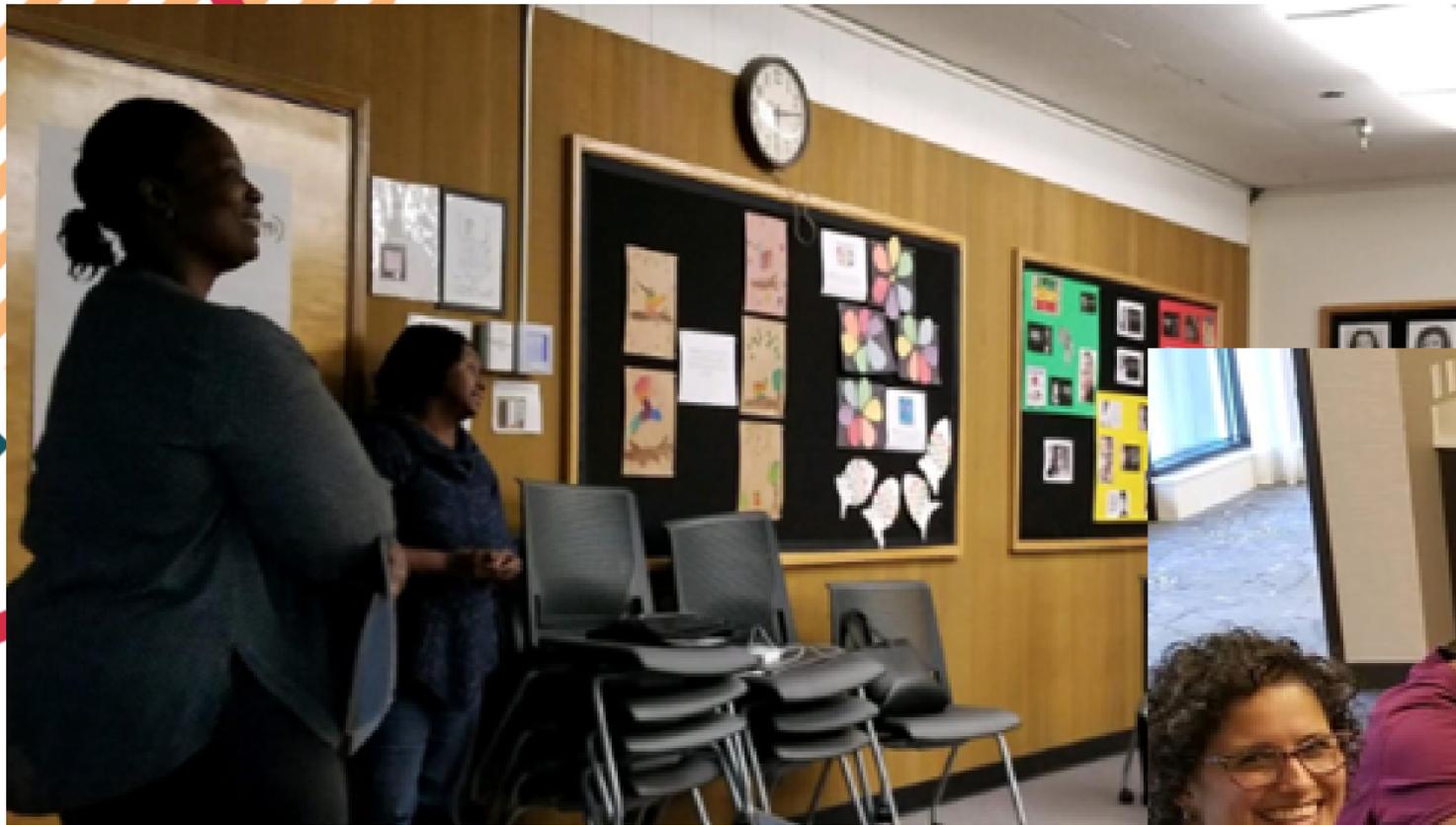




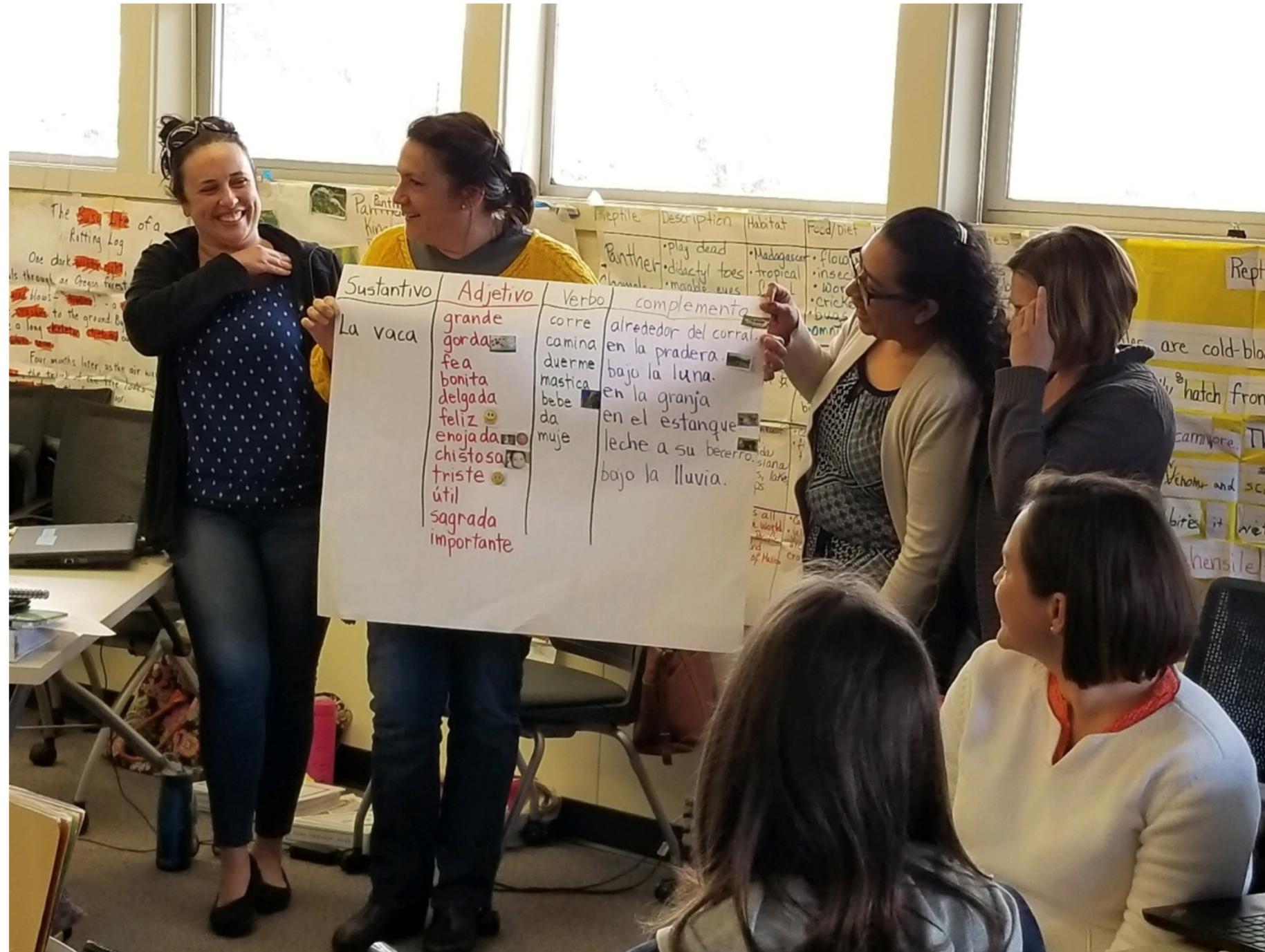
# Leadership Development



# Family and Community Empowerment and Leadership



# Culturally Responsive Teaching

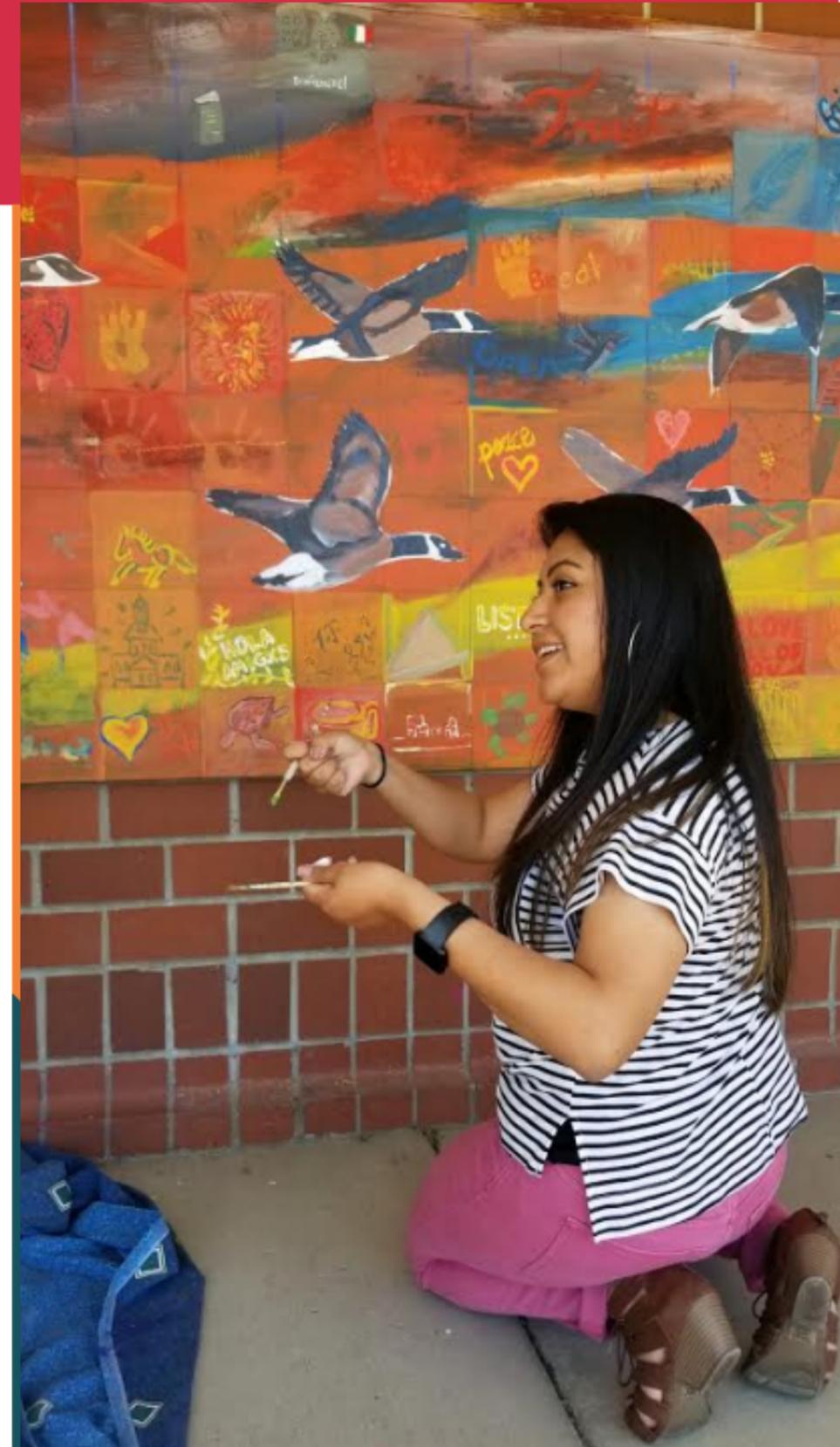


# Culturally Relevant Teaching



# Collective Mural

Gathering multiple perspectives and ideas



# Connecting the Community



# Equity in Action

## Design Advisory Committee



**CORVALLIS SCHOOL DISTRICT**

### EQUITY RESOURCE

Equity Look Fors were created to assist facilitators with a set of ideas that provides all people with emotional safety, multiple opportunities to actively engage, and to ensure each person is heard and valued.

### REFLECTION

Facilitators use the Equity Look Fors to plan participant engagement, make activity adjustments during the meeting, and encourage each person to reflect on their own actions.

**▶ Tip:** Plan to use 1, 2, 3, 4 for each meeting. Make a goal to use at least one Look For from 5, 6, 7, 8 at every meeting.

### EQUITY LOOK FORS

- 1 People are referred to by their preferred name.
- 2 Every time people meet there are planned opportunities for getting to know one another across cultures and languages.
- 3 Facilitators and participants provide each person at least a 10 second wait time before moving on so that the person sharing has enough time to get their thoughts communicated.
- 4 Facilitators provide visual, auditory, written, and hands-on activities so that participants have multiple ways to communicate.
- 5 Participants represent different cultures and communities as a result of intentional district outreach and relationship-building.
- 6 Activities provide opportunities for lived experiences and formal education and training to be shared and seen as equal value.
- 7 Facilitators and organizers plan ahead of time for language considerations, interpreting and translating, transportation, abilities, childcare, and dietary needs.
- 8 Facilitators intentionally acknowledge and recognize that people in the meeting are experiencing challenges and barriers.

# Unidad Ettiihad Unity ≡



# Racial Equity Proclamation





**Thank you!**

**IV. CONSOLIDATED ACTION (8:20 p.m.)\***

**A. Licensed Personnel Action**



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Human Resources Director  
Meeting Date: February 4, 2021

## Licensed Personnel Action

## ACTION REQUESTED

1. Issue:
  - a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Reese, Stacey	Elementary Teacher (Roving Sub)	1.00	District Office	1/19/2021	Temporary
Holt, Erin	Special Education Teacher	1.00	Linus Pauling Middle School	2/1/2021	Temporary
Brown, Shannon	Intervention Specialist	1.00	Corvallis High School	2/3/2021	Temporary

- b. Additional Information/Leaves/Reduction

MOTION REQUESTED:

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

B. Bond Items

1. CHS Early Work



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Facilities and Transportation  
Meeting Date: February 4, 2021

### **CHS CTE Renovation Early Work GMP ACTION REQUESTED**

#### Background

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

On January 4, 2021, Gerding Builders, LLC posted the Corvallis School District CTE Renovation for bid in the Corvallis Gazette Times, the Oregon Daily Journal of Commerce and on Building Connected. Subcontractor bids were due on January 22, 2021. To procure the mechanical equipment in order to receive it to meet the construction schedule, we are asking to issue an initial Early Work GMP (Guaranteed Maximum Price) contract with Gerding Builders for the mechanical package (plumbing and HVAC scopes). A fully developed Guaranteed Maximum Price for the balance of the work will be brought to the board for approval on February 18, 2021. This Early Work GMP amount is in alignment with the working budget for the full project.

This initial request is a Guaranteed Maximum Price for a limited scope of work that includes mechanical systems, site management costs and various minor elements required at this time.

#### ACTION REQUESTED

Authorize staff to execute a Guaranteed Maximum Price contract with Gerding Builders, LLC for CHS CTE Renovation Early Work in the amount of \$1,185,985.

#### MOTION REQUESTED

"I move to authorize staff to execute a Guaranteed Maximum Price contract with Gerding Builders, LLC for CHS CTE Renovation early work in the amount of \$1,185,985.

## 2. JAWS Early Work



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Facilities and Transportation  
Meeting Date: February 4, 2021

### **Early Work GMP**

### **Action Required**

### **Jaguar, Adams and Wildcat (JAWs) Demolition & Abatement**

#### **Background**

In May 2018 voters approved a Facilities Improvement Bond in the amount of \$199,916,925. Renovations at Jaguar, Adams and Wildcat Elementary schools were approved within the bond projects.

On January 27, 2021 Fortis Construction published an advertisement in the Oregon Daily Journal of Commerce and in the Corvallis Gazette Times, requesting bids for the three schools work scope packages. To establish the values requested in this request and to meet the schedule requirements, Fortis requested early subcontractor proposals for select scopes of work, and received bids from five companies that had previously responded to demo and abatement scopes on other CSD projects.

These Early Work Guaranteed Maximum Prices (GMP) are being used to secure the demolition and hazardous material abatement subcontractors for work that will begin in March of this year. With limited contractors and an abundance of work in the local area, it was determined that securing contractors early would alleviate schedule delays and improve pricing for the district.

This initial package in the amount of \$789,529 for Jaguar, \$742,303 for Adams and \$777,051 for Wildcat includes release of full subcontracts for demolition and hazardous material abatement at all three schools. These amounts are within the budgets established for these projects. It is intended to bring full GMP packages for these three schools to the board for approval on March 11, 2021.

#### **ACTION REQUESTED**

Authorize staff to execute GMP agreements with Fortis Construction for the Jaguar, Adams and Wildcat hazardous material abatements and associated general conditions.

#### **MOTION REQUESTED**

"I move to authorize staff to execute GMP agreements with Fortis Construction for demolition and abatement at Jaguar for \$789,529, at Adams for \$742,303 and at Wildcat for \$777,051."

## C. Budget Committee Vacancies



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: February 4, 2021

### **Budget Committee Vacancy**

### **ACTION REQUESTED**

#### Background

On January 12, 2021, Budget Committee member Peter Sabee-Paulson resigned his committee appointment.

Pursuant to Board Policy DBEA, "Budget Committee," whenever a member is unable to complete the term for which they were appointed, the Board will announce the vacancy at the first regular board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular board meeting if practicable.

Peter Sabee-Paulson's term will expire June 30, 2021.

This opening on the Budget Committee will be shared on social media and through other district communication channels.

The recruitment schedule for this open seats is proposed as follows:

- February 4 School Board Meeting – publicly identify vacant committee position and approve recruitment calendar
- February 5-15–advertisements, press release, social media promotions
- February 16 – application deadline
- February 18 School Board Meeting – appoint member

#### Involvement

Finance and Operations Department staff.

#### ACTION REQUESTED:

Acknowledge Peter Sabee-Paulson's resignation from the Budget Committee, declare a vacancy on the committee, and adopt this recruitment schedule.

#### MOTION REQUESTED:

"I move that the Board identify one opening on the Budget Committee with a term expiration date of June 30, 2021 and approve the recruitment schedule as presented by staff."

**V. CONSOLIDATED INFORMATION**

**A. Non-Licensed Personnel Information**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Human Resources Director  
Meeting Date: February 4, 2021

### Non-licensed Personnel Information

### NO ACTION REQUIRED

#### Recommendation to Hire

Name	Position	Hours	Building	Start Date	Contract Status
Light, Brian	Custodian	8	District Office	1/11/2021	Regular/Probationary
Dicksa, Alexandra	Educational Assistant 2	7	Mt. View Elementary	1/27/2021	Limited term
Cordova, Michelle	Administrative Assistant 3/OM	8	District Office	1/29/2021	Regular/Probationary
Ward, Kelsey	Library Media Technician	8	Linus Pauling Middle School	2/1/2021	Regular/Probationary
Lynn, Seth	Maintenance 2 - Groundskeeping	8	District Office	2/8/2021	Regular/Probationary

#### Termination/Resignation/Layoff/Retirement

Name	Position	Hours	Building	Effective	Reason
Ayala, Alvaro	Information Svcs Tech Support 1	8	Hoover/Mt. View Elementary	1/29/2021	Resignation
Voong, Steven	Information Svcs Tech Support 1	4	Harding Center/District Office	2/3/2021	Resignation
Jones, Christine	Mental Health & Wellness Skills Trainer	8	Mt. View Elementary/District Office	2/5/2021	Resignation

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

**VII. 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