

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

Meeting Details: Thursday, February 3, 2022, 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. **EXECUTIVE SESSION (5:15-6:15 p.m.)*** The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Evaluation. *Note: this is not part of the public meeting.*
- III. **PLEDGE OF ALLEGIANCE**
- IV. **ELECTION OF BOARD OFFICERS (6:35 p.m.)***
 - A. Chair
 - B. Co-Vice Chair
- V. **BOARD MEMBER REPORTS (6:45 P.M.)***
- VI. **SUPERINTENDENT'S REPORT (7:05 p.m.)***

Superintendent's Report

Shared with the Corvallis School Board during the February 3, 2022 meeting.

Black History Month

As we enter the month of February, the Corvallis School District invites you to join in observing and honoring Black History Month. February is a time for collective education and reflection. As the Corvallis School District continues to deepen our commitment to social justice and becoming an anti-racist organization, we believe that deepening our collective understanding of Black History should be a year-round commitment.

Last year, the School Board adopted resolution 21-0201 proclaiming February 2021 as well as each February annually, as Black History Month in the District which strongly encouraged families, staff, and community members to join in existing local celebrations.

Black History month provides us with many opportunities to honor the countless examples of courage, resilience, generosity, empathy and resolve. In observing Black History Month we have an opportunity to deepen our understanding of our history. This month matters and in the words of Martin Luther King Jr "the time is always right to do what is right." So, during this month of February we encourage you to seize this time to learn and do more, to engage in courageous conversations with others, and celebrate this Black History month with empathy and openness.

Upcoming Events

Here are some upcoming opportunities to celebrate Black History Month:

[Oregon State University](#)

OSU Album Club: The Harder They Come	February 9, 2022, 7:00 p.m.	This event is free, but registration is required.
Dr. Martin Luther King, Jr. Keynote Address	February 17, 2022, 7:00 p.m.	This event is free, but registration is required. For information, contact diversity@oregonstate.edu or 541-737-1063.
Race In America Discussion "Colorism in the Black and Latinx Communities"	February 23, 2022, 5:00 p.m.	Lonnie B. Harris Black Cultural Center
Black Lives Matter in Academic Spaces: Three Lessons in Critical Literacy	February 24, 2022, 12:00 - 1:00 p.m.	This event is free, but registration is required.

4th annual "Writing (PNW) Black History into Wikipedia" event	February 25, 2022, 2:00 - 5:00 p.m.	For more information and to register go to: https://guides.library.oregonstate.edu/edit2022
Orange & Black Concert	February 25, 2022, 7:30 p.m.	First United Methodist Church, 1175 NW Monroe St., Corvallis Admission requires masks and proof of COVID vaccination along with a valid photo ID.

[Linn-Benton Community College](#) - Breaking the Shame: Black Mental Health

Self Care Tips for Black Folks during this radically charged political climate	February 9, 2022, 12:00 - 1:00 p.m.	All events are held over Zoom .
Provider Bias and Inequality of Care	February 14, 2022, 11:00 a.m. - 12:00 p.m.	
Overcoming the Mental Health Stigma by Shifting our Cultural Narrative Black women/Black college women	February 22, 2022, 4:00 p.m. - 5:00 p.m.	

[City of Monmouth/City of Independence](#)

Children's Art Display	February 1-28, 2022	Monmouth and Independence Storefronts
Opening Celebration	February 5, 2022, 4:00 p.m.	Western Oregon University Werner Center Pacific Room
Closing Ceremony	February 26, 2022, 4:00 p.m.	Western Oregon University Werner Center Pacific Room

Black History Month Resources for Educators

Here are some additional resources for educators:

- [Black History Month Lessons and Resources](#)
- [Scholastic Black History Month Lessons and Resources](#)
- [6 Teaching Tools for Black History Month](#)
- [Newsela Black History Month](#)

Budget Committee

In response to a request for applicants, the district has received several applications for the vacant position on the district budget committee. I would recommend that we invite our two applicants to the next board meeting to introduce themselves and ask several

prescribed questions, developed by board leadership, so that the board can fill the open position with one of our strong candidates.

Community Engagement

In the month of January, Superintendent Noss was invited to present at the Corvallis Altrusa Club and provide opening remarks at the annual Hands Across Corvallis benefit for the Corvallis Public Schools Foundation. These provided an opportunity to share information about the work of the district and to express gratitude to our community for their collective work to educate our students, enhance the spaces where we educate them, and increase our ability to care for students and their families.

Arabic Club and Arabic Language Course at CHS

Among our students and families, Arabic is one of most commonly spoken languages in the Corvallis School District. We believe that honoring, uplifting and preserving our students native language is important for their family connections, identity development and preparing them for a broader global community.

Beginning on February 8th, Corvallis School District will resume our in-person K-5 Arabic Language and Culture Club. The club was created as a learning space for heritage, native, and simultaneous Arabic speaking students to learn and grow in their linguistic skills in writing, speaking, listening and comprehension. In addition, the club provides students the opportunity to be in community with other students who share similar cultural roots and values.

In addition to the Arabic Language and Culture Club, the Corvallis School District applied and was recently awarded a grant from the Qatar Foundation. The Qatar Foundation is a non-profit organization made up of more than 50 entities working in education, research and community development. The funding from this grant will allow us to offer, for the first time in our district's history, Arabic as a world language at Corvallis High School starting in the fall of 2022.

Students wanting to learn Arabic as well as students who are heritage and native speakers will be encouraged to register for these new course offerings. This opportunity could not have been possible without the true partnership with our Arabic speaking community and their leaders.

Promise of Oregon

Each week our CSD students are featured as part of the [Promise of Oregon](#) statewide public education support campaign. Students already featured include:

- Jan 7 - [Ruby Lopez Garcia](#) from Linus Pauling
- Jan 13 - [Millaray Hernandez](#) from Kathryn Jones Harrison
- Jan 19 - [Isaac Flemming](#) from Linus Pauling
- Jan 25 - [Bennett Williams](#) from Kathryn Jones Harrison
- Jan 31 - [Mishaal Almazan](#) from Linus Pauling

Garfield Elementary Principal Announced

We are pleased to announce Nancy Davila-Williams as the permanent principal at Garfield Elementary. Nancy has been a Garfield staff member for more than 10 years and has a strong commitment to equity and inclusion. We are confident her leadership will serve staff and Garfield families well. Please join me in congratulating Nancy in her permanent role.

Sup's Report

February 3, 2022



[Oregon State University](#)

OSU Album Club: The Harder They Come	February 9, 2022, 7:00 p.m.	This event is free, but registration is required.
Dr. Martin Luther King, Jr. Keynote Address	February 17, 2022, 7:00 p.m.	This event is free, but registration is required. For information, contact diversity@oregonstate.edu or 541-737-1063.
Race In America Discussion "Colorism in the Black and Latinx Communities"	February 23, 2022, 5:00 p.m.	Lonnie B. Harris Black Cultural Center 
Black Lives Matter in Academic Spaces: Three Lessons in Critical Literacy	February 24, 2022, 12:00 - 1:00 p.m.	This event is free, but registration is required.
4th annual "Writing (PNW) Black History into Wikipedia" event	February 25, 2022, 2:00 - 5:00 p.m.	For more information and to register go to: https://guides.library.oregonstate.edu/edit2022
Orange & Black Concert	February 25, 2022, 7:30 p.m.	First United Methodist Church, 1175 NW Monroe St., Corvallis Admission requires masks and proof of COVID vaccination along with a valid photo ID.

Linn-Benton Community College - Breaking the Shame: Black Mental Health

Self Care Tips for Black Folks during this radically charged political climate	February 9, 2022, 12:00 - 1:00 p.m.	All events are held over Zoom .
Provider Bias and Inequality of Care	February 14, 2022, 11:00 a.m. - 12:00 p.m.	
Overcoming the Mental Health Stigma by Shifting our Cultural Narrative Black women/Black college women	February 22, 2022, 4:00 p.m. - 5:00 p.m.	

[City of Monmouth/City of Independence](#)

Children's Art Display	February 1-28, 2022	Monmouth and Independence Storefronts
Opening Celebration	February 5, 2022, 4:00 p.m.	Western Oregon University Werner Center Pacific Room
Closing Ceremony	February 26, 2022, 4:00 p.m.	Western Oregon University Werner Center Pacific Room

Promise of Oregon



Promise of Oregon



Promise of Oregon



Promise of Oregon

"I am the Promise of Oregon
because I want to be a
police officer to help keep
people safe."

- Bennett Williams,
Kathryn Jones Harrison Elementary,
Corvallis SD

the
Promise
OF OREGON

MISSION...
EXPLORE THE CITY
RUN. JUMP. CLIMB.
PARKOUR KIDS — EST. 1992

Promise of Oregon



VII. **STUDENT REPRESENTATIVE REPORTS (7:15 p.m.)***

VIII. **PUBLIC COMMENT (7:25 p.m.)***

Please contact kimberly.nelson@corvallis.k12.or.us by noon on the day of the Board Meeting to schedule public comment. Please include your name, address, the phone number you will call in from, and the topic of your public comment.



PROVIDING INPUT TO THE SCHOOL BOARD AT VIRTUAL MEETINGS DURING THE PANDEMIC

(Revised 09-09-21)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, via telephone, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. At this time, Board meetings are held virtually and there will be no in-person public comment. To offer comments via telephone during designated meetings:

- A. Email Board Secretary Kim Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the meeting.
- B. Provide your name, home address, and the telephone number you will be calling in on.
- C. You will be provided a telephone number and meeting access code.
- D. At the time designated on the agenda, call the number provided and enter any required access codes.
- E. You will be “in the waiting room” until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
- F. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- G. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to comment after you.
- H. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at kimberly.nelson@corvallis.k12.or.us to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
- J. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at <http://policy.osba.org/corvall/kl/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- K. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

Vincent Adams	541-240-4055	Terese Jones	541-230-1673
Sami Al-AbdRabbuh	541-283-6611	Shauna Tominey	541-829-3411
Tina Baker	541-223-1997	Luhui Whitebear	541-632-3568
Sarah Finger McDonald	541-908-3756		



Presented to the Board during the
February 3, 2022 Board meeting. kn

February 3, 2022

Sami Al-Abdrabbuh, Ph.D., Board Chair
Corvallis School Board Members
Corvallis School Board

Dear Board Chair Al-Abdrabbuh and Corvallis School Board Members:

On behalf of the Franklin School PTA, I would like to thank you for the opportunity to provide you with an update on the Franklin School PTA's January 19, 2022, meeting with Corvallis School District representatives regarding Corvallis School District Bond Program funding for Franklin School projects. This update follows the written testimony the Franklin School PTA submitted to the Corvallis School Board during the Board's January 6, 2022, meeting.

Franklin School PTA and Franklin Design Advisory Committee (DAC) members met with Superintendent Noss, Facilities Director Patten, Franklin School Principal Harlow, and Mr. Dale Kuykendall to discuss concerns the Franklin School Community has with the Franklin School design plans. The discussion followed the topics listed in our January 6th written testimony provided to the Corvallis School Board. The discussion focused on the following topics:

- Elementary school classroom reorganization to improve construction efficiency and to address teacher concerns with a planned bond-related classroom relocation.
- Classroom sealing during main corridor demolition.
- Improvements to the existing combined gym/cafeteria.
- The placement of an ADA access ramp in the library that will result in an approximate 20% reduction in the available library floor area.
- Long-term storage, daily storage especially for part-time specialists and instructional assistants, and specialist office space.
- The outdoor patio, landscaping, covered play shed, and playground improvements.
- The scope of elementary school and middle school bathroom improvements.
- Conversion of the existing locker rooms to a middle school Science Lab.

More broadly, we also discussed the overall bond planning and Franklin DAC experience. Franklin DAC members noted that the design review process would have benefitted from better communication and transparency. One of the DAC members noted that the process did not seem to reach a determined end point and wondered how Franklin School's middle school student representative must have experienced the process.

Like the Franklin School PTA's written testimony to the Board, we also discussed the disparities between Franklin School's funding allocation and funding appropriated to other district schools. We again highlighted equitability concerns regarding the combined gym and cafeteria space which constrains program scheduling, food distribution, and student eating locations and timing.

In response to these concerns, the district provided several commitments, including:

- Superintendent Noss noted that the district does not intend to mothball Franklin School and is instead investing in the school building.
- Elementary classroom reorganization will address teacher concerns and information technology security concerns.
- Classrooms will be sealed per code during corridor demolition.
- The gym flooring will be replaced, existing basketball backboards will be refurbished, and a retractable basketball hoop will be added to provide a near-regulation middle school basketball court.
- Library improvements are constrained by Board priorities and how bond funds have been allocated, as well as by the building's architecture. The library will receive new paint and carpeting, and removing outdated books from the library inventory will effectively increase library capacity despite the reduced floor area attributed to the location and size of the ADA ramp.
- Storage space limitations will be addressed during remaining design work and construction, and a central storage facility will be made available to all schools for off-site storage.
- Specialists' office space will be available through the elementary wing reconfiguration and lockable cupboards in the staff lounge will be available for daily storage.
- The proposed outdoor patio will be expanded from 32 ft x 25 ft to 40 ft x 40 ft to improve usability. The patio will also be positioned to accommodate a temporary tent for seasonal shelter.
- The district intends to provide the all-user model bathroom in the middle school wing and a more standard upgrade that includes new flooring, paint, and fixtures in the elementary school wing bathrooms. This two-tiered model is similar to bathroom remodels in the other district schools.
- The existing outdoor covered play shed will remain, but the district is committed to improving the facility. Damaged playground asphalt will also be repaired to ensure playground safety and additional basketball hoops or other courts could also be planned to increase play opportunities.

We did not have an opportunity to fully explore alternatives to the combined gym and cafeteria or develop solutions for the middle school science classroom improvements. We have a second call scheduled with the district tomorrow, February 4th. We anticipate we will again discuss creative solutions to the concerns the Franklin School PTA and Franklin DAC members have raised. We appreciate the district's collaborative effort to improve the bond projects slated for Franklin School, and we appreciate the Board's continued interest in the matter.

Respectfully yours,



Troy Brandt
Franklin School PTA President

I am Massimo Bionaz, an Associate Professor at Oregon State University and father of 4 kids, 3 are enrolled in the Franklin school. I would like to comment on math tracking and on the adoption in the elementary curriculum of a controversial book.

About tracking. When I heard that math tracking was removed from the school I was astonished. I read the Equitable Mathematic report from the school district, and I read scientific literature about tracking. It is true that tracking affect racial disparity. However, contrary to what it is indicated in your report or some of the news articles I have read, the most comprehensive meta-analysis study I found on math tracking published in 2016 clearly found that kids in accelerated math have improved academic achievements. The desire to remove or minimize the gap between students is a good desire and I support it, but, as also stated in your report, it is expected that the teachers step up to make sure that all the kids receive a high-level math. All research papers I read, emphasize that a common effort between school district, teachers and parents is essential to achieve high level math for all kids. One of the reasons I was astonished by the detracking, is that came by surprise! No parents I met were aware of the fact that the school district was removing accelerate math. No just parents, also teachers were unaware and/or were not involved. To finish, I think the School District made the big mistake of forcing this down on parents and schoolteachers. Thus, I do not see how you would achieve any success in this program without having parents and teachers working with you on this. I already see a decline in math proficiency in my kids in the elementary school. I am very worried that this choice would end up in a disaster. The problem is that the one to pay the price would be our kids. I urge the School District Board to consider what I have said and act.

Now my second point. I discovered the other day from my kid that he is reading aloud in class the book "Stamped (for Kids)" by Jason Reynolds and Ibram X. Kendi. I found the book to be very controversial and not a book to be read in class to kids. At the least not without parental consent. The book has ideas that are very extreme and ideas that can really negatively influence the kids. It is not an historical book; it is political and with very strong claims. The purpose of the book is not to inform, but to indoctrinate the kids to become activist! In our house we educate our kids to recognize racism and call it what it is, a grave sin. However, we also teach our kids that each person has a dignity that is independent of the color of the skin. The book does the opposite. I urge the school district to reconsider the idea of having this book in the curriculum or, at the least, the school district should be involving the parents in such decision.

Thanks for considering my comments.

**IX. REAFFIRM YEAR TWO OF 2021-2023 LINN BENTON LINCOLN EDUCATION
SERVICE DISTRICT LOCAL SERVICE PLAN (7:45 p.m.)***



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: February 3, 2022

Resolution No. TBD

Reaffirm Year Two of the 2021-23 Linn Benton

Lincoln Education Service District

Local Service Plan

NO ACTION REQUIRED

Background

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to the Linn Benton Lincoln Education Service District (LBL ESD) will be expended on resolution services and are outlined in a Local Service Plan (LSP). Service decisions are made by the member district superintendents for a two-year period. The updated 2021-2023 LSP, attached, was adopted by the LBL ESD Board of Directors on December 15, 2021. Under Oregon Law, each component school district board must adopt a resolution for the Local Service Plan by March 1 annually.

The Corvallis School Board adopted a resolution on January 14, 2021 for the first year of the plan; in accordance with Oregon law, the Board will be asked to adopt a resolution for the second year. Action on the resolution is slated for the February 24, 2022 meeting.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.



Corvallis
SCHOOL DISTRICT



Corvallis

SCHOOL DISTRICT

Resolution No. TBD **Reaffirm Year Two of 2021-2023 Linn Benton Lincoln** **Education Service District Local Service Plan**

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of 2/3 of the districts, representing over 50% of the students (based on the ADMr using the final 2019-2020 fiscal year as provided by the Oregon Department of Education in May of 2021). The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two-year period; however, if a service is provided through a contract that LBL holds with a third-party vendor, the term of that contract will take precedence. If a service is provided through a contract that LBL holds with a third-party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Business Information Services
- InTouch Student Receipting Software
- ForeCast 5 Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Scheduler, Online Registration, Data Warehouse Analytics, Systems analysts, and Help Desk Support
- PowerSchool Special Education Records Systems
- Network Support Services Including Wide Area Network Operation
- Special education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early childhood special education Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Student and Family Services Support
- Home School: Registration and Assessment Tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last three years of actual ADMw. For the 2021-2022 fiscal year, ADMw from FY17/18, FY18/19 and FY19/20 will be used. For the 2022-2023 fiscal

year, ADMw from FY18/19, FY19/20, and FY20/21 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

[Amendments to the Local Service Plan](#)

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

Linn Benton Lincoln Education Service District

LOCAL SERVICE PLAN

2021-2023



LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale.

Updated for 2022-2023

905 4th Avenue SE, Albany, Oregon 97321-3199 - 541-812-2600 - www.lblesd.k12.or.us

Introduction	4
Education Service Districts and Oregon Revised Statutes	5
Equity Lens.....	7
Mission, Vision, and Values	8
Goals and Board Objectives.....	8
LBL Board Governance.....	9
LBL Leadership.....	11
LBL Component School Districts.....	13
LBL Planning Calendar for Developing & Approving Resolution Services.....	15
Resolution Services.....	16
LBL Service Areas	19
• Special Education Services	20
• Technology Support Services	27
• School Improvement Services.....	35
• Administrative Services	40
Other Grants & Contracts	43
Appendix	48
• LBL Program Performance Goals: 2021-2022	49
• Component School District Services Data	54
• Statewide Education Initiatives Account.....	66
• Resolution	68

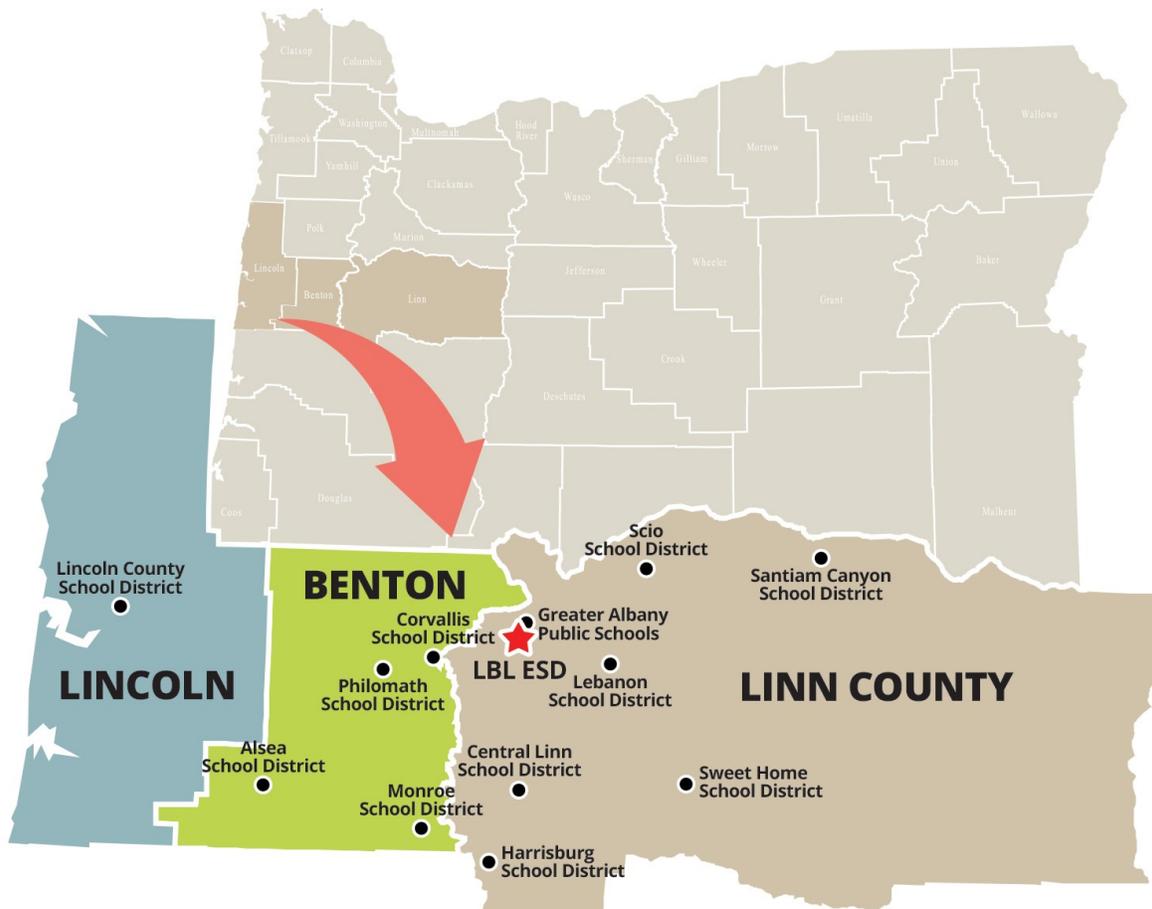
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon’s educational goals.

LBL comprises 12 component districts and over 100 schools with approximately 37,000 students in Linn, Benton, and Lincoln counties. LBL also

serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon’s Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon’s education goals by providing equitable education opportunities for all of Oregon’s public school students.



Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statues concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."



ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

An education service district plays a key role in:

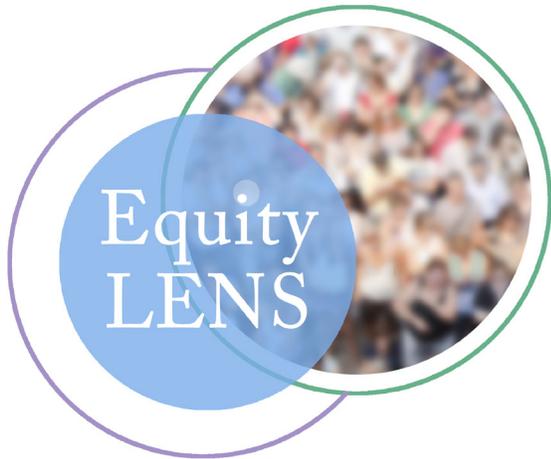
- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.

(Continued on page 6)

Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
 1. Services designed to support component school districts in meeting the requirements of state and federal law;
 2. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
 3. Services designed to support and facilitate continuous school improvement planning;
 4. Services designed to address schoolwide behavior and climate issues;
 5. Services designed to support career and technical education.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.



We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.

Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision:

- 1 Who Does It Impact?**
 - Who are the racial/ethnic groups affected?
 - What are the potential impacts on these groups?
- 2 Who Has the Opportunities and is Included and Who is Not?**
 - Are existing disparities ignored or worsened?
 - Are there unintended consequences?
- 3 Whose Voices Are at the Table?**
 - Have we intentionally involved our partners?
- 4 What Can We Do About It?**
 - How will we mitigate the negative impacts and address the barriers identified above?

Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.





Mission

Linn Benton Lincoln Education Service District serves districts, schools, and students by providing equitable, flexible, and effective educational services through economy of scale.



Vision

To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.



Values

Success for all students and their districts.

Relationships built on trust, responsiveness, and honesty.

The four “E”s of Excellence, Equity, Efficiency, and Effectiveness.

Accountability.

Goals and Board Objectives

Goal 1

Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Board Objective 1

Pursue innovation through service delivery, evaluation and improvement, staff development, and the use of technology.

Goal 2

Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations, and communities.

Board Objective 2

Continue to enhance positive relationships and effective communication with LBL ESD employees, school districts, and communities.

Goal 3

Continue long-term financial stability.

Board Objective 3

Maintain a long-term financial plan with guidelines and philosophy that includes contingencies for economic changes.

Board of Directors



Jean Wooten
Zone 1
Term Expires: 6/30/2025



Roger Irvin
Zone 2
Term Expires: 6/30/2025



Frank Bricker
Zone 3
Term Expires: 6/30/2025



Penny York
Zone 4
Term Expires: 6/30/2023



Amy Vctor
Zone 5
Term Expires: 6/30/2023

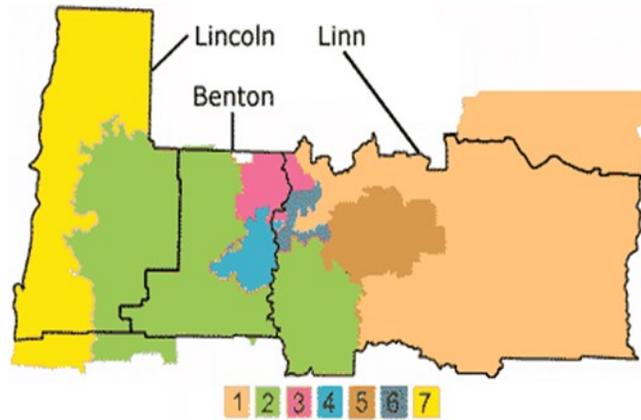


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



David Dunsdon
Zone 7
Term Expires: 6/30/2023

Board Zones



Zone 1

Greater Albany (NE & E Albany), Sweet Home, Central Linn, Scio, Santiam Canyon

Zone 2

Central Linn, Harrisburg, Monroe, Alsea (town), Philomath, Lincoln Co. Schools (East County)

Zone 3

Corvallis (North), Greater Albany

Zone 4

Corvallis (South), Philomath

Zone 5

Lebanon

Zone 6

Greater Albany

Zone 7

Lincoln County, Alsea (all but town of Alsea)

Budget Committee

TBD

Zone 1

Sarah Finger McDonald

Zone 4

Term Expires: 6/30/2024

TBD

Zone 7

Sarah Fay

Zone 2

Term Expires: 6/30/2022

TBD

Zone 5

Jim Gourley

At Large

Term Expires: 6/30/2022

Tina Baker

Zone 3

Term Expires: 6/30/2022

TBD

Zone 6

Cabinet Members



Tonja Everest
Superintendent



Jason Hay
Assistant Superintendent



Jackie Olsen
Chief Financial Officer



Kate Marrone
Chief Human Resources Officer



Francisco Zavala
Chief Information and Technology Officer



Rhonda Allen
Business Services



Angie Greenwood
Cascade Regional
Inclusive Services



Debbie McPheeters
Early Intervention / Early
Childhood Special Ed.



Autumn Belloni
Early Intervention / Early
Childhood Special Ed.



Kimberly McCutcheon-Gross
Early Intervention / Early
Childhood Special Ed.



Cathy Wright
Long Term Care and
Treatment Education



Laura Petschauer
Special Education and
Evaluation Services



Nancy Griffith
Strategic Partnerships



Kristina Wonderly
Strategic Partnerships



Tim Jones
Technology and
Information Services



Alsea 7J
P.O. Box B
301 South 3rd Street
Alsea, OR 97324

Superintendent: Marc Thielman
<http://alsea.k12.or.us/>
Phone: 541-487-4305



Central Linn 552C
P.O. Box 200
32433 Highway 228
Halsey, OR 97348

Superintendent: Candace Pelt
<http://centrallinn.k12.or.us/>
Phone: 541-369-2813



Corvallis 509J
1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Ryan Noss
<https://www.csd509j.net/>
Phone: 541-757-5841



Greater Albany 8J
718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Rob Saxton
<https://albany.k12.or.us/>
Phone: 541-967-4511



Harrisburg #7
P.O. Box 208
865 LaSalle Street
Harrisburg, OR 97446

Superintendent: Bryan Starr
<https://www.harrisburg.k12.or.us/>
Phone: 541-995-6626 ext. 1



Lebanon Community #9
485 S Fifth Street
Lebanon, OR 97355

Superintendent: Bo Yates
<http://lebanon.k12.or.us/>
Phone: 541-451-8511



Lincoln County
1212 NE Fogarty Street
Newport, OR 97365

Superintendent: Dr. Karen Gray
<https://lincoln.k12.or.us/>
Phone: 541-265-9211



Monroe 1J
365 N 5th Street
Monroe, OR 97456

Superintendent: Bill Crowson
<https://monroe.k12.or.us/>
Phone: 541-847-6292



Philomath 17J
1620 Applegate Street
Philomath, OR 97370

Superintendent: Susan Halliday
<https://www.philomathsd.net/>
Phone: 541-929-3169



Santiam Canyon 129J
P.O. Box 197
150 SW Evergreen Street
Mill City, OR 97360

Superintendent: Todd Miller
<http://santiam.k12.or.us/>
Phone: 503-897-2321



Scio 95
38875 NW First Avenue
Scio, OR 97374

Superintendent: Steve Martinelli
<https://scio.k12.or.us/>
Phone: 503-394-3261



Sweet Home 55
1920 Long Street
Sweet Home, OR 97386

Superintendent: Lisa Riggs
<http://sweethome.k12.or.us/>
Phone: 541-367-7126



September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.



October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.



November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.



December

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.



January/February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.



March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.



April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), property tax, and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students, based on the final ADMr from the 2019-2020 fiscal year as provided by the Oregon Department of Education in May of 2021. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Business Information Services
- InTouch Student Receipting Software
- Forecast5 Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Schedule, Online Registration, Data Warehouse Analytics, Systems Analysts, and Help Desk Support
- PowerSchool Special Education Records Systems
- Network Support Services including Wide Area Network Operation
- Special Education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early Childhood Special Education Evaluation
- Audiology Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Student and Family Support Services
- Home School: Registration and assessment tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2021-2022 fiscal year, ADMw from FY17/18, FY18/19 and FY19/20 will be used. For the 2022-2023 fiscal year, ADMw from FY18/19, FY19/20 and FY21/22 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL Superintendent and the component school district Superintendent based on individual needs and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts

- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of the education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

ADMw that is used to calculate resource distribution for the 2021-2023 Local Service Plan are as follows:

(Continued on page 18)

Enrollment for the 2021-2023 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY21/22

District	2017-2018 ADMw	2018-2019 ADMw	2019-2020 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alesea	335.3	465.9	465.9	422.4	0.9%	1.0%
Central Linn	826.9	844.4	844.4	838.6	1.9%	1.9%
Corvallis	7,942.1	7,942.1	7,847.5	7,910.6	17.6%	17.6%
Greater Albany	11,240.5	11,167.7	11,030.2	11,146.1	24.8%	24.7%
Harrisburg	1,096.3	1,044.7	1,029.5	1,056.8	2.4%	2.4%
Lebanon	4,939.0	4,937.8	4,928.5	4,935.1	11.0%	11.0%
Lincoln County	6,996.0	7,003.4	7,030.0	7,009.8	15.6%	15.6%
Monroe	613.9	592.0	531.4	579.1	1.3%	1.3%
Philomath	1,931.9	1,931.9	1,939.8	1,934.5	4.3%	4.3%
Santiam Canyon	5,260.0	5,458.0	5,458.0	5,392.0	12.0%	12.0%
Scio	964.1	970.0	1,073.0	1,002.4	2.2%	2.2%
Sweet Home	2,726.7	2,734.3	2,734.3	2,731.8	6.1%	6.1%
	44,872.7	45,092.2	44,912.5	44,959.1	100%	100%

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY22/23

District	2018-2019 ADMw	2019-2020 ADMw	2020-2021* ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alesea	465.9	465.9	853.6	595.1	1.3%	1.3%
Central Linn	844.4	844.4	822.9	837.2	1.8%	1.8%
Corvallis	7,942.1	7,847.5	7,770.5	7,853.4	17.1%	17.1%
Greater Albany	11,167.7	11,030.2	11,050.5	11,082.8	24.1%	24.1%
Harrisburg	1,044.7	1,029.5	1,021.5	1,031.9	2.2%	2.2%
Lebanon	4,937.8	4,928.5	4,911.0	4,925.8	10.7%	10.7%
Lincoln County	7,003.4	7,030.0	7,037.5	7,024.6	15.3%	15.3%
Monroe	592.0	531.4	497.3	540.2	1.2%	1.2%
Philomath	1,931.9	1,939.8	1,939.8	1,937.2	4.2%	4.2%
Santiam Canyon	5,458.0	5,458.0	6,010.3	5,642.1	12.3%	12.3%
Scio	970.0	1,073.0	3,137.0	1,726.7	3.8%	3.8%
Sweet Home	2,734.3	2,734.3	2,711.2	2,726.6	5.9%	5.9%
	45,092.2	44,912.5	47,763.1	45,923.6	100%	100%

*2020-2021 is estimated based on the last estimate from ODE, dated 5/1/21

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.





SPECIAL EDUCATION SERVICES

Audiology Screening and Augmentative Communication

Service: Audiology Screening and Augmentative Communication

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1

Total FTE: 1.73 FTE

Contact: Angie Greenwood

Hearing screenings are provided to all students in kindergarten, 1st and 3rd grades who attend public schools. A child who fails two hearing screenings is then referred to the audiologist for an audiology evaluation. Testing may include: otoscopy, acoustic emittance testing, standard air and bone conduction audiometry,



speech audiometry, and otoacoustic emissions

Augmentative Communication



Service: Augmentative Communication

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1

Total FTE: 4.6 FTE

Contact: Angie Greenwood

Students who have an existing special education program, demonstrate significant difficulty communicating, and need a specialized system to support their education program are referred to augmentative communication specialists. The goal of the specialists is to support school staff in creating and supporting student communication opportunities throughout the school day/week- infusing communication training in daily tasks and routines.

Early Childhood Special Education Evaluation

Service: Early Childhood Special Education Evaluation

Program: Early Intervention/ Early Childhood Special Education

How It's Funded: Tier 1

Total FTE: 6.5 FTE

Contact: Debbie McPheeters, Autumn Belloni, and Kimberly McCutcheon-Gross

LBL early intervention specialists provide evaluations for students from birth to 5 who are suspected of having a developmental delay, including problems in how they see, hear, talk, walk, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program. Students who are found to have a developmental delay or disability are provided an

Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and include the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.



Occupational Therapy

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals.

Service: Occupational Therapy
Program: Cascade Regional Inclusive Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 10.6 FTE
Contact: Angie Greenwood



Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress towards IFSP or IEP goals.

Physical Therapy

Service: Physical Therapy
Program: Cascade Regional Inclusive Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 4.6 FTE
Contact: Angie Greenwood

Physical therapists play an important role in both developing standards for school staff to assist students with gross motor deficits and in developing health care protocols to ensure safety, availability, accessibility, and self-



care in the school environment. A library of equipment is available for loan including assistive technology, positioning equipment, recreational equipment, and mobility aids. Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress toward Individual Family Service Plan (IFSP) or Individual Education Program (IEP) goals.

School Psychological Services



Service: School Psychological Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 15.4 FTE
Contact: Laura Petschauer

School psychologists provide evaluation and consultation services to component districts. The school psychologists complete some evaluations in their assigned districts and also lead more complex team evaluations (such as Autism Spectrum Disorder and Culturally and Linguistically Diverse evaluations) that take place in the ESD's testing center. Additionally, school psychologists provide consultation services in a wide range of areas such as systems development, academic interventions and behavioral supports for both general education and special education students, evaluation planning, as well as legal compliance.

Severe Disability Services

Service: Severe Disability Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1
Total FTE: 1.6 FTE
Contact: Laura Petschauer

Consultants provide support on instructional programming for students with moderate to severe intellectual disabilities, financial support, and access to an extensive lending library with materials that target the educational needs of students with moderate to severe intellectual disabilities. Services are provided by a program consultant which include the following resources: coordinates library purchases and

distributes list of available materials, provides districts with or helps districts find technical assistance and materials identified in goals and objectives, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



Spanish Interpreter and Translation Services

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and providing exact

Service: Spanish Interpreter and Translation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 2.0 FTE
Contact: Laura Petschauer

translation of all school-related materials and forms, including but not limited to: evaluation reports, education forms, and parent communications. Staff can attend special education meetings to provide interpretation. This service also supports the Culturally and Linguistically Diverse (CLD) evaluations conducted per district request.



Special Education Collaborative

Service: Special Education Collaborative
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Total FTE: 0.85 FTE
Contact: Laura Petschauer

The Special Education Collaborative consists of five component districts who coordinate service and professional development needs through the ESD's learning consultants and school psychologists to maximize the support of district teachers and administrators. The collaborative services and supports include, but are not limited to the following: consultation on special education paperwork development, Individualized Education Plan (IEP) preparation, action plan

and system development, short professional development for individuals or groups of teachers, Oregon Department of Education (ODE) guidance and sharing of ODE resources, Systems Performance Review & Improvement (SPR&I) procedures, and review and maintaining the Electronic Special Education Manual (EMAN).



Special Education Evaluation Services

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services

Service: Special Education Evaluation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1
Total FTE: 20.54 FTE
Contact: Laura Petschauer



in Spanish, Response to Intervention (RTI) systems consultation and training, professional development on research based initiatives, special education law and current practices in evaluation by SEES staff, and guests brought in and sponsored through SEES.

Speech/Language Services

Service: Speech Language Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 2

Total FTE: 7.0 FTE

Contact: Laura Petschauer

Speech Language Pathologists (SLPs) provide speech and language services in Tier 1 evaluations as well as a direct service for districts to address students with a speech language impairment that adversely impact their educational performance.

As a Tier 1 service, speech language pathologists work with the evaluation teams to help identify and evaluate students with a suspected speech language impairment, suspected Autism

Spectrum Disorder, or to help teams identify a language difference due to an English language proficiency rather than a disorder for students who are bilingual.

As a Tier 2 service, districts are able to purchase FTE to support direct services within districts. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write. SLPs serving in the schools case manage students who are identified with an eligibility of a speech language impairment as well as serve on intervention teams to help determine appropriate next steps for students who may be struggling with speech and/or language. SLPs may work with students under all disability categories and provide services under Specially Designed Instruction (SDI), related service, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, voice, Augmentative and Alternative Communication (AAC), and support for hearing loss.





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

Service: Business Information System (BIS)
Program: Business Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 3.81 FTE
Contact: Jackie Olsen

Infinite Visions is a fully integrated solution for financial and personnel management. It is comprised of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Government Account Standards Board (GASB) compliant, offering full Microsoft

Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. The Infinite Visions suite also includes integrated applications such as the iVisions Web Portal that brings the power of Infinite Visions to every employee's desktop for both employee self-services and school site functionality. LBL provides level 1 customer support to districts and acts as a liaison between Tyler Technologies and districts. Customer support includes problem solving, training, facilitation of user groups, and upgrades and maintenance to each district database.



Cyber Safety

In the last year over 1000 schools have been negatively impacted by ransomware and many more have had breaches that resulted in stolen data. These attacks can cost districts in excess of one million dollars to rectify. Due to this uptick in cyber related attacks many cyber insurance carriers have increased their requirements for

Service: Cyber Safety
Program: Technology and Information Services
How It's Funded: Tier 1
Total FTE: 1.0 FTE
Contact: Francisco Zavala

coverage. Cyber safety services are designed to help districts assess compliance with insurance requirements and improve their security posture. Cyber safety engineers can work with districts to create a complete security profile and make recommendations on how best to protect the district from malicious actors. While no amount of preparation can prevent all cyber attacks, the cyber safety services can help to lessen the impact in the case of the cyber attack.



Data Integrations

Service: Data Integrations
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Francisco Zavala



Data integration services offer the ability to integrate LBLESD hosted applications with a variety of third party vendors, including but not limited to Destiny, MealTime, Canvas, Google and School Messenger. Integrations can be configured, implemented and monitored for proper transmission of data.

Desktop Support



Service: Desktop Support
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 2.0 FTE
Contact: Francisco Zavala

Computer support technicians (desktop support) offer support to users who are experiencing problems with their individual desktop computers or software. Assistance is provided to computer users by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve district productivity.

Forecast5

Service: Forecast5 License
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.0 FTE
Contact: Jackie Olsen

FORECAST5[®]

ANALYTICS

Tier 1 funds support the purchase of Forecast5 licenses for 3 products: 5Cast, 5Cast *Plus* and 5Sight. A statewide contract with Forecast5 provides technical support, regional trainings, and report development.

Internet Access

Internet access (ISP) service is available to provide districts with reliable high speed internet secured by a high availability firewall pair and optional content filtering. Network devices and facilities required to deliver ISP service are housed and maintained in the LBL data center facility. This secure facility provides an environment that includes high-capacity cooling and emergency power capabilities.



Service: Internet Access
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 0.25 FTE
Contact: Francisco Zavala

InTouch Receipting Software

Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.21 FTE
Contact: Jackie Olsen



InTouch is a comprehensive cash receipting software specifically developed for K-12 schools that provides information in real-time. Tier 1 funds support the purchase of licenses for InTouch software and LBL staff provide level 1 support and training to districts. The software acts as a point of sale, manages students fees, tracks donations and payments for fundraisers, and provides comprehensive reporting.

Low Voltage

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other

Service: Low Voltage
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Francisco Zavala



related network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.

Network Management

Service: Network Management
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 2.0 FTE
Contact: Francisco Zavala

Network technicians provide support for your district's local and wide area networks which includes troubleshooting, patching, configurations and monitoring. Technicians maintain and provide consultation on network equipment such as



switches, routers, firewalls, and access points. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.

Student Information System (SIS) Suite

Service: Student information System
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 14.0 FTE
Contact: Francisco Zavala

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The suite includes an administrative student information system , teacher gradebook and attendance , and master/student scheduler. Additional modules include an online registration system and data analysis tools. These integrated applications offer secure, configurable access to student

demographics, enrollment, grades, schedules, and much more. The system provides district offices with automated submission of many state reports, and significant data assistance with others.



Special Education Records Management

Service: Special Education Records Management
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 2.0 FTE
Contact: Francisco Zavala

LBL provides a web-based special education management system. This special education management system enables educators to document all activities from pre-referral, referral, eligibility, Individual Education Program (IEP) development, IEP progress reporting to parents, and IEP revisions. The model also includes private school



Individualized Service Plan (ISP) forms, data tracking sheets, and other forms. PowerSchool has an extensive suite of reports for district administrative reporting and state reporting. PowerSchool can be integrated with a district's student information system allowing specified data to flow between the two systems.

Systems Engineering



Service: Systems Engineering
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 4.0 FTE
Contact: Francisco Zavala

System engineers specialize in solving complex engineering problems regarding maintenance of and implementation of new systems. Engineers work to implement best practices in application delivery and data storage. These services include application and website hosting, data backups and datacenter designs and implementations. Engineering procedures are developed from idea to implementation to ensure security, service and sustainability.

Web Design and Maintenance

Service: Web Design and Maintenance

Program: Technology and Information Services

How It's Funded: Tier 2

Total FTE: 1.65 FTE

Contact: Francisco Zavala



LBL offers website development, hosting, and management solutions for district web-related needs. All of our websites utilize responsive design, with content that tailors to any device. Websites and content are made accessible to the widest audience. LBL's social media integration allows districts to make multiple posts of the same content for website and social media feeds, such as Facebook and Twitter saving you time. LBL has developed a mobile app for websites that allows users to quickly access website information, news, and resources, as well as receive push notifications for instant communication from school district officials. The mobile app is available for Android and Apple devices.

A background image of school supplies including a pencil holder with pencils, a stack of books, and an apple with a leaf, all rendered in a monochromatic red color scheme.

SCHOOL IMPROVEMENT SERVICES

Attendance Services

Service: Attendance Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 3.8 FTE
Contact: Nancy Griffith



School attendance advisors work in collaboration with educators to mobilize schools and communities to teach the value of regular school attendance. Decreasing absenteeism involves a team approach in addressing the complex needs of our most vulnerable children in schools. School attendance advisors provide positive messaging, home visits, and mentoring to students and families. They address barriers to regular school attendance and connect students and families to community resources when needed. Schools attendance advisors work closely with school teams to promote a positive culture of attendance and an engaging school environment that motivates daily attendance.

Behavior Consultant Services

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and positive Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and promote prosocial behavior and emotional regulation. Behavior consultants provide support for level 1 and level 2 student behavioral safety assessments

Service: Behavior Consultant Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 2.9 FTE
Contact: Kristina Wonderly



and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. Beginning in FY20/21, behavior consultants will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.

Extended Learning Paraprofessionals

Service: Extended Learning Paraprofessional
Program: Long Term Care & Treatment
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Cathy Wright

This service provides staff to support online learning in district schools. The paraprofessional works closely with school counselors and administrators to set up learning plans for



individual students and mentors and tracks students engaged in online learning.

Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminating access barriers. A disproportionate number of youth and families encounter

Service: Family Support Liaisons
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 5.6 FTE
Contact: Kristina Wonderly

adversities such as poverty, homelessness, bullying/ harassment, trauma, crisis, food insecurity, and substance abuse resulting in problems with social, emotional, and behavioral health issues. The vision is to fully engage and support underserved populations by integrating and leveraging resources that eliminate barriers to school success and foster successful transition to the workforce or postsecondary education. Beginning in FY20/21, family support liaisons will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.



Home School Support

Service: Home School Support
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 0.5 FTE
Contact: Nancy Griffith

LBL home school registrar monitors and maintains records of compliance including notification and testing for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being home

schooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.



Library/Media Services

This service provides districts with the opportunity to purchase district-based library media services at the level of FTE required to meet Division 22 Standards. The specialist primarily provides consultation services that may include supporting districts in the development of library media program goals, library inventory training, and database management along with providing

Service: Library/Media Services
Program: Strategic Partnerships
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Nancy Griffith

recommendations for media, book and collection purchases as well as other services as needed by the district.



Student and Family Support Services

Service: Student and Family Support Services
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 1.0 FTE
Contact: Nancy Griffith



This service provides oversight and coordination of student and family support services including behavior consultants, school attendance advisors, family support liaisons, home school, youth transition specialists, and transition network facilitators. Additional services include crisis response, grant writing, and service coordination with youth serving agencies specifically addressing health and social services.



ADMINISTRATIVE SERVICES

Business Administration Services

Service: Business Information System
Program: Business Services
How It's Funded: Tier 2
Total FTE: 4.0 FTE
Contact: Jackie Olsen

The business office serves component and non-component districts by offering services to support the many business functions of a district. Services include payroll, accounts payable, grants and business services management.



Courier Service

LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and one weekly during summer breaks.



Service: Courier
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.4 FTE
Contact: Rhonda Allen

E-rate Services

Service: E-rate Services
Program: Business Services
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Tim Jones

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring



internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.

Special Education Administration/ Consultation



Service: Special Education Administration/Consultation
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Laura Petschauer

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.



OTHER GRANTS & CONTRACTS

Cascade Regional Inclusive Grant

How It's Funded: Grant with Oregon Department of Education
Total FTE: 16.9 FTE
Contact: Angie Greenwood

This contract through the Oregon Department of Education, supports the Regional Program for students with low-incidence disabilities. The disability areas include:

- Deaf/Hard of Hearing
- Audiology for Deaf/Hard of Hearing
- Traumatic Brain Injury
- Blind/Visually Impaired
- Severe Orthopedic Impairment
- Autism Spectrum Disorder

Two supplemental grants were received from ODE to provide audiology services, purchase equipment needed to support students with hearing disabilities and to provide support for school districts serving students with traumatic brain injuries.

Early Intervention/Early Childhood Special Education

How It's Funded: Grant with Oregon Department of Education and Student Success Act
Total FTE: 57.46 FTE
Contact: Debbie McPheeters, Autumn Belloni, and Kimberly McCutcheon-Gross

This contract through the Oregon Department of

Education, supports the program for Early Intervention and Special Education services to young children, birth to five years. Early Intervention/Early Childhood Special Education staff provides consultation and instruction to families and young children with developmental delays and disabilities in a variety of settings through an Individualized Family Service Plans (IFSP).

The focus of Oregon's Early Intervention (EI) program is to build the family's capacity to meet the special needs of their child. EI services are available for children from birth to three years who have developmental delays in their cognitive, physical, communication, self-help, or social skills development. EI services are also provided to children who have medically diagnosed conditions that are likely to result in a developmental delay later in the child's development.

Most EI interventions are provided to the child within everyday routines, activities, and places within their natural environment. Family members or caregivers are shown strategies for teaching the child in situations where and when a skill is used.

Early Childhood Special Education (ECSE) provides services for children from three years to entrance to kindergarten who qualify for services due to a developmental delay or categorical disability. Children in ECSE have disabilities that significantly impact their developmental progress. Services are provided in community preschools, homes, and structured classrooms and are based on the unique special education needs of each child.

(Continued on page 45)

The focus of the ECSE program is on teaching the child needed skills in areas of developmental delay, preparing the child for a school setting, and incorporating intervention strategies into the child's day.

Family Support Liaison (JCP)

How It's Funded: Grant with Juvenile Crime Prevention
Total FTE: 0.53 FTE
Contact: Nancy Griffith

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Long-Term Care and Treatment

How It's Funded: Grant with Oregon Department of Education
Total FTE: 17.46 FTE
Contact: Cathy Wright

The Long Term Care and Treatment (LTCT) contract through the Oregon Department of Education provides education services to students in residential and day treatment facilities.

Farm Home School - The Children's Farm Home, a Trillium Family Services mental health facility, provides residential and day treatment mental health services to children and youth from our region and from around the state who have significant emotional and behavioral challenges. LBL provides educational services to children and youth primarily in middle school through high school.

Wake Robin School - This transitional program provides education services to children and youth admitted to the day treatment program located on the Children's Farm Home campus, through a contract with ODE. Trillium Family Services provides the mental health services and LBL ESD provides the educational services. The program services children and youth, kindergarten through 12th grade.

Old Mill Center Classroom - This program, through a contract with ODE, provides education services to students in day treatment at the Old Mill Center for Children and Families in Corvallis, the mental health provider. The program services children and youth, kindergarten through 2nd grade.

Medicaid Administrative Claiming

How It's Funded: Grant with Oregon Department of Human Services
Total FTE: 1.9 FTE
Contact: Nancy Griffith

With support from the Oregon Department of Human Services (DHS), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with DHS to generate cost pools, process match payments and resolve questions.

LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to purchase 0.25 FTE for a family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program

School Safety and Prevention Specialist

How It's Funded: Grant with Oregon Department of Education
Total FTE: 1.0 FTE
Contact: Nancy Griffith

This contract through the Oregon Department of Education offers training, assistance with program/plan development, help to establish and coordinate school and community teams and provide ongoing consultation, training and technical assistance in Linn, Benton, Lincoln, and

Lane counties. Three domains include: behavioral safety assessment, suicide prevention, and bullying and harassment prevention. This also includes promoting the use of the SafeOregon Tip Line.



Statewide Education Initiatives Account

How It's Funded: Student Investment Account
Total FTE: 6.0 FTE
Contact: Nancy Griffith

The Statewide Education Initiatives Account (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA) plans. LBL's plan will assist districts in meeting their SIA goals by providing school and systems improvement strategy support through partnerships that facilitate ongoing learning. Staff provide and assist with the use of data and strategies integral to improvement science. As a hub of information from ODE and other educational and mental health organizations, we communicate the latest information in regard to curriculum, initiatives and grants, professional development, and opportunities to work with other educators and service providers.

Transition Network Facilitator

How It's Funded: Grant with Oregon Department of Education
Total FTE: 1.85 FTE
Contact: Nancy Griffith

This contract through the Oregon Department of Education provides support in developing partnerships between districts and agencies that support transition services for students with intellectual and developmental disabilities. The services are focused on providing educators and students in Lane, Linn, Benton, Lincoln, and Marion counties with information and services creating pathways toward independent living and employment in post school life. Services include teaching pre-employment transition skills for youth and young adults.

Youth Transition Program

How It's Funded: Grant with Oregon Department of Human Services
Total FTE: 0.8 FTE
Contact: Nancy Griffith

The Youth Transition Program (YTP) is a structured partnership between local Vocational Rehabilitation offices and school districts to enhance transition services. The grant is used to support services which are designed to prepare high school youth with disabilities for employment or career related post-secondary education or training. Through a partnership, the University of Oregon provides technical assistance to students and schools, preparing the student to enter the work force, higher education or both.



APPENDIX

Business Services

Performance Goal #1

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Improve customer service by develop additional reference guides, videos, and trainings to support districts use of Infinite Visions.

Performance Goal #2

LBL Goal 3: Continue long-term financial stability.

Develop a standard process to track and document all inventory on an annual basis at each site.

Human Resources

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide administrator evaluation training regarding observations, giving feedback, and writing summative evaluations.

Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Implement training and recruiting activities to cultivate a receptive and equitable work environment to facilitate hiring a more inclusive workforce.

Performance Goal #3

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Implement electronic on-boarding and create and implement electronic off-boarding through the TalentEd Perform platform.

Cascade Regional Inclusive Services

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

With the implementation of the new referral/service request process, Cascade Regional staff will provide communication with appropriate district staff to initiate the evaluation/services process within 2 work days of receiving a referral.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase staff engagement (as measured by the Gallup Staff Engagement Survey) in the work environment to more positively communicate with districts.

Early Intervention/Early Childhood Special Education

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Create an annual training system for Early Intervention (birth to age 2) and newly hired Early Childhood Special Education staff, as well as interested community partners, in Positive Behavior Interventions and Supports modules and practices.

Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Increase the number of children receiving services in a regular childhood program toward the state target of 36% as shown in the At-A-Glance Profile published by ODE in May of 2023. (Data in At-A Glance profile from May 2021 indicates 22.09% of students in Lincoln County, 27.17% in Benton County and 27.34 in Linn County are receiving services in a regular childhood program.)

Long Term Care and Treatment (LTCT)

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Implement a student assessment tool on a quarterly basis to assist the teaching staff with data that will identify curriculum, instruction and specific intervention strategies for all students.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Create a documentation system to communicate student data, student narrative data and contact information to programs/schools where students transition.

Special Education and Evaluation Services (SEES)

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

With the implementation of the new evaluation request process, SEES staff will provide communication with appropriate district staff to initiate the evaluation process within 2 work days of receiving the referral.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase staff engagement (as measured by the Gallup Staff Engagement Survey) in the work environment to more positively communicate with districts.

Technology and Information Services

Performance Goal #1

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Utilize multiple technologies and define processes to notify LBL staff, districts, and other stakeholders of technology incidents.

Performance Goal #2

LBL Goal 3: Continue long-term financial stability.

Develop new cyber safety services by finalizing the different tiered offerings of these services, develop a cost model, obtain a CompTIA Security+ certification for the Security Engineer, and secure six (6) customer districts.

Performance Goal #3

LBL Goal 3: Continue long-term financial stability.

Develop AWS Offsite Recovery to protect data: Syncing it to the cloud, utilizing air gap technologies that will protect it from malicious attacks, and defining our procedures on how to restore the uncorrupted data in the event of an attack. This will include performing full restoration tests on a scheduled basis.

Strategic Partnerships

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide accessible resources to school districts to support suicide prevention, intervention, and postvention.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Build on the communication and collaboration structure created last year for program development to support strategic partnerships with districts and community partners.

Student and Family Support Services

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide accessible resources to school districts to support suicide prevention, intervention, and postvention.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Provide assistance to school districts and youth serving agencies utilizing Behavior Safety Assessment protocols that center on equity and access to behavior and mental health services.

ALSEA SCHOOL DISTRICT

P.O. BOX B / 301 South 3rd Street
Alsea, OR 97324

Phone: 541-487-4305

Fax: 541-487-4089

Superintendent: Marc Thielman

marc.thielman@alsea.k12.or.us



Marc Thielman
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	342	22
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	0
Mild/Moderate Special Ed Supports K-12 (OT)	615	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	1
In-Center Special Education Evaluations	131	1
In-District and Assigned Special Education Evaluations	363	10
Severe Disability Supports	169	3
Early Intervention Evaluations	307	1
Early Childhood Special Education Evaluations	299	1

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	ASD
Early Intervention Services	113	1
Early Childhood Special Education Services	356	0
Students Transitioned to Kindergarten	212	0

Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	50	0
Hearing	80	2
Physical Therapy	49	0
Occupational Therapy	48	0
Autism Spectrum Disorder	692	6
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	8

Other Services	ESD	ASD
Attendance	1638	0
Behavior Consultant	131	21
Family Support Liaison	259	0
Youth Transition Services	58	11



CENTRAL LINN SCHOOL DISTRICT

P.O. Box 200 / 32433 Highway 228
Halsey, OR 97348

Phone: 541-369-2813 ext 3222

Fax: 541-369-3439

Superintendent: Candace Pelt

candace.pelt@centrallinn.k12.or.us



Candace Pelt
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	3
Mild/Moderate Special Ed Supports K-12 (PT)	111	4
Mild/Moderate Special Ed Supports K-12 (OT)	615	9
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	1
In-Center Special Education Evaluations	131	4
In-District and Assigned Special Education Evaluations	363	16
Severe Disability Supports	169	2
Early Intervention Evaluations	307	4
Early Childhood Special Education Evaluations	299	7

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	82.5	12.3
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	37.8
Translation, In-Center Evaluations	150.9	7.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	CLSD
Early Intervention Services	113	1
Early Childhood Special Education Services	356	7
Students Transitioned to Kindergarten	212	5

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	50	3
Hearing	80	2
Physical Therapy	49	3
Occupational Therapy	48	3
Autism Spectrum Disorder	692	8
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	19

Other Services	ESD	CLSD
Attendance	1638	16
Behavior Consultant	131	0
Family Support Liaison	259	4
Youth Transition Services	58	0



CORVALLIS SCHOOL DISTRICT

1555 SW 35th

Corvallis, OR 97333-1130

Phone: 541-757-5841

Fax: 541-757-5703

Superintendent: Ryan Noss

ryan.noss@corvallis.k12.or.us



Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	7
Mild/Moderate Special Ed Supports K-12 (PT)	111	31
Mild/Moderate Special Ed Supports K-12 (OT)	615	123
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	41
In-Center Special Education Evaluations	131	26
In-District and Assigned Special Education Evaluations	363	38
Severe Disability Supports	169	38
Early Intervention Evaluations	307	50
Early Childhood Special Education Evaluations	299	47

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	82.5	5.3
Interpreter, In-Center Evaluations	181.4	34.3
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	26.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	CSD
Early Intervention Services	113	12
Early Childhood Special Education Services	356	48
Students Transitioned to Kindergarten	212	34

Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	50	13
Hearing	80	17
Physical Therapy	49	11
Occupational Therapy	48	11
Autism Spectrum Disorder	692	115
Traumatic Brain Injury	16	2
Total # of K-12 Regional Low Incidence Disabilities	935	169

Other Services	ESD	CSD
Attendance	1638	193
Behavior Consultant	131	0
Family Support Liaison	259	0
Youth Transition Services	58	0



GREATER ALBANY PUBLIC SCHOOLS

718 Seventh Avenue SW
Albany, OR 97321-2399

Phone: 541-967-4511

Fax: 541-967-4587

Superintendent: Rob Saxton

rob.saxton@albany.k12.or.us



Rob Saxton
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	9
Mild/Moderate Special Ed Supports K-12 (PT)	111	29
Mild/Moderate Special Ed Supports K-12 (OT)	615	147
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	63
In-Center Special Education Evaluations	131	52
In-District and Assigned Special Education Evaluations	363	62
Severe Disability Supports	169	41
Early Intervention Evaluations	307	119
Early Childhood Special Education Evaluations	299	117

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	82.5	5.2
Interpreter, In-Center Evaluations	181.4	75.8
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	79.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	GAPS
Early Intervention Services	113	37
Early Childhood Special Education Services	356	116
Students Transitioned to Kindergarten	212	60

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	50	8
Hearing	80	23
Physical Therapy	49	13
Occupational Therapy	48	12
Autism Spectrum Disorder	692	199
Traumatic Brain Injury	16	4
Total # of K-12 Regional Low Incidence Disabilities	935	259

Other Services	ESD	GAPS
Attendance	1638	0
Behavior Consultant	131	58
Family Support Liaison	259	0
Youth Transition Services	58	0



HARRISBURG SCHOOL DISTRICT

P.O. Box 208 / 865 LaSalle Street
Harrisburg, OR 97446-9549

Phone: 541-995-6626 ext. 1

Fax: 541-995-3453

Superintendent: Bryan Starr

bryan.starr@harrisburg.k12.or.us



Bryan Starr
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	342	62
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	16
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	9
In-Center Special Education Evaluations	131	3
In-District and Assigned Special Education Evaluations	363	41
Severe Disability Supports	169	5
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	299	5

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	21
Translation, District Requests	547.6	42.5
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	HSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	4
Students Transitioned to Kindergarten	212	3

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	50	0
Hearing	80	1
Physical Therapy	49	3
Occupational Therapy	48	3
Autism Spectrum Disorder	692	17
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	25

Other Services	ESD	HSD
Attendance	1638	68
Behavior Consultant	131	18
Family Support Liaison	259	17
Youth Transition Services	58	0



LEBANON SCHOOL DISTRICT

485 S Fifth Street

Lebanon, OR 97355

Phone: 541-451-8511

Fax: 541-259-6857

Superintendent: Bo Yates

bo.yates@lebanon.k12.or.us



Bo Yates
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	342	47
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	16
Mild/Moderate Special Ed Supports K-12 (OT)	615	72
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	22
In-Center Special Education Evaluations	131	12
In-District and Assigned Special Education Evaluations	363	28
Severe Disability Supports	169	27
Early Intervention Evaluations	307	35
Early Childhood Special Education Evaluations	299	41

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	82.5	1.5
Interpreter, In-Center Evaluations	181.4	12
Translation, District Requests	547.6	67.2
Translation, In-Center Evaluations	150.9	13.1

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	LCS
Early Intervention Services	113	16
Early Childhood Special Education Services	356	63
Students Transitioned to Kindergarten	212	35

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	50	6
Hearing	80	5
Physical Therapy	49	4
Occupational Therapy	48	5
Autism Spectrum Disorder	692	59
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	79

Other Services	ESD	LCS
Attendance	1638	619
Behavior Consultant	131	0
Family Support Liaison	259	64
Youth Transition Services	58	0



LINCOLN COUNTY SCHOOL DISTRICT

1212 NE Fogarty Street
Newport, OR 97365

Phone: 541-265-9211

Fax: 541-265-3059

Superintendent: Dr. Karen Gray

karen.gray@lincoln.k12.or.us



Dr. Karen Gray
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	342	73
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	16
Mild/Moderate Special Ed Supports K-12 (OT)	615	153
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	37
In-Center Special Education Evaluations	131	11
In-District and Assigned Special Education Evaluations	363	43
Severe Disability Supports	169	18
Early Intervention Evaluations	307	62
Early Childhood Special Education Evaluations	299	43

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	82.5	52
Interpreter, In-Center Evaluations	181.4	25.1
Translation, District Requests	547.6	247.3
Translation, In-Center Evaluations	150.9	9.8

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	LCSD
Early Intervention Services	113	35
Early Childhood Special Education Services	356	62
Students Transitioned to Kindergarten	212	40

Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	50	11
Hearing	80	10
Physical Therapy	49	9
Occupational Therapy	48	9
Autism Spectrum Disorder	692	137
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	176

Other Services	ESD	LCSD
Attendance	1638	307
Behavior Consultant	131	0
Family Support Liaison	259	0
Youth Transition Services	58	0



MONROE SCHOOL DISTRICT

365 N 5th Street

Monroe, OR 97456

Phone: 541-847-6292

Fax: 541-847-6290

Superintendent: Bill Crowson

bill.crowson@monroe.k12.or.us



Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	342	20
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	12
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	2
In-Center Special Education Evaluations	131	4
In-District and Assigned Special Education Evaluations	363	4
Severe Disability Supports	169	2
Early Intervention Evaluations	307	2
Early Childhood Special Education Evaluations	299	6

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	82.5	3.8
Interpreter, In-Center Evaluations	181.4	11.8
Translation, District Requests	547.6	39.3
Translation, In-Center Evaluations	150.9	11.2

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	MSD
Early Intervention Services	113	2
Early Childhood Special Education Services	356	4
Students Transitioned to Kindergarten	212	2

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	50	0
Hearing	80	1
Physical Therapy	49	2
Occupational Therapy	48	1
Autism Spectrum Disorder	692	9
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	14

Other Services	ESD	MSD
Attendance	1638	9
Behavior Consultant	131	0
Family Support Liaison	259	9
Youth Transition Services	58	25



PHILOMATH SCHOOL DISTRICT

1620 Applegate Street

Philomath, OR 97370

Phone: 541-929-3169

Fax: 541-929-3991

Superintendent: Susan Halliday

susan.halliday@philomath.k12.or.us



Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	0
Mild/Moderate Special Ed Supports K-12 (OT)	615	24
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	5
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	29
Severe Disability Supports	169	14
Early Intervention Evaluations	307	11
Early Childhood Special Education Evaluations	299	4

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	82.5	1.7
Interpreter, In-Center Evaluations	181.4	1.3
Translation, District Requests	547.6	113
Translation, In-Center Evaluations	150.9	4.1

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	PSD
Early Intervention Services	113	0
Early Childhood Special Education Services	356	15
Students Transitioned to Kindergarten	212	12

Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	50	2
Hearing	80	4
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	27
Traumatic Brain Injury	16	2
Total # of K-12 Regional Low Incidence Disabilities	935	37

Other Services	ESD	PSD
Attendance	1638	0
Behavior Consultant	131	23
Family Support Liaison	259	50
Youth Transition Services	58	0



SANITAM CANYON SCHOOL DISTRICT

P.O. Box 197 / 150 SW Evergreen Street
Mill City, OR 97360

Phone: 503-897-2321

Fax: 503-897-2322

Superintendent: Todd Miller

todd.miller@santiam.k12.or.us



Todd Miller
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	2
Mild/Moderate Special Ed Supports K-12 (OT)	615	4
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	2
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	20
Severe Disability Supports	169	1
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	299	0

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SCSD
Early Intervention Services	113	0
Early Childhood Special Education Services	356	1
Students Transitioned to Kindergarten	212	1

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	50	3
Hearing	80	10
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	59
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	74

Other Services	ESD	SCSD
Attendance	1638	0
Behavior Consultant	131	0
Family Support Liaison	259	57
Youth Transition Services	58	22



SCIO SCHOOL DISTRICT

38875 NW First Avenue
Scio, OR 97374

Phone: 503-394-3261

Fax: 503-394-3920

Superintendent: Steve Martinelli

martinellis@sciok12.org



Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	342	88
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	3
In-Center Special Education Evaluations	131	3
In-District and Assigned Special Education Evaluations	363	19
Severe Disability Supports	169	5
Early Intervention Evaluations	307	8
Early Childhood Special Education Evaluations	299	3

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	82.5	0.8
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0.7
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	5
Students Transitioned to Kindergarten	212	2

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	50	2
Hearing	80	1
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	8
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	14

Other Services	ESD	SSD
Attendance	1638	71
Behavior Consultant	131	11
Family Support Liaison	259	35
Youth Transition Services	58	0



SWEET HOME SCHOOL DISTRICT

1920 Long Street
Sweet Home, OR 97386

Phone: 541-367-7126

Fax: 541-367-7105

Superintendent: Lisa Riggs

lisa.riggs@sweethome.k12.or.us



Lisa Riggs
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	342	30
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	4
Mild/Moderate Special Ed Supports K-12 (OT)	615	35
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	13
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	53
Severe Disability Supports	169	13
Early Intervention Evaluations	307	9
Early Childhood Special Education Evaluations	299	25

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SHSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	31
Students Transitioned to Kindergarten	212	18

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	50	2
Hearing	80	4
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	48
Traumatic Brain Injury	16	5
Total # of K-12 Regional Low Incidence Disabilities	935	61

Other Services	ESD	SHSD
Attendance	1638	355
Behavior Consultant	131	0
Family Support Liaison	259	23
Youth Transition Services	58	0



LBL Local Service Plan Addendum 2022-2024: Statewide Education Initiatives Account

Student Success Act Purpose:

- a) Meet students’ mental or behavioral health needs; and
- b) Increase academic achievement for students, including reducing academic disparities for historically underserved students

LBLESD	Student Success Act – SEIA
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and services that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district SIA plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district SSA/SIA planning.
Outcome #5	Technical assistance for the growth and support of equity within each school district.
Strategy #1	Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcome 1, 2, 5)
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcome 2, 3, 5)
Strategy #3	Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activities 2022-2023	SSA Coordinator and Associated Costs (Strategy 1-3)
	Strategic Partnerships Administrative Assistant
	Regional Behavioral Health Systems Facilitator and Associate Costs (Strategy 1, 3)
	Social Emotional Learning Coaches (supporting schools with DESSA follow-up needs)
	Instructional Coaching, New Teacher Mentors, and Associated Costs (Strategy 2, 3)
	Communities of Practice Facilitator and Associated Costs (Strategy 1-3)
	Professional Development – Regional Trainings
	DESSA (SEL) K-8 (Pre-paid)
	Data Analyst/Programming Support (Strategy 3)
Indirect 5%	
Activities 2023-2024	SSA Coordinator and Associated Costs (Strategy 1-3)
	Strategic Partnerships Administrative Assistant
	Regional Behavioral Health Systems Facilitator and Associate Costs (Strategy 1, 3)
	Social Emotional Learning Coaches (supporting schools with DESSA follow-up needs)
	Instructional Coaching and Associated Costs (Strategy 2, 3)
	Communities of Practice Facilitator and Associated Costs (Strategy 1-3)
	Professional Development – Regional Trainings
	DESSA (SEL) K-8
	Data Analyst/Programming Support (Strategy 3)
Indirect 5%	

SEIA Plan presented to Valley Coast Superintendent Association: October 21, 2021

SEIA Plan approved by Valley Coast Superintendent Association: November 19, 2021

SEIA Plan presented to and adopted by LBL Board of Directors: December 15, 2021

(Continued on page 67)

LBLEDSD works to support districts in the implementation of their Student Investment Account plan. Section 13 in the SSA outlines where districts can spend their funds. LBL has created a plan that can support the following utilizing the Regional Behavioral Health Systems Facilitator, SEL Coaches (2), Instructional Coach, New Teacher Mentor Program coaches, and Communities of Practice Facilitator.

The SSA purpose, meet students' health or safety needs, may include supports from the following:

- (A) Social-emotional learning and development;*
- (B) Student mental and behavioral health;*
- (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;*
- (D) Student health and wellness;*
- (E) Trauma-informed practices;*

Increase academic achievement for students, including reducing academic disparities for historically underserved students.

Each of the Activities were created based on the Strategies listed that support the overall Outcomes.

Strategy 1: Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcome 1, 2, 5)

Activity Associated

- SSA Coordinator
- Regional Behavioral Health Systems Facilitator
- Social Emotional Learning Coaches
- Communities of Practice Facilitator
- Professional Development
- DESSA

Strategy 2: Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcome 2, 3, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- New Teacher Mentor Coaches
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

Strategy 3: Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- New Teacher Mentor Coaches
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (LPGT)
- Professional Development

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period.

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 services are decided by districts on an annual basis. This allows LBL and its component school districts to stay within the constraints of the agreements, yet provide flexibility in the use of funds.

Transits

Up to 50% of the district’s allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

Statewide Education Initiatives Account (SEIA)

The SEIA grant provides funding to allow greater ESD support to districts. This includes the provision of technical assistance to districts in developing, implementing and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with Oregon Department of Education in administering and providing technical assistance to districts, including coordinating any coaching programs. SEIA plans are adopted and amended as part of the Local Service Plan and approved by the Oregon Department of Education.

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2022-2023 school year as presented.

LBL Board Chair

Date

School District Board Chair

Date

X. **BOND UPDATE**

A. Bond Program Update



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE FEBRUARY 3, 2022



GENERAL PROGRAM UPDATES

This report will be fairly brief this month, as we are about 3 weeks after the prior report, and the bond team has been very busy on a number of fronts and we have asked them to focus on the direct project management work.

Part of the district's obligation is to install a prescribed amount of renewable energy work per the Oregon Department of Energy guidelines. This obligation provides a unique opportunity for the district to not only provide clean energy, it is also providing an opportunity for student learning through observation, instruction and by monitoring the energy dashboard (soon to launch for Lincoln!). At this February 3 board meeting, we are bringing a contract for approval to install arrays at Linus Pauling and Cheldelin Middle Schools. The district is grateful for the collaboration with the Corvallis Sustainability Coalition and the Oregon Clean Power Cooperative to attract community investors for several of our projects to enable us to increase the production of these arrays.

Here's some highlights of bond team activity on active projects:

- Fortis is preparing to move onto the Adams Elementary site soon, and the Wenaha move coordination team is gearing up to prepare the building for imminent abatement activities. Modular classrooms will arrive soon, to provide space for classes during phased renovation activities in the building.
- Abatement work is underway at the old Bessie Coleman Elementary building. Building demolition will start late February.
- Crescent Valley and Corvallis High CTE spaces are still seeing activity as late products (supply chain) trickle in.
- CSD, Wenaha and Pivot Architecture are working hard to optimize scope for the Harding Center/College Hill project after initial bids came in too high. New bids will be received later this spring. The project is still anticipated to complete in the summer of 2023.
- Some interior renovation elements are turning over at Kathryn Jones Harrison and Letitia Carson Elementaries. Foundations for the new additions are getting underway. Completion of these projects is scheduled for this summer.



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
FEBRUARY 3, 2022**



Taken in the fall at Bessie Coleman. (l-r) Kieron Spellman - Wenaha Project Manager, Paul Jennison - CSD Bond Liaison, Dale Kuykendall - Wenaha Senior Project Manager. Just a small part of the team!



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE FEBRUARY 3, 2022

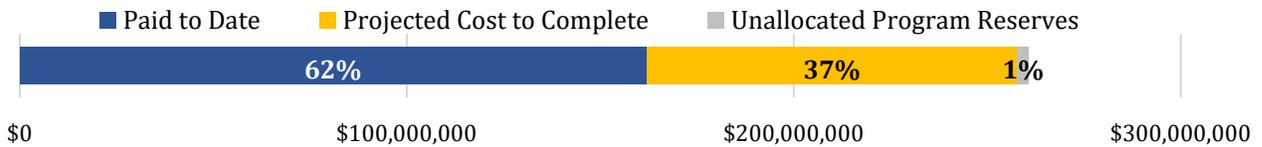


FINANCIAL SUMMARY AS OF DECEMBER 31, 2021

Voter Approved Bond Issuance	\$ 199,914,046
Bond Sale Premium	39,204,888
Bond Interest Earnings	11,034,921
OSCIM Grant ¹	6,234,147
Other Funding ²	2,819,564
Projected Resources through End of Program ³	1,518,387
Total Program Resources	\$260,725,952

Paid to Date	\$ 161,937,251
Projected Cost to Complete	95,856,037
Total Projected Costs	\$ 257,793,289
Unallocated Program Reserves	2,932,663
Total Program Requirements	\$ 260,725,952

- ¹ **Oregon School Capital Improvement Matching (OSCIM) Grant.** Matching grant through this state program; restricted to Lincoln project.
- ² **Other Funding.** Additional grants and reimbursements from several sources including energy conservation reimbursements from the SB 1149 program and from the Energy Trust of Oregon, seismic rehabilitation grants, and the High School Success grant (M98); restricted to specific projects.
- ³ **Projected Resources through End of Program.** Interest earnings, e-rate, and energy conservation reimbursements.



	Bond Allocation	Other Funding Sources ¹		Total Projected Costs ²	Paid to Date	%	Projected Cost to Complete
		allocated	pending allocation				
Adams	\$ 11,594,457	\$ 981,337	\$ 6,473,397	\$ 19,049,191	\$ 2,913,395	15%	\$ 16,135,796
Garfield	20,431,066	4,871,613	484,832	25,787,512	25,519,180	99%	268,332
Husky	38,462,382	(648,740)	362,999	38,181,641	30,523,957	80%	7,657,684
Jaguar	12,322,158	5,625,703	683,725	18,631,586	9,651,413	52%	8,980,173
Lincoln	32,068,849	6,260,619	1,400,078	39,724,546	38,144,109	96%	1,580,437
Mt View	8,904,029	-	8,468,569	17,372,598	678,812	4%	16,693,786
Wildcat	11,807,766	5,669,935	209,312	17,687,013	8,693,556	49%	8,993,457
Franklin	8,897,336	2,520,420	(210,152)	11,207,604	538,261	5%	10,669,343
Cheldelin	9,992,479	266,782	1,982,691	12,241,952	7,613,251	62%	4,628,702
Linus Pauling	400,000	-	31,091	431,091	359,464	83%	71,627
Corvallis	7,982,711	2,449,028	144,930	10,576,669	9,311,178	88%	1,265,491
Crescent Valley	16,226,898	5,138,901	(941,031)	20,424,767	18,986,739	93%	1,438,029
Harding	11,208,697	-	3,379,359	14,588,056	1,125,850	8%	13,462,206
Program Administration	9,615,219	-	2,273,844	11,889,063	7,878,087	66%	4,010,976
TOTAL	\$199,914,046	\$ 33,135,598	\$ 24,743,644	\$257,793,289	\$ 161,937,251	63%	\$ 95,856,037

¹ **Other Funding Sources.** Includes bond sale premium, bond interest earnings, OSCIM grant, High School Success grant (M98), and other funding such as energy conservation reimbursements from the SB 1149 program or Energy Trust of Oregon, and seismic rehabilitation grants.

² **Risk Associated with Projection.** Low - Complete/Nearing Completion Medium - Under Contract High - No Contract Yet



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



ADAMS ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Kieron Spellman
Wenaha Group

Architect: DLR Group

CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add five (5) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, replace emergency communication systems, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Dec 2021	97%	
Construction	April 2022	June 2023	0%	

CURRENT ACTIVITIES

- Building permit – CSD responded to the City’s 2nd set of plan review comments. Pending City response.
- PIPC permit -- CSD responded to the City’s 2nd set of plan review comments. Pending City response.
- Fortis working to contract with all subcontractors and continuing their procurement process.
- Electrical service replacement work and low voltage fiber work for the District Office and Food Warehouse – Final PP&L vault location has been determined and coordinated with PIPC documents. EC Electric and PP&L to move forward with getting City permit and then completing the installation.
- Fortis has permit applications into the City for the modular classrooms. Modular classrooms from Bessie Coleman will be moved to Adams late in February.
- Initial move coordination meeting has taken place and locker rooms will be emptied before spring break.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 3, 2022



ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continue to work to obtain PIPC and building permits.
- Continue with electrical service replacement project.
- Empty locker room before Spring Break so construction work can commence.
- Move in and install modular classrooms from Bessie Coleman for teacher's materials to be moved into over Spring Break.

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS - N/A

PROJECT PHOTO GALLERY - N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



**BESSIE COLEMAN ELEMENTARY SCHOOL
REPLACEMENT SCHOOL**

**Project Manager: Kieron Spellman
Wenaha Group**

Architect: DLR Group

CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Construct new two-story 67,466 square foot elementary school and demolish existing school. Create new play areas and fields once demolition is complete.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	99%	
Construction			75%	
Phase 1	Summer 2020	Fall 2020	100%	Staging & Sitework
Modular Classrooms to be relocated onsite and building pad construction.				
Phase 2	Fall 2020	Winter 2021	98%	New Construction
Construction to be conducted during the school year with secure fencing separation from school.				
Phase 3	Spring 2022	Summer 2022	5%	Demolition & Sitework

CURRENT ACTIVITIES

- All new furniture has been installed.
- New school is operational.

BUILDING:

- Fortis is completing all punch list items, and all scopes that were not able to be completed before opening, after hours, and on weekends.
- Access control is operational. Intrusion control is completed.

OLD BUILDING:

- Abatement is in progress and is scheduled to be complete by third week of February.
- Demolition will occur when abatement complete.
- Fortis working to have modular classrooms dismantled and moved over to Adams Elementary by end of February.
- Fortis working with a charity organization to have the existing play equipment salvaged for relocation to Ukraine.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 3, 2022



ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Building commissioning is continuing.
- Punchlist and remaining work will continue to be performed after hours.
- Complete all scopes of work (classroom acoustical panels, AV equipment, mural and coiling doors) which had supply chain delays.

HIGHLIGHTS

- School opened to students!

CHALLENGES AND SOLUTIONS

PROJECT PHOTO GALLERY



View of old building from the new building. Be sure to visit the district's webcam to watch the progress - <http://dwpwebcams.com/csd/> also accessible from the district's bond page.



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



**CHELDELIN MIDDLE SCHOOL
MAJOR RENOVATION**

**Project Manager: Patrick Linhart
Wenaha Group
Architect: Pivot Architecture
Track Contractor: Field Turf USA
CM/GC Contractor: Gerding Builders**

PROJECT DESCRIPTION

Renovation: Renovate classroom to create a STEAM lab, renovate library/media center, improve ADA accessibility to the front office and elsewhere in the school, renovate cafeteria, renovate restrooms, replace kitchen flooring, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve seismic safety, replace wooden bleachers in the gym.

Resurface existing track: Scope also includes enlarging the high jump area to accommodate two jumping areas and improving drainage around the long jump area – complete.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	June 2019	100%	Complete
Design & Permitting	May 2019	March 2020	100%	Complete
Design & Permitting PH II	July 2020	Mar-design, Feb- May permit 2022	90%	Package B permit submission end of January
Ph I Construction	June 2020	Aug 2021	100%	Complete
Ph II Construction	June 2022	Dec 2022	0%	GMP approved

CURRENT ACTIVITIES

- Gerding Builders continues to contract with subcontractors and release them to process shop drawings for the upcoming summer work. This summer, the scope is primarily seismic improvements and HVAC renovations.
- Gerding’s submittal process is in full production and Pivot is processing them as they come in.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 3, 2022



- The new library circulation desk manufacturer continues to experience schedule challenges. The installer missed the previous January 17 target and is now scheduled for Feb 3 while students are out.
- Pivot is scheduled to submit the plans for permit to the City the week of January 26. We anticipate the permit process to take 3-4 months, which should give us our needed permit prior to our construction start in June.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- A contract for an educational solar array for the Cheldelin site is coming before the board on February 3. The array will be near the northwest corner of the track. Work will likely occur this summer.

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS - N/A

PROJECT PHOTO GALLERY - N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



COLLEGE HILL HIGH SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Patrick Linhart
Wenaha Group
Architect: Pivot Architecture
Contractor: Pending

PROJECT DESCRIPTION

Adds multi-use cafeteria/reception, renovate two (2) classrooms to support science construction, improve ADA accessibility, renovate locker rooms, replace cabinetry in classrooms, replace roof and gutter system, upgrade mechanical infrastructure including electrical, heating, boilers and plumbing systems, improve emergency lighting, improve seismic safety in one and two story portions of the building, install access control system, replace emergency communication systems, replace fire monitoring system and add an outdoor covered classroom space.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Feb 2019	100%	
Design for permitting	Jan 2021	Nov 2021	100%	
Permit- Historical, Land Use & Bldg	July 2021	May 2022	50%	HPP & Land Use processes continue
Construction	June 2022	Sept 2023	0%	

CURRENT ACTIVITIES

- Initial pricing for the 100% CD plans came in well over budget. CSD, Wenaha and Pivot have been reviewing modifications to establish a new reduced scope for the project in order to keep the project in line with established budgets and still meet bond promises.
- The College Hill land use review process continues as we work through the reduced scope on the project.
- Pivot submitted PIPC plans for City review back in December. The City noted they would proceed with reviews but could not offer an approval until the base permit package was reviewed and approved.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- We expect land use review, full permit submittal and city review to occur in the coming months as scheduled.





CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 3, 2022



- Through the use of a formal Request for Qualifications (RFQ) process, we will create a prequalified list of bidders for this project and request bids on the newly revised scope in the 2nd quarter.

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS

- It was identified that the multi-phased project on an occupied campus was contributing to higher costs. The team is actively planning to relocate programs and departments to other facilities for the construction duration.
- Keeping the project moving forward as we modify designs, with an eye to budget and schedule is a challenge. It is still intended that the project will start this summer and complete the summer of 2023.

PROJECT PHOTO GALLERY - N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



CORVALLIS HIGH SCHOOL
MAJOR RENOVATION

Project Manager: Patrick Linhart
Wenaha Group
Architect: Pivot Architecture
CM/GC Contractor: Gerding Builders

PROJECT DESCRIPTION

Expand covered outdoor learning area for career technical education, renovate classroom spaces for career and technical education, improve softball facilities, including restroom and concessions, install ADA door openers, install covered walkway to applied technology buildings, replace artificial turf field, replace hallway carpet, replace roof on main building & greenhouse roof, resurface track, enhance video surveillance system, increase restroom connections to emergency generator, toilets & faucets, replace field lighting at Taylor Field.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	June 2020	100%	
Design & Permitting	June 2020	April 2021	100%	
Construction	Spring 2019	April 2021	100%	
Major Construction	April 2021	Mar 2023	99%	

CURRENT ACTIVITIES

- Gerding Builders continues to work on installing foundations over utilities at the dust collector screen wall. It is anticipated this work will now be completed by February 4.
- Work continues on our AT south eyebrow style canopies. Gerding’s latest schedules note this work should complete in February.
- Convergent reported that all CHS cameras have been delivered and expects them to all be installed and operational by February 7.
- CSD had a troublesome boiler water valve replaced on Jan 17. This replacement will now allow the needed hot water to each of the units and we can continue commissioning activities.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Overhead Door Company continues to struggle with material delivery and our latest information indicates delivery and installation of our OH Doors over Spring Break.



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS - N/A

PROJECT PHOTO GALLERY - N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 03, 2022**



**CRESCENT VALLEY HIGH SCHOOL
MAJOR RENOVATION**

**Project Manager: Patrick Linhart
Wenaha Group
Architect: Pivot Architecture
CM/GC Contractor: Gerding Builders**

PROJECT DESCRIPTION

Expand covered outdoor learning area for career technical education, renovate and expand classroom spaces for career and technical education, install a new artificial turf field, improve ADA accessibility, install elevator in gym building and replace main ramp for ADA access, refurbish, repair, and weatherize building exterior, Replace fire suppression system in kitchen, resurface bus drop-off/pick-up lane, resurface track, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance video surveillance system, improve seismic safety, increase power connections to generator circuit, replace access control system, and replace emergency communication systems.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	Mar 2020	100%	
Design & Permit Bldg A seismic	July 2020	Feb 2021	100%	
Construction Bldg F & elevator	June 2020	Dec 2021	99%	Commissioning & added scope
Construction Bldg A seismic	June 2022	Aug 2022	70%	2 brace frames- Bldg A seismic work remain

CURRENT ACTIVITIES

CVHS Renovation-Building F:

- Update as of Jan 26 – Overhead door of Eugene materials continue to be delayed from the manufacturer. Currently our new delivery date is TBD. Based on delivery at CHS, through the same company, we anticipate a Spring Break delivery and install.
- Update as of Jan 26 - We have 2 more security cameras scheduled to arrive the 2nd week of February.





CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 03, 2022



- The design team has identified a need for a reduce pressure backflow device on our glycol fire protection system at the outdoor covered canopy. This work has been approved and is scheduled to occur in February.
- Our commissioning efforts have made good progress this last month and we are down to only a few outstanding items that are related to outstanding material deliveries such as added exhaust fans or electrical related items.

Added scope items - updated

- The final parts for the revised pug mill room venting are scheduled for delivery late March.
- The water jet is installed and ready for operation.
- The welding room has been tested and is ready for full operation.
- Additional work to incorporate the two very large metal mills into the metals space is moving slowly as we await the manufacturers assistance in some disassembly to safely get the units into place.
- Work associated with the new emergency stop and total shop shut down buttons for the metal shop is scheduled for completion by February 7.
- Work associated with the new emergency stop and total shop shut down buttons for the wood shop will follow the completion of the metals shop. This work will need to be done off hours and will likely occur over Spring Break (or sooner if an opportunity presents itself).

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Long lead time items such as new exhaust fans, defective motor units and scope added items are scheduled to arrive prior to Spring Break. The construction team is scheduled to install these units over Spring Break.

HIGHLIGHTS

- Commissioning efforts have made great strides this last month and most systems (where we have all the parts) are running as designed with the new controls programming.

CHALLENGES AND SOLUTIONS – N/A

PROJECT PHOTO GALLERY – N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



FRANKLIN K-8
MAJOR REMODEL

Project Manager: Patrick Linhart
Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Create collaborative/small group learning areas, renovate 2 classrooms to support middle school science instruction, improve ADA accessibility, install energy efficient lighting, renovate restrooms, replace exterior windows, flagpole, kitchen flooring, and roof, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating and plumbing systems, improve emergency and exterior lighting, improve seismic safety, repair sidewalks, replace emergency communication systems, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	Dec 2020	100%	
Design & Permitting	Jan 2021	Mar 2021	94%	City in 2 nd permit review
Construction	Mar 2022	Dec 2022	0%	

CURRENT ACTIVITIES

- Fortis will set up their construction yard just prior to Spring Break and perform hazardous material abatement over Spring Break in the hallways, library and locker room areas.
- Fortis to relocate some bike racks in the next few weeks on site to allow for an onsite storage container to store library materials.
- DLR has responded to the City’s 1st round of permit comments and further review is back in the City’s court. Timing of this permit process is tracking well for a permit to be in hand by mid-March.
- Wenaha and CSD continue planning efforts around packing up the library and old locker/shower room spaces. Wenaha met with the principal and librarian to review future plans and schedules.
- Franklin team meetings have started on Thursdays and will continue through the project.



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continue establishing working relationships with the Franklin front office teams, Fortis and Wenaha.

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS - N/A

PROJECT PHOTO GALLERY - N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



GARFIELD ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Patrick Linhart
Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Addition of six (6) classrooms, create collaborative and small group learning areas, expand the library/media center, renovation of existing classroom spaces, add covered play shelter, improve ADA accessibility, renovate restrooms, repair concrete floor foundation, replace the kitchen flooring, upgrade finishes in shared spaces with floors, paint, and ceiling, secure front entry, office modifications, improve site circulation and parking, repair/replace sidewalk, seismic upgrades, fuel tank decommissioning and upgrades to mechanical, electrical, and plumbing.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Jan 2019	100%	
Design & Permitting	Jan 2019	July 2020	100%	
Construction	May 2020	Aug 2021	100%	Ongoing commissioning

CURRENT ACTIVITIES

- Fortis has obtained the sign permit and the electrical permit for the monument sign work in front of the school. This sign will feature an electronic reader board, and should be complete by late April.
- HVAC systems have been turned over to CSD for management.
- Intercom echoing was substantially resolved with a software firmware update. Valcom continues to do minor tweaking to try and improve even further.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Monument sign installation

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS - N/A

PROJECT PHOTO GALLERY - N/A





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



KATHRYN JONES HARRISON ELEMENTARY Project Manager: **Kieron Spellman**
 MAJOR ADDITION AND REMODEL **Wenaha Group**
 Architect: **DLR Group**
 CM/GC Contractor: **Fortis Construction**

PROJECT DESCRIPTION

Add four (4) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, add ADA accessible restrooms in Life Skills classrooms, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve site circulation and parking, replace emergency communication systems, replace sidewalk, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	May 2021	100%	
Construction	April 2021	June 2022	46%	

CURRENT ACTIVITIES

- Footings for the new additions are being formed for concrete pours within the next week. Once completed, underground work will commence, followed by slab on grade.
- Fortis continuing with Administration and music room remodels.
- Fortis completing tile work in restrooms and then plumbing finishes for turnover as soon as possible. One staff restroom turned over this week and another early next. Staff restroom trailer on playground to be removed late next week.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Phase 1 construction: Administration suite remodel scheduled to turn over end of February. Music room to turn over around spring break. Furniture scheduled to arrive early February.
- Continue with Phase 2 construction for completion Summer 2022.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 3, 2022



HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS

- Ensuring that conditions are safe for students, with the continuing renovation and addition project.

PROJECT PHOTO GALLERY



Staff Room



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



Staff work room



Admin Front Counter



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



LETITIA CARSON ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Kieron Spellman
Wenaha Group

Architect: DLR Group

CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add three (3) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance emergency communication systems, improve emergency lighting secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	May 2021	100%	Permits received
Construction	April 2021	June 2022	46%	

CURRENT ACTIVITIES

- **Permits are in-hand, so 2nd phase work is underway.**
- Continuing to work in remodel areas (Music room and administration) within the school per our first phase permit.
- Administration area presently tracking for March 9 turnover.
- New furniture for early spaces scheduled to arrive early February.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The district will commence with LDO for parking lot and water detention system changes. Neighborhood meeting is scheduled for February 15 to start the process.
- New addition excavation to commence this week.
- Continue with music room build out.

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS

- Continuing to maintain safe conditions for students while completing the construction work.





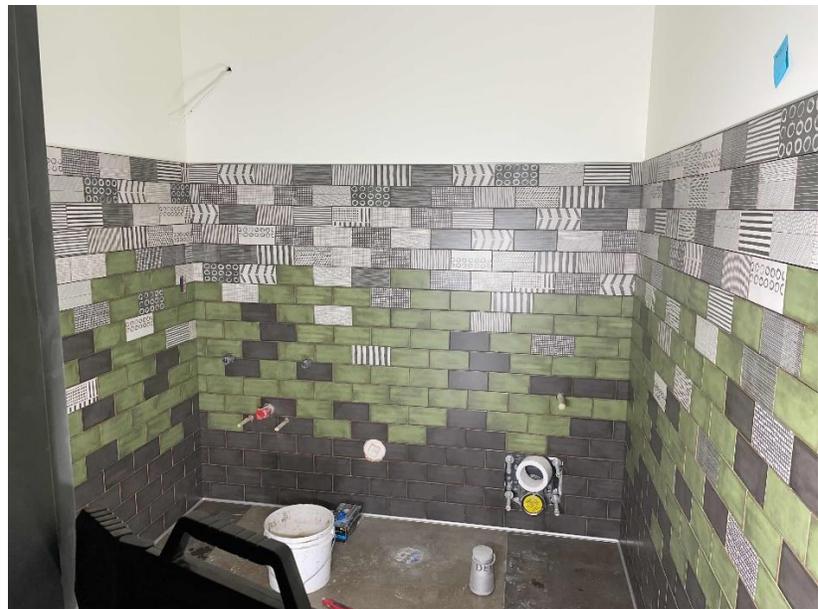
CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE February 3, 2022



PROJECT PHOTO GALLERY



Start of New addition Excavation



New Staff Restroom



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



Staff Work Room



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



**LINCOLN ELEMENTARY SCHOOL
REPLACEMENT SCHOOL**

**Project Manager: Kieron Spellman
Wenaha Group
Architect: DLR Group
CM/GC Contractor: Fortis Construction**

PROJECT DESCRIPTION

Construct new two-story 68,560 square foot elementary school and demolish existing school. Create new play areas and fields once demolition is complete.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	100%	
Construction			98%	
Phase 1	Summer 2020	Summer 2020	100%	Staging/Sitework
Health Clinic to be relocated onsite. Temporary playground enhancement is being planned.				
Phase 2	Summer 2020	Summer 2021	99%	New Construction
Construction to be conducted during the school year with secure fencing separation from school.				
Phase 3	Summer 2021	Fall 2021	99%	Demolition/Sitework

CURRENT ACTIVITIES

Building:

- Finalizing the last of the commissioning report to ensure good building performance.
- Need to complete solar/battery tie in. To be complete on a day school is out of session.

Site Work:

- Completed final sidewalks and fencing adjacent to the ballfield. Also placed erosion control measures on field to protect from erosions for remainder of the winter.
- Covered play structure and remaining asphalt play surfaces have been turned over to the school.
- Monument sign needs to be completed.

Lincoln Health Center:

- Working to close out contract with Benton County.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Seeding of the ball field in spring when growing season commences.





**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



- Complete all paperwork for Final Certificate of Occupancy.

HIGHLIGHTS - N/A

CHALLENGES AND SOLUTIONS - N/A

PROJECT PHOTO GALLERY - N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



LINUS PAULING MIDDLE SCHOOL

RESURFACE TRACK

Project Manager: Wenaha Group

Architect: N.A.

Contractor: Field Turf USA

PROJECT DESCRIPTION

Resurface existing track. Additional scope includes enlarging the high jump area to accommodate two jumping areas, improving drainage around the long jump area, removing the pole vault pad and adding track surface to the javelin runway.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	N.A	N.A.	N.A.	
Design & Permitting	Jan 2019	March 2019	100%	
Construction	June 2019	Aug 2019	100%	

CURRENT ACTIVITIES

- A contract for a solar array for the Linus Pauling is coming before the board on February 3. The array will be on the pyramidal sheet metal roof above the cafeteria.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- N/A

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
February 3, 2022**



MOUNTAIN VIEW ELEMENTARY SCHOOL
MAJOR ADDITION AND REMODEL

Project Manager: Kieron Spellman
Wenaha Group

Architect: DLR Group

CM/GC Contractor: Fortis Construction

PROJECT DESCRIPTION

Add three (3) permanent classrooms, convert existing office to classroom space, create collaborative/small group learning areas, improve ADA accessibility, install energy efficient lighting, replace kitchen flooring, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance emergency communication systems, improve emergency lighting, improve seismic safety, improve site circulation and parking.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Dec 2018	Dec 2020	100%	
Design & Permitting	Jan 2021	Dec 2021	93%	
Construction	Apr 2022	June 2023	0%	

CURRENT ACTIVITIES

- Contract has been signed with Fortis and they have been released to signing up subcontractors for the project.
- Waiting for response from County on building permit.
- Fortis working on logistics, schedule, and phasing for the project for an early summer start.
- Move coordination meetings with staff to commence next week.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- DLR to continue working with County to obtain building permit.
- Continue with move coordination meetings for construction starting next summer.

PROJECT PHOTO GALLERY - N/A

B. Contract Award for Solar Installations at Linus Pauling Middle School and Cheldelin Middle School



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: February 3, 2022

Contract Award for Solar Installation at Linus Pauling Middle School and Cheldelin Middle School

Action Requested

Background

On October 27, 28 & 29, 2021 an advertisement was published in the Oregon Daily Journal of Commerce, the Corvallis Gazette Times, and on the Corvallis School District website requesting proposals for solar projects. A non-mandatory pre-proposal site tour was held on November 4, and proposals were due on December 21, 2021.

A committee evaluated the proposals received based on criteria that was outlined in the RFP and determined that Energy-Wise Services had the best pricing and was qualified to perform the work. The bond team worked with the contractor to update the proposal to include an 85.4 kW array at Linus Pauling Middle School and a 28.8 kW array at Cheldelin Middle School. Staff is requesting \$241,012 to contract for the work, which will be funded from the bond, and is part of the State requirement for spending 1.5% of the bond costs for qualifying projects on renewable energy projects. The Linus Pauling array will be located on the “pyramid” sheet metal roof that is over the cafeteria, and the Cheldelin array will be installed near the northwest corner of the track in a fenced enclosure. Both locations will provide good educational opportunities for students and provide energy savings to the district estimated at about \$12,000/year.

Staff expects to realize Energy Trust of Oregon incentives of about \$23,000 for the projects that would be credited to the bond funds. In addition, as was done on prior projects at the District Office and Corvallis High, the district has collaborated with the Corvallis Sustainability Coalition and the Oregon Clean Power Cooperative to attract investors for the project, and have received a commitment of \$154,000 in the form of a loan that will help offset project costs. Payments for the loan are funded by district energy savings from the solar arrays. It should be noted that the \$154,000 commitment will also support the 23 kW solar array that will be installed at Franklin K-8 which is included in the existing Fortis Construction contract for that school.

ACTION REQUESTED

Authorize staff to execute a contract with Energy-Wise Services for the Linus Pauling and Cheldelin Middle School solar projects in the amount of \$241,012.

MOTION REQUESTED

“I move to authorize staff to execute a contract with Energy-Wise Services for the Linus Pauling and Cheldelin Middle School solar projects in the amount of \$241,012.”

XI. EDUCATION UPDATE

Education Update

February 3, 2022





On Friday, Oregon Health Authority filed a permanent rule that keeps in place requirements for masking indoors in K-12 schools, and requirements for school and school-based program staff to be up to date on their vaccination.

The district does not expect these decisions to change the current policy in place

Upcoming COVID-19 Vaccine Clinics

FEB 4

 **Cheldelin Middle**

- 3 pm - 7 pm

JAN 31 - FEB 11

 **Benton County Event Center & Fairgrounds**

- 11 am - 6 pm
- Drive -thru and walk-up options available

COVID-19 Communications Updates

- Contact Tracing
- Notifying the District of Positive Test Results



School Renaming Updates



Graduation Data

- 2021 graduation rate is 88.2%
- Hispanic/Latino student rate is 92.0%
- Former English Language Learners is 94.3%



Graduation Data

Areas for Ongoing Focus

- Four-year graduation rate for students with disabilities has remains flat at 67%.
- Rate for Students Navigating Poverty dropped several points in 2020-21 to 75%.
- Rate for Students Experiencing Houselessness dropped from a high of 64% in 2019-20 to 52%.



XII. LOCAL OPTION LEVY RENEWAL



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Kelly Locey, Communications Coordinator
Meeting Date: February 3, 2022

Local Option Levy Renewal

NO ACTION REQUIRED

Background

Under Oregon's property tax law, a local option levy gives individual communities the ability to supplement state funding for their local schools. In November 2016, voters in Corvallis renewed a five-year local option levy, originally approved in 2006 and renewed in 2010, at a rate of \$1.50 per \$1,000 of assessed value. The district uses resources from the local option levy to fund teachers at all schools to sustain class sizes; instructional coaches to improve teaching and learning; music, physical education and art instruction for elementary students; vocational and technical education opportunities; counseling support for students; and high school athletics and activities. In fiscal year 2021-22, local option taxes are estimated to represent about \$8.6 million, or 10% of the district's general fund operating revenues.

LIMITATIONS ON PROPERTY TAXES

Oregon's property tax system as we know it today is shaped by Measures 5 and 50, two constitutional amendments that introduced statewide limitations on property taxes.

Measure 5 (1990)

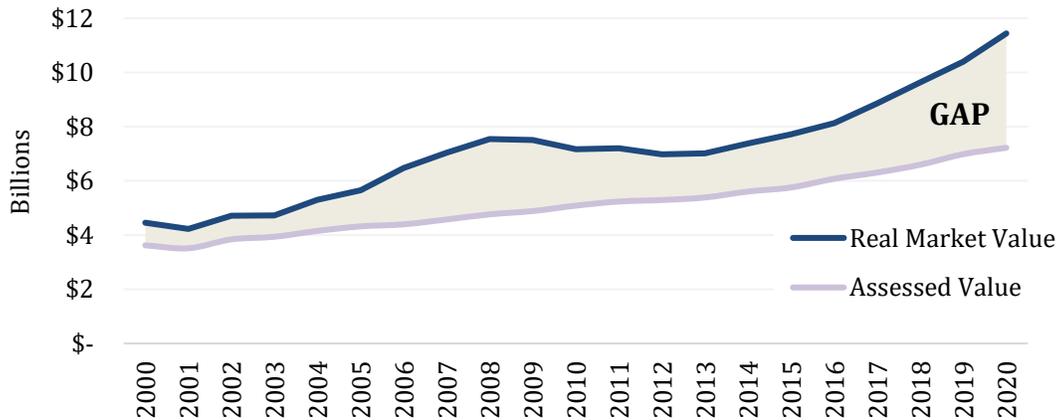
- Capped property taxes at \$15 per \$1,000 of **real market value**. Bonds are outside of these limitations.
- \$5 for education (school districts, ESDs and community colleges)
- \$10 for general government (all others)

Measure 50 (1997)

- Created a lower **assessed value** on which property taxes are calculated, and capped assessed value growth at 3% per year.
- Created local option levies, which are levied in addition to permanent operating rates, but are still subject to Measure 5 limits, and require voter approval.

Most properties have a "gap" between their Measure 5 real market value and their Measure 50 assessed value. Because local option levies can increase taxes up to the Measure 5 limit on real market value, local option levies "tax the gap" between assessed value and real market value. When taxes on a property exceed the Measure 5 limit, the tax rates are reduced or "compressed".

CORVALLIS SCHOOL DISTRICT PROPERTY VALUES



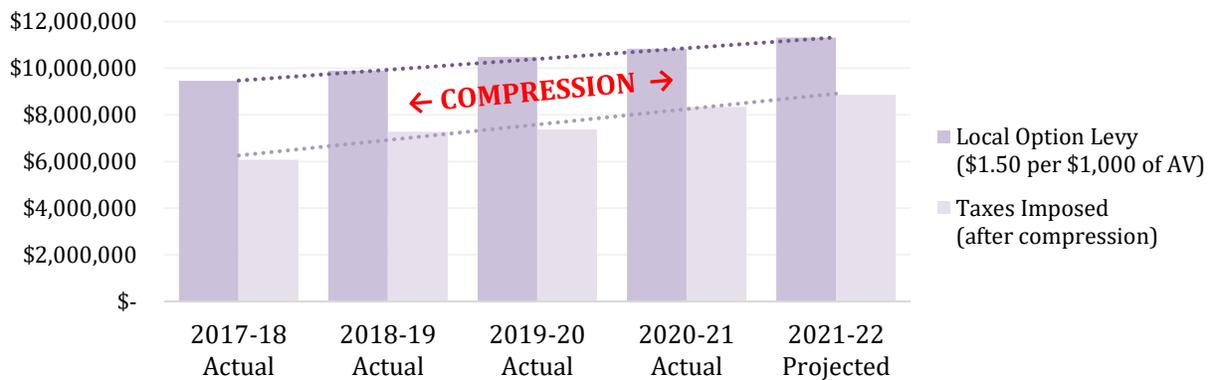
Because Measure 5 limits affect each property differently, the taxes imposed by the district's local option levy are calculated on a property-by-property basis. Some properties may already be at the Measure 5 education limit, so not all property owners pay local option taxes, and some pay more than others, as shown in the example below:

	Corvallis House	Corvallis Neighbor	Corvallis Grocery Store
Real Market Value	\$ 445,000	\$ 475,000	\$ 1,650,000
Assessed Value	\$ 300,000	\$ 360,000	\$ 1,650,000
Measure 5 Education Limit (\$5 per \$1,000 of RMV)	\$ 2,225	\$ 2,375	\$ 8,250
Education Tax Rates	\$ 5.2682		
Corvallis School District	\$ 4.4614		
Linn Benton CC	\$ 0.5019		
Linn Benton Lincoln ESD	\$ 0.3049		
Education Taxes (\$5.2682 per \$1,000 of AV)	\$ 1,580	\$ 1,897	\$ 8,693
Gap (Measure 5 Capacity - Education Taxes)	\$ 645	\$ 478	\$ 0
Local Option Levy (\$1.50 per \$1,000 of AV)	\$ 450	\$ 540	\$ 2,475
Local Option Taxes Paid (lesser of levy or gap)	\$ 450	\$ 478	\$ 0
<i>Local Option Rate Paid</i>	<i>\$ 1.50</i>	<i>\$ 1.33</i>	<i>\$ 0.00</i>

LOCAL OPTION REVENUES

The projection of local option revenue can be difficult to calculate due to the volatility of real market values and the application of property tax limitations on individual properties. The table and chart below summarizes local option levy revenues received over the last four years, and projected for this year. In the last four years, local option revenues increased by an average of 15.7%.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected
Assessed Value (AV)	\$6,306,809,269	\$6,595,000,408	\$6,984,828,681	\$7,220,540,323	\$7,537,296,292
Change in AV	+3.81%	+4.57%	+5.91%	+3.37%	+4.39%
Local Option Levy (\$1.50 per \$1,000 of AV)	\$ 9,460,214	\$ 9,892,501	\$ 10,477,243	\$ 10,830,810	\$ 11,305,944
Compression Loss	(3,390,360)	(2,615,127)	(3,107,372)	(2,486,304)	(2,452,764)
Taxes Imposed	\$ 6,069,854	\$ 7,277,373	\$ 7,369,871	\$ 8,344,506	\$ 8,853,181
Collection Rate	96.09%	96.21%	96.20%	96.15%	96.00%
Net Revenue	\$ 5,832,531	\$ 7,001,620	\$ 7,090,116	\$ 8,023,225	\$ 8,499,053
Change in Revenue	+28.33%	+20.04%	+1.26%	+13.16%	+5.93%



LOCAL OPTION EXPENDITURES

The majority of taxes received from the local option levy fund about 73 full-time staff positions, or about 9% of the district's total staff. Because of the local option levy, class sizes have been stabilized or reduced, students have more access to counseling and social work services, and all elementary students receive PE, music and art instruction. Local option funds also help support the district's teacher mentoring program, high school athletics and activities, and expanded vocational and technical education programs at secondary schools. The table below summarizes the 2021-22 adopted budget local option levy spending plan.

	2021-22 Adopted Budget	
	FTE	Amount
Classroom Teachers to Sustain Class Sizes	41.58	4,317,349
Instructional Coaches to Improve Teaching and Learning	8.25	920,579
Music, PE and Art Instruction for Elementary Students	8.05	799,013
Vocational and Technical Education Opportunities	2.33	268,595
Counseling for Students	9.25	1,012,861
Support for High School Athletics and Activities	3.60	1,032,856
District Total	73.06	\$8,351,253

Levy Renewal Considerations

The current levy will expire June 30, 2022. Proposing a levy renewal with a rate of \$1.50 per \$1,000 of assessed value would not increase the current tax rate; it would extend the existing tax rate for another five years beginning in 2022-23 after the current levy expires.

Assuming the School Board will adopt a resolution calling for a measure election on May 17, 2022 to renew the local option levy, below is a suggested timeline and key dates.

January 2022	February 2022	March 2022	April 2022	May 2022
Inform community of levy renewal plan				
Seek input on levy priorities				
	Draft measure language			
	Adopt resolution place measure on ballot			
	File measure			
		Communicate information about levy		
				Election

KEY DATES

Adopt Resolution to Call a Measure Election	February 24, 2022
File Form SEL 805 – Request for Ballot Title	February 25, 2022
File Form SEL 803 – Notice of Measure Election	March 10-14, 2022
File Explanatory Statement for Benton County Voters’ Pamphlet Primary Election	March 10-14, 2022
	May 17, 2022

Levy Survey Results

To help inform how local option levy funds should be used, community members, parents, and staff were invited to participate in a survey.

METHODOLOGY

The survey was provided online through Survey Monkey in both English and Spanish. Paper copies of the survey in English and Spanish were also available in the front offices of all Corvallis schools and at the district offices. Respondents were provided the opportunity to provide input through multiple choice and open-ended questions. The survey was promoted in the following ways:

- A family message through Parent Square
- A staff message through Parent Square
- Information posted in CSD news on the district website

- Information in school weekly newsletters
- Press release
- [Article in the Gazette Times and Democrat Herald](#)

EQUITY CONSIDERATIONS

The survey was provided in both English and Spanish, the two languages spoken most frequently by families in our district. The survey was provided in both electronic and paper formats, to accommodate respondents with limited or no electronic access.

RESPONSES

The survey received 809 responses, which is a significant increase from the 198 responses received for the 2016 levy renewal survey. All responses were through the online survey; no paper submissions were received.

Of those who responded to the survey, 19.8% were Corvallis School District staff members, 80.1% were a parent/guardian of a student enrolled in Corvallis schools, and 10.5% were a member of the Corvallis community who had no children currently enrolled in Corvallis schools.

Question two asked respondents to share their level of agreement with the district continuing to spend local option levy funds on:

- Classroom teachers to sustain class sizes
- Instructional coaches to improve teaching and learning, such as reading intervention specialists
- Music, physical education, and art education in elementary schools
- Career and technical education (CTE) opportunities
- Counseling and guidance support for students
- High school athletics and extracurricular activities

Responses indicated that the items with the most support were classroom teachers to sustain class sizes (90.6% agree) and music, physical education, and art education in elementary schools (90.3% agree). The items with the least support were high school athletics and extracurricular activities (18.4% disagree) and instructional coaches to improve teaching and learning, such as reading intervention specialists (11.6% disagree).

Chart 1: Do you want the district to CONTINUE to spend local option levy funds on

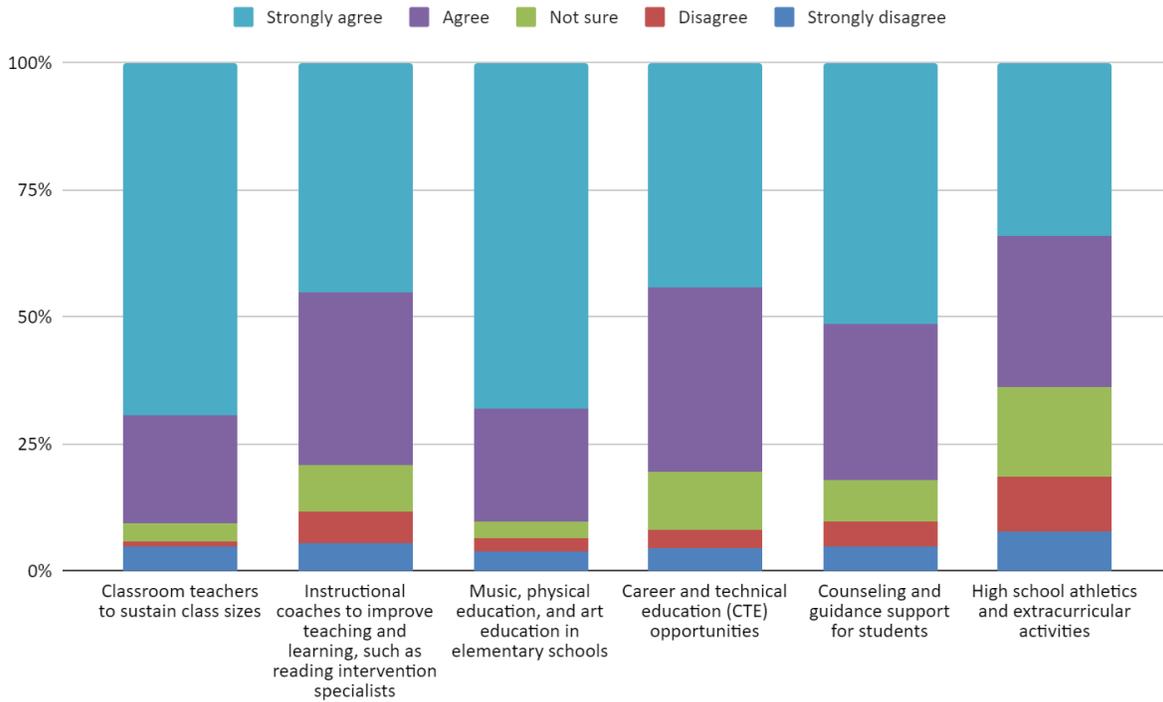


Table 1: Do you want the district to CONTINUE to spend local option levy funds on

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Classroom teachers to sustain class sizes	4.9%	1.0%	3.6%	21.3%	69.3%
Instructional coaches to improve teaching and learning, such as reading intervention specialists	5.4%	6.2%	9.2%	34.0%	45.2%
Music, physical education, and art education in elementary schools	3.9%	2.5%	3.4%	22.3%	68.0%
Career and technical education (CTE) opportunities	4.5%	3.7%	11.3%	36.3%	44.1%
Counseling and guidance support for students	5.0%	4.9%	8.2%	30.5%	51.5%
High school athletics and extracurricular activities	7.8%	10.6%	17.7%	30.0%	34.0%

Question three asked respondents to share their level of agreement with the district spending future local option levy funds on:

- Improving instructional technology
- Increasing student health support (i.e. school nurses and health room assistants)
- Supporting alternative pathway and education options for students
- Middle school athletics and extracurricular activities
- Utilizing school libraries to provide more hands-on learning experiences

- Recruiting and retaining highly qualified staff

Responses indicated that the items with the most support were recruiting and retaining highly qualified staff (82.3% agree) and supporting alternative pathway and education options for students (65.5% agree). Items with the least support were increasing student health support (21.1% disagree) and improving instructional technology (20.4% disagree).

Chart 2: Do you want the district to spend FUTURE local option levy funds on:

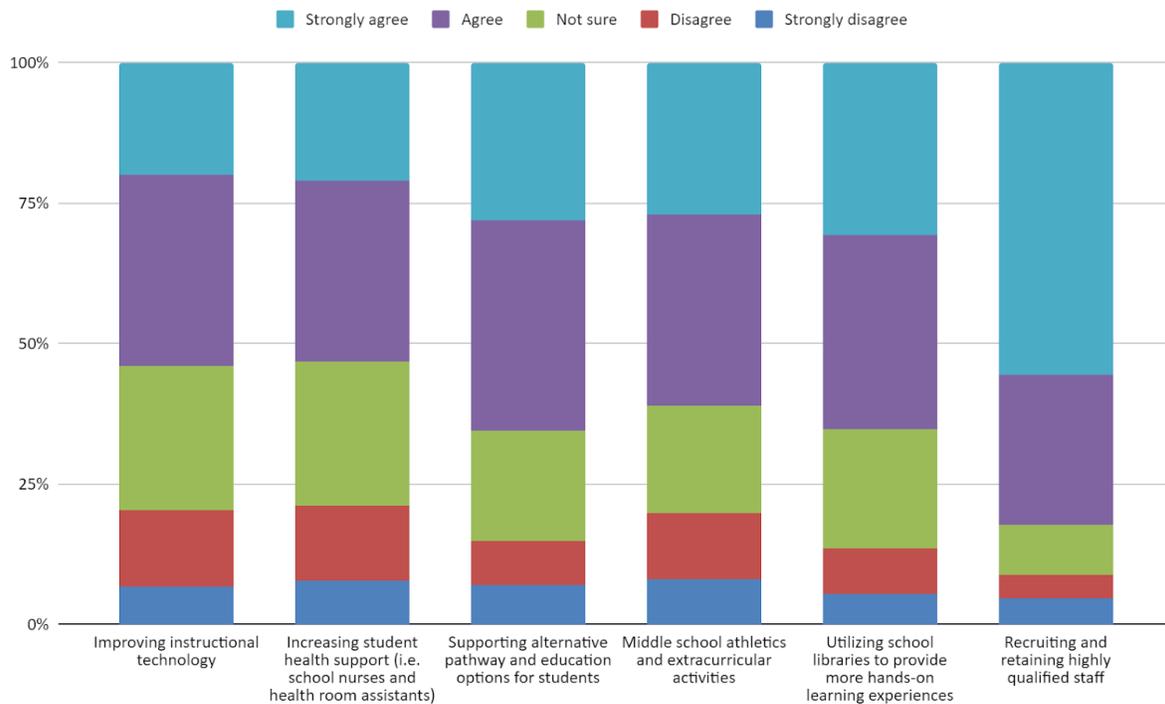


Table 2: Do you want the district to CONTINUE to spend local option levy funds on

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Improving instructional technology	6.6%	13.8%	25.5%	34.2%	19.9%
Increasing student health support (i.e. school nurses and health room assistants)	7.7%	13.5%	25.8%	32.1%	21.0%
Supporting alternative pathway and education options for students	7.0%	7.8%	19.7%	37.4%	28.0%
Middle school athletics and extracurricular activities	8.2%	11.7%	19.1%	34.1%	27.0%
Utilizing school libraries to provide more hands-on learning experiences	5.4%	8.3%	21.2%	34.5%	30.7%
Recruiting and retaining highly qualified staff	4.6%	4.1%	9.0%	26.7%	55.6%

Question three also included an “other” option with an opportunity for respondents to provide a written response. 160 open-ended responses were received. The categories of feedback included:

- Academic supports and extension
- Mental health
- Staff
- Class sizes

Within each of these categories, themes of responses were as follows.

Academic supports and extension

This category included responses across the continuum of support. Some responses expressed concern that academic standards were too low and communicated a desire for more advanced and AP courses, and support for TAG students. Other comments expressed a desire for more support for children with special needs or teacher training to meet the needs of neurodivergent children. Some comments also indicated interest in specific areas such as math, science, and hands-on and afterschool programs.

Mental health

This category included responses that indicated interest in better supporting staff and students mental health and wellbeing. Several comments identified interest in having full-time mental health supports and counseling in schools. Additionally, comments also called out the need for social supports as a more specialized area of mental health.

Staff

Responses in this category were around staff recruitment, retention, and increasing pay and training opportunities to help with maintaining instructional staff. Many argued that, due to increased trauma as a result of COVID-19, teachers are being asked to fill the roles of emotional support people. Several comments expressed concern about the stress staff have been experiencing during the pandemic and the potential for them to leave the field completely. Almost all comments in this category called for increased wages to compensate for the increases in workload and expectations.

Class Sizes

Many respondents communicated concerns about class sizes. Responses indicated they felt the district should prioritize maintaining small class sizes, and potentially even further reduce them. Respondents felt this would aid the district in helping properly support students and staff in meeting academic and other support needs.

IMPORTANT CONSIDERATIONS

The limitations listed below may impact survey response rates and result in sampling bias, limiting the generalizability of findings.

- The survey was conducted during a time in which staff and families were already overwhelmed and returning from winter break.
- While the survey was provided in English and Spanish, it was not provided in many of the other languages spoken by those in our community.
- Those who responded to the survey are likely to be families and community members who are already connected to the district and communication channels. Those who are less connected are likely to not receive messages encouraging them to participate, and less likely to respond to messages they do receive.

CONCLUSIONS AND KEY FINDINGS

Among those who responded to the survey, responses indicated that those in the Corvallis community would like the district to spend funds in the following areas.

Staff recruitment, retention, and wellbeing

School district staff have been under immense pressure due to increased trauma as a result of COVID-19 and there is a potential for them to leave the field completely. The district's ability to train and retain staff impacts class sizes, and student academic success and wellbeing.

Music, physical education, and art education in elementary schools

These classes and programs provide opportunities for students to engage in learning that encourages fine motor skills, neural development, and problem solving abilities. Music, physical education, and art open doors for students to be well rounded and expand areas of interest.

Mental health

As we move through the pandemic mental health supports continue to be critical for student success. Mentally healthy students are more likely to go to school ready to learn and actively engage in school activities.

Academic supports

Reduced class sizes allow our teaching staff to provide more individualized attention to each student in the classroom. While the academic needs of each learner are unique, the ability to address the needs of our students are improved through smaller class sizes.

XIII. CONSOLIDATED ACTION (8:55 p.m.)*

A. Minutes

1. July 30, 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 approximately 6:30 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 Terese Jones Luhui Whitebear</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director</p>
--	--

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-Abdrabbuh led the Pledge of Allegiance.

III. UPDATED INFORMATION ON START OF SCHOOL

The Board received several written documents prior to the meeting. At the meeting, the Board received a slide presentation regarding the work of Rapid Development Teams for the following areas:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Health and Safety • Racial Equity • Social-Emotional/Mental Health • Summer Programming | <ul style="list-style-type: none"> • Educational Delivery • Budgeting and Finance • Workforce • Operations |
|--|--|

(The written reports and presentation slides are posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Presenters were:

- Ryan Noss, Superintendent
- Melissa Harder, Assistant Superintendent
- Erika Cook, Administrative Specialist

- Marcianne Rivero-Koetje, Equity Coordinator
- Sabrina Alexander, Special Education Coordinator
- Joe Leykam, Mental Health Coordinator
- Rynda Gregory, Teaching and Learning Coordinator
- Amy Lesan, Elementary Teaching and Learning Coordinator
- Nikki McFarland, Secondary Teaching and Learning Coordinator
- Byron Bethards, Corvallis Online Elementary Coordinator
- Mark Henderson, Corvallis Online Secondary Coordinator
- Olivia Meyers Buch, Director of Finance and Operations
- Jennifer Duvall, Director of Human Resources
- Kim Patten, Director of Facilities and Transportation

The presenters responded to questions from Board members on topics including:

- Parental time commitment to support learning.
- Professional development for teachers.
- Governor and OHA metrics vis-à-vis in-person learning.
- Dual language instruction and equity.
- Curriculum and educational delivery models.
- Student engagement and assessment of student learning.
- Social emotional wellbeing of students and staff.
- Educational funding and use of financial reserves.

During the discussion, the Board took a ten-minute break at 8:10 p.m.

IV. REVIEW AND REMOVAL OF RACIST SCHOOL NAMES – FIRST READ

Chair Al-Abdrabbuh referred to a written report the Board received prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Director Adams provided introductory comments including:

- The proposed resolution aims to remove the names of Corvallis schools that were named for individuals whose attitudes and practices I feel are the most racist and offensive.
- The standard that I used to judge these individuals was their affinity for racist beliefs not necessarily the practice of slavery, because I recognize they lived at different times in American history.
- It also launches a process for our community to have a conversation that otherwise would not happen.
- It is intended to explicitly bring a diverse group of people together in each of our education communities to look at the school names and what they represent, and determine whether they are in alignment with the values of the District and the community.
- I am troubled by the message that we are sending to children that attend these schools.
- This resolution is not intended to erase American presidents and their accomplishments from history or its education.

- I personally admired Thomas Jefferson and Woodrow Wilson since I was a child.
- Thomas Jefferson's accomplishments have been a touchstone for me my whole life.
- This resolution is not a first step toward removing presidents from American history curriculum. Children cannot learn about the founding of the nation or the creation of the League of Nations, and even about the descent into the Great Depression without the accomplishments of these presidents.
- Above all, this resolution must not distract the District or the community from the important work that educators and our partners are doing to support children in this time of need.
- I bring this resolution with the full knowledge that it will take a couple of years to fulfill its mandate.

Comments offered by Co-Vice Chair Finger McDonald included:

- I had been hearing comments in the community over the last couple of months about school names.
- Thomas Jefferson was a critical Founding Father who gave us the structure of our government; however, he also was a man who believed that Black people were less than White people and that it was acceptable to own Black people.
- Woodrow Wilson played an incredible role in establishing the role of the US in the world and the founding of the League of Nations; however, he also was a racist who actively segregated our federal government. He removed the voice of and opportunities for Black people and did not allow them to access the new freedom that he talked about.
- Herbert Hoover was a racist who thought that Black people were less than White people; however, he also was one of the presidents at the start of the Great Depression and played a role in the history there.
- I want our children to understand the "both and" element of a person's history because other than these artificial racial designations, people are not Black or White, we are shades of gray in our moral standing and actions in the world.
- To some extent, it made me uncomfortable when thinking of removing the name of Thomas Jefferson from one of our schools because of the contributions he made; however, a school is different than a monument in Washington, DC and the founding of our government.
- I believe that children should not be asked to go to a school named for a person who believed they were *less than*, who thought it was not possible for them to achieve what their peers could achieve.
- School names need to be inspirational for everyone, not just the privileged few.
- I am hopeful to see this resolution move forward, and I am hopeful that it will be important for all of our kids.

Comments offered by Director Conroy included:

- When I was a history teacher, I felt it was critical for students to understand that there were no saints in US history or any country's history.
- If I were a school board member back in the 1950s, I would not have picked Herbert Hoover or Woodrow Wilson for school names.
- My problem with this resolution is the implication of an emergency that necessitates canceling the names of three schools with almost no deliberation or community input.

- There was no analysis of what would be good school names and why the existing names are not good.
- I also believe we are grossly inadequate in naming schools after women and people of color; I just do not want to do it without a lot of thought.
- Within two days of the newspaper article about this resolution, the Board received a ton of input against the idea and requests to provide input.
- Before we leave this discussion tonight, I would like us to reach an understanding about how quickly this might move.
- I gave to you all some quick research that I did on how other boards have structured naming policies and I request that we look at those policies.
- Eugene has a good process for naming or renaming, including committee work and community input to yield recommendations for the board.
- I do not think that is what this resolution is about; I think it is about doing away with names that would be very hard to bring back up as acceptable.
- I appreciate what the resolution's sponsors are aiming at but I do not think we are doing it in a thoughtful, deliberative, transparent way.
- We need to tell the public about all of the good things we are doing to improve racial equity; however, I do not think school naming is one we want to hang our hat on and do a lot of divisive conversation.

(The documents Director Conroy referenced are posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Comments offered by Director Jones included:

- Some of my comments were inspired from public input the Board received, which got me to think about what it means to re-read our history and apply that hindsight to people who lived in a different time.
- I appreciate that the work of Thomas Jefferson, Woodrow Wilson, and Herbert Hoover has a historical context; we cannot ignore what a person has been through, seen, and participated in as we try to understand their accomplishments, contributions, and flaws.
- I think it would be unrealistic for us to expect to go back to those periods in which Jefferson, Wilson, and Hoover lived and expect to find a preponderance of people who do not hold racist views.
- America has an entrenched history of racism; our country is literally built on racist principles of White and European superiority; therefore, I do not think it is a very helpful lens to say *they look like their time*.
- The question I have to ask is if their contributions are in service to everyone and actually support equity. I think you can make a case for each of them that there is a backbone of racist ideology that informs what they perceived to be good.
- I am appreciative that the Declaration of Independence was an accomplishment to take the steps to enact the idea of a free society; however, we know that the authors did not intend it to be a free society for everyone.
- I do not know that we get to let them off the hook because it was culturally expected that they would not have everyone in mind; it was still wrong.

- Our Declaration of Independence built a system to leave people out; many of the things that we see as accomplishments by these thinkers were ones that have benefitted a certain group of people and not others.
- My expectation is that the children we are educating now in our District will later find shortcomings and do the hard work to address them. If I made comments, thought things, or promoted ideas that are detrimental and work contrary to the good work they are trying to do, I do not want to be honored *because I made a good effort*.
- Some feedback came to the Board indicating that we are pretending that Indigenous populations perform better than White people do in terms of how they treat their community members.
- To that I would say that when you are part of a group of people who came in and took what was not yours, you surrender your right to critique how that community manages itself, how they respond to the limitations or the cultural relevance of their own history.
- There are people in our community who actually have history within the Indigenous communities and can advise us about the appropriate way to respond. As a White person, I need to step aside and trust that they are able to help us adequately understand how it is that we can recognize their contributions.
- I would just remind our community that White people killed a lot of people who were already here because we did not like how they were doing things that were benign, fine, or even healthier than the practices we brought with us.
- It is not very meaningful to me to hear from the White community that we need to bring a critical lens to the practices of Indigenous people before we ever got here.
- Regarding the timeline for this resolution, I am concerned about bandwidth overload from the amount of things that we are asking our families to process, simply because there are so many places right now where some of our most marginalized community members do not have a lot of voice and do not have a lot of control over what is happening to them.
- I want to make sure that our plan forward finds an inclusive way to allow people to be heard – even opinions that might dissent from what Board members express this evening.
- I would ask us as part of this process to come up with some kind of a timeline that we feel confident does not force families to contend with both of their children being home for six weeks and wrestle with the possibility that they might not get to go back after that.
- I do think it would be a bit much for us to take a vote on this in two weeks; perhaps the meeting after that might be a comfortable timeline.
- The other thing that would be helpful is if we could declare more deliberately and specifically the criteria that has been applied because everyone has a questionable past. There is a reason this particular questionable past is being addressed and maybe others are not.
- We do not have to dig very hard to find undisputed issues with these three particular individuals that are very timely to issues that are happening in our world right now.

Some of Director Adams' comments regarding the criteria he used to arrive at the three school names included in the resolution:

- It depended on how strident their adherence to or affinity for racist ideology was.
- Woodrow Wilson was an avowed racist and segregationist.

- Herbert Hoover was a social Darwinist; he was an engineer by training and some of his professional writing was repugnant; he talked about the differential productivity of the different races; he also helped orchestrate a purge of Black people from the Republican Party.
- Thomas Jefferson was a committed slave owner, and if you look at the public comment we have received so far and the conversation we have had, I think he is the person most of us have difficulty with when talking about removing his name.
- I do not know if Adams Elementary was named for John Adams or John Quincy Adams but as far as I know neither owned slaves; I could not find if they expressed any opinion about the practice of slavery.
- Benjamin Franklin owned at least two slaves in his lifetime but late in his life, he disavowed the practice of slavery.
- James Garfield was actually anti-slavery and he ran and won on an equal rights platform.
- When Abraham Lincoln ran for the Senate, he was an avowed racist and swore that he would never advocate for equal rights between Whites and Blacks but in the course of seven years, his thinking changed. It was a speech where he advocated for equal rights for Blacks that incensed John Wilkes Booth so much that he killed Lincoln.
- Mountain View is an anodyne name and is not controversial.
- Most of us know who Linus Pauling is and the work that he did. He actually had correspondence with Martin Luther King, Jr. There are questions about eugenics but it was not clear so I did not include Linus Pauling.
- Vernon Cheldelin was a biochemist who lived locally and was a long time school board member who died at 50 years of age.

Comments offered by Director Baker included:

- This resolution is a catalyst for anti-racism work that also aligns with our vision around cultural and racial equity.
- This is a way to open up conversation with the community and with our staff and administration around the thought process behind why we name places and things. Most of the time that is to honor people; if we are honoring people, we need to start looking at how that plays into representation and how important that is to our families of color.
- I would like to see input from families of different backgrounds because representation matters.

Comments offered by Chair Al-Abdrabbuh included:

- We are actually following the lead of community members and students of color who have said this is an issue we need to discuss.
- One sentence in the resolution summarizes the motives, the need, and its purpose: *school names should inspire our students and the community.*
- What inspires me is not what inspired the generation that is in K-12 right now; what inspired the nation 100 years ago is not what inspires a nation that is completely different today.
- I would claim the most American thing about this nation is that it is always getting better; so, what inspires our students today is something better.
- Those who were owned by our Founding Fathers probably would not think highly of those men as much as White America did 100, 200, or 300 years ago.

- With what I have learned from this process so far, I could not fathom that we could assume a Black girl would be motivated and inspired to be in a school that was named for someone who thought less of her and thought she could achieve less than her White peers.
- I thank Director Conroy for highlighting something very important about the problem of not recognizing women; out of our schools, none are named for women.
- Imagine there are a dozen spotlights on a school and children look at it and say *this is where I can succeed, this is where I can find my potential power to be a public servant, a scientist, an engineer, an artist, or something else; I can see myself here*. School names are part of the inspiration; that is the dynamic process of changing school names into what inspires our students better.
- None of us are a complete sinner or a complete saint; what we are doing here is not a measure of sainthood, it is a measure of who needs to be recognized today and far into the future.
- This is a student and a children problem not an adult problem, and we should follow students' lead for who inspires them.
- One element of the resolution that I especially appreciate is that it speaks to what we should do in terms of recognizing the problem and providing an opportunity for at least three schools to be renamed for people who inspire our students most.
- Another important element of the resolution is engaging our staff, community members, student communities, and school communities to tell the Board what inspires our students most.

Comments offered by Director Whitebear included:

- It is clear that the time period in which Jefferson, Wilson, and Hoover lived was not very inclusive of anybody that looked like me, nor was it inclusive of all of my identities because I am not a White male.
- There have been a lot of positive things said about Jefferson as one of the Founding Fathers but it is important to remember that Indigenous Peoples were viewed as *merciless Indian savages* at that time and are still described that way in the Declaration of Independence; that was the mindset that founded this country.
- Indigenous Peoples were considered subhuman and not worthy of even being alive. That continued under a new government that launched a whole series of war for land acquisition against people like myself and other Indigenous community members in this city.
- I teach American history through ethnic studies so I understand the complicated histories and the multiple views and sides of history.
- Right now, we are upholding a very one-sided history and not looking at all the nuances; they may have been men of their times but it is a way to dismiss the genocide, slavery, and spousal abuse that was going on during that time as acceptable.
- Living descendants on the receiving end of those atrocities still feel those impacts today; those are lived experiences that we feel because of those actions.
- That does not mean we are blaming the residents of Corvallis who share identities with the people the schools are named after; we are not blaming anybody for that. We are asking for that to be acknowledged along with the other things as have been described earlier.

- I see this as a good opportunity for the community to be involved with something that is really educational, which is one of the things that excited me the most about this resolution.
- We are not saying these schools have to be renamed immediately; it could be a couple of years before we are done with all of the research needed to rename a school.
- I am excited that the renaming process will involve parents, students, and members of the community with lived experience around race and expertise in social justice.
- A lot of times people are left out of conversations around what to name something as significant as a school building; this is an opportunity to bring those voices in.
- It would be awesome for students to be able to do research and ask questions such as *did they intentionally perpetuate White dominance through slavery, racism, or anti-Indigenous views?*
- I am pleased that the resolution calls for at least one school to honor local Indigenous People in consultation with the Tribes. This has always been their land and involving the two Tribes in honoring their relationship with their land honors that history, honors that continued relationship that they have with Corvallis.
- A lot of people do not know how much the local Tribes contribute to the city. For example, the Siletz Tribe contributed to building the new Benton County Museum downtown. This is also still their community and they care about these lands.
- One of the things in the resolution that I was excited about is the proposal not just for interpretive signage at the sites but also for integrating progressive curriculum in those schools; each year every school would be learning something more about the person the school is named after. It brings not just the students but the teachers and the rest of the staff a little bit closer into what that name means and to really be part of it.
- The Board values community input, regardless of whether someone likes the resolution or has some critique of it.
- I hope people will look at this with an open mind and recognize that we are not trying to rip away history, we are trying to tell other parts of history and we are trying to help students learn in that process; family and community members engage in a mutual learning process together.

Comments offered by Director Conroy included:

- While I do not agree with everyone's perception and understanding of history, I appreciate the conversation we have had tonight.
- History is not science, it is about perspectives; we are highlighting the nature of history.
- Our job as a school board is to pull all these perspectives together and to think about our role in inspiring students and providing good facilities.
- Inspiration has to come with really good education at 4th, 8th, and 11th grades to explain who the people were for whom the schools are named.
- I am unclear on the timeline and the criteria. The resolution before us says we would cancel three names and then do a study; I do not think that is good process.
- I am looking for how open the sponsors are to my suggestion to have a committee similar to the one convened by the Eugene School District.
- I have no trouble saying that Wilson and Hoover would not be people I would support for names. Jefferson is something else and I would love to hear other people's suggestions and weigh in.

- I am looking for guidance before I make everybody go on record as saying *I am going to push this thing through in two weeks and we are going to cancel people's names right now*. That is not good politics, that is not good policy; I am looking for where you all want to go.

Director Whitebear cautioned against using the term “cancel” in relation to removing school names because no person is being cancelled from curriculum or history; the resolution is a request to rename some schools.

Director Conroy clarified that his use of the word “cancel” was as a shorthand phrase; he has no problem using another term that Director Whitebear might prefer.

Director Whitebear noted that she called out the word because the term “cancel-culture” was used in some of the emails the Board received; however, that is not what the Board is doing or saying.

Chair Al-Abdrabbuh said his understanding of the contemporary use of “cancelled” is when a person is deleted from history; no one talks of them, no one learns about them. He added that the clarification provided by Director Whitebear is a good representation of the intention of the resolution to put a spotlight on who inspires students most.

Comments offered by Director Adams included:

- I was remiss earlier for not expressing appreciation to Chair Al-Abdrabbuh, Director Whitebear, and the community members who helped develop the language of the resolution.
- I realize that item 1 in this resolution is heavy handed, and I have struggled with it for the reasons that Director Conroy cited.
- It certainly is not the comfortable course but I think I need to explain myself a little more about why I singled out these three particular presidents. It is my experience as a Dad. I thought *what message does having those names on a school send to a child walking into that school?*
- The reality is that Thomas Jefferson may have owned upward of 600 slaves, and we think of him in the context of the time he lived, but he had people around him counsel him against the practice of slavery.
- He had a friend who was in France where slavery was illegal. The friend repeatedly counseled Thomas Jefferson against the practice of slavery.
- Thomas Jefferson is someone I have looked to as a guidepost around governance; he is the architect of American democracy but I cannot justify to my daughter the fact that he fathered six children with a woman that he owned.
- I think about a little Black girl walking into Jefferson Elementary. What am I saying, what is the Board saying, and what is the District saying to that little girl and her family by holding up Thomas Jefferson for all the great things he did? He did very bad things too.
- I retained item 1 in this resolution because it is a moral argument: *is this something that we can tolerate? Is this something that we can justify to our children?* It is not something that I can justify; I cannot rationalize my way to retaining these figures on

schools. It really comes down to a moral question, and that is why I chose to present it with item 1.

- I deeply appreciate this conversation; this is not something that I can do alone. It will take the Board to do this, and it will take the whole community, which is why item 2 is really the larger portion of the resolution.
- It is because I trust the community to do the right thing. If we referred this to the community, I am certain those names would come off those schools.
- But I do not want a child at the start of this school year to have to go to Thomas Jefferson Elementary School, whether virtually or in person.

Chair Al-Abdrabbuh asked Superintendent Noss to weigh in on the matter. Some of the Superintendent's comments included:

- A process we have tended to use has been a superintendent's task force. In those instances, a charter document set the parameters for the process.
- The charter identifies goals and objectives, scope, proposed membership, meeting frequency, policy implications, procedures and processes, methods for communicating recommendations, and a sunset clause.
- The Board will have another conversation about the resolution at a future meeting; I believe it would be beneficial for me to compile a draft charter document to give some structure and help to move the conversation forward.
- It would also be helpful for the community to see it in that format because it helps people understand what the process is going to look like and how we are going to make sure the community is involved in it.

Comments offered by Director Adams included:

- What Superintendent Noss outlined is exactly what I was hoping for.
- Taking the time to get this work right is more important than doing it quickly.
- I think that we are going to hear a lot more from the community in the coming days, and I think that is healthy; engaging the public in this conversation was part of the intended consequence of bringing forward this resolution.
- We should take whatever time is needed, without losing operational capacity.
- There are groups of people involved in our bond work that could help us in engaging this; I do not want to lose that opportunity but I also do not want to go too fast. This needs to be a deliberative process.

In response to a question Chair Al-Abdrabbuh asked, Superintendent Noss' comments included:

- The Board needs to have a conversation regarding step number 1 of the resolution.
- If the Board immediately moves away from using those three school names, said conversation would not necessarily change the structure of a task force or the participation and timelines.

Comments offered by Director Jones included:

- My earlier comments around timeline were not about delaying when to decide whether to remove these names, it was about actually choosing new names.
- I also think this is not something that we need to have more community engagement on because it is in alignment with our expressed statement of equity.

- I am uncomfortable with the notion that we would weigh anybody's racist comments when we have Black staff members whose hair has been grabbed at work. There is no conversation for me on that; that is not a safe space for those staff members.
- I do not need to have any more discussion about whether or not it is appropriate for us to change the names; I would need to have discussion about how best to do that in terms of incorporating the community.
- This is not one of those situations where we need to kick it out to the community to decide if there is enough agreement around whether the names should go; our mission and our strategic goals say the names should go.
- I do not think I could support splitting up the resolution and removing that piece; I think its power is in stating that we are coming into the school year without those names through some timeline and process that we do not yet know but that we will figure out.
- It is not a matter of *if* it is a matter of *when* and what we want is community insight about how best to do this in a way that is honoring to our community.
- Keeping the names is not honoring to our community; that is not a viable pathway forward.

Comments offered by Vice Chair Finger McDonald included:

- I want to voice my discomfort with waiting for comfort. As a member of the community that often gets to decide when we are comfortable and things should move forward, this is one of those situations in which we could make up a lot of excuses to delay.
- My concern was whether we had it in our capacity to deal with this right now and I talked to Superintendent Noss about that this morning. Now that I am comfortable that our District was capable of educating our children and changing school names at the same time, I feel that we no longer need to delay.
- There will be discomfort around this but that is acceptable.
- We have asked other people to be uncomfortable for a long time; we do not want to sit on this and wait for the whole community to decide that we are comfortable now.

Director Adams expressed his support for the sentiments provided by Director Jones and Vice Chair Finger McDonald. Director Adams noted his desire for the vote on the resolution to move forward, adding that people of color in our community would like to see the Board move forward with it.

Comments offered by Director Conroy included:

- The Board received this resolution three days ago but plans to vote at next week's meeting. It seems as if you are saying that in the span of 10 days, Board members have the wisdom for what constitutes an inspirational name and what constitutes a non-inspirational name.
- I have shown the Board other models that indicate this is the kind of stuff that tears people apart and deserves community input; however, you are saying *we do not need community input because we have the power*.
- The Board has the votes to change the names right now but I do not think that engenders trust, transparency or respect; it says *five or six of us know better; we do not need your input and we do not need a discussion*.

- I think that is insulting and damaging to the community that we represent and their support for things that we do going forward.
- I do not fear making change but to say *let's boot them out* really takes some people down, it really insults those communities.
- I am not saying it is good to be racist; I think we have agreed that every person in history has warts in context. I think that those ought to be discussed in an open way not in a ten-minute sprint to get this done. I think it would be a real slam to the public.

Comments offered by Director Adams included:

- I just want to clarify that item 1 only removes the three names; the Board entrusts the renaming of schools solely to the District and the community.
- I would like to move with some exigence because those three figures are significantly offensive to people who hold racial justice dear to themselves and for others.
- What those figures represent, at least in their behavior, is not aligned with the values of the District.
- I feel we have a responsibility to move swiftly to remove those names; if we do not, we are abdicating our responsibility.
- If we are elected to represent this community, and if we believe in those documents that we write for ourselves, then we should be willing to act on them.
- Sometimes that is uncomfortable; I can live with the discomfort.

Comments offered by Director Whitebear included:

- I am unclear why there was confusion that we are asking the community to rename the schools; item 2.B. of the resolution talks about that and what that process can look like.
- Item 1 is just asking for those names to be removed and interim designations assigned to those schools.
- One of the things I am most excited about is for community involvement, not just by parents and guardians but students, staff members, and the community. It is a group effort with a wide variety of representation.

Comments offered by Director Baker included:

- My sentiments are the same as Directors Adams and Jones, and Vice-Chair Finger McDonald.
- There should not be a delay and I agree on changing the names.
- We still need some protocol around community input on the name change itself and to get some ideas.
- The uncomfortable work is taking the action and following through with it. The action should not delay on saying that we are going to change the names.

Comments offered by Director Whitebear included:

- Sometimes we just want to wait too long to do the right thing; that discomfort is for everyone.
- Even though I support the resolution, it is uncomfortable for me as someone who is targeted by some of the discrimination in town.

- I want to be real and honest with the Board, the staff, and the community about the risk I take as a local Indigenous woman of color advocating for this resolution; I do not think people realize that.

Comments offered by Director Jones included:

- I do not think we should presume that we have not heard from the community that these names are problematic. On the contrary; I have received plenty of feedback that the names are problematic.
- I appreciate that we want the community to be involved; a renaming process has been called out as a place where we need the community to take the lead.
- But from an equity perspective, we would not go to the community and wait for them to confirm for us that we should address problems of a racially violent nature.
- I would not go so far as to say the name itself is violence, I would say the name connotes a history of violence for some individuals; we do not need community consensus that it is happening. We have had community members who have commented and shared that.
- It is true that they have not necessarily commented and shared it in response to a statement that the Board intends to bring this up and potentially take action.
- This is a short timeline; but to suggest that the issue has not been an ongoing dialogue misrepresents the voices in the community.
- If we turn this over to the community to decide whether or not we should rename the schools, I believe it will be a repeat of when we went to the community to find out if the PTAs should operate differently in terms of equity.
- I am not convinced that the voices of the individuals who are most affected by this will find their way to the top to be able to actually take the lead in that dialogue because that is not how privilege works.
- Privilege tends to be held tightly by the people who have it. I do not see the community saying *let's get rid of our privilege and let those individuals for whom these comments and histories are most impactful have that conversation.*
- We will not be able to make everyone happy in a situation where some people want the names and some people do not want the names; I think we will have to take the position as a Board about what is going to happen next.
- There is both a rationale and plenty of community members who have made it known that they would like to see symbols and signposts of institutional racism deconstructed, removed, and replaced with something that is more reflective of who actually lives in our community.

Comments offered by Director Conroy included:

- I understand the nature of the resolution; however, we have not talked about whether those are the right criteria.
- What bothers me is that a group of six Board members thinks they know the right answer on something that the community has had approximately four days to provide input about; we owe them the standard that we have used in the past regarding listening and being open.
- It would be courageous for the Board to listen to people who do not want the names removed, and still say *I have heard you but I still believe those people have too much of a racist background.*

- No one has explained to me the emergency and so I strongly oppose it.

Chair Al-Abdrabbuh outlined a proposal for continuing work on the resolution at next week's Board meeting. His ideas included:

- Entertain alternative amendments that Director Conroy might recommend.
- Take action on the full resolution with any amendments the Board approves.
- Provide input regarding the Superintendent's draft charter for a task force.

Chair Al-Abdrabbuh sought consensus from Board members for his proposal. In response to a question from a Board member, Superintendent Noss clarified that Chair Al-Abdrabbuh's proposal is standard practice for this Board; however, even if the resolution is presented in a meeting as an action item, the Board is not obligated to take action at that time.

Board members engaged in a discussion regarding meeting dates and agendas; it was noted that public comment would be accepted at next week's meeting. Consensus was reached to follow the process outlined previously by Chair Al-Abdrabbuh, with the caveat that the Board is not obligated to take action at next week's meeting.

Director Whitebear encouraged the community to carefully read the resolution, especially the language regarding the progressive educational component for students.

V. DIANE EFSEAFF MEMORIAL SCHOLARSHIP PROGRAM

Chair Al-Abdrabbuh referred to informational documents the Board received prior to the meeting and noted that no action would be taken at this meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.) Chair Al-Abdrabbuh noted that the Board participated in this program last year and was accepted for participation this year. He touched on the elements of the program, noting that completion of three training sessions with the Oregon School Boards Association would result in money from OSBA that the District could award as scholarships to one or more students.

Superintendent Noss commented that through this program, the Board would be able to hold its first meeting with OSBA at the upcoming retreat, at which time the discussion would center on community engagement and racial equity.

Director Adams asked about possibly bringing the local social justice tour into the Board's professional development this year. He asked Director Whitebear to provide additional information about the tour.

Director Whitebear noted that the social justice tour is part of Dr. Natchee Barnd's Ethnohistory Methodology courses at Oregon State University. Director Whitebear explained that the tour comprises stories about Corvallis focusing on untold histories of early Black community members and Indigenous community members; it also includes more recent stories of Queer and Asian-American community members. Director Whitebear added that participants on the tour travel to places in Corvallis associated with the histories.

VI. CONSOLIDATED ACTION

MOTION:

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

The Board approved the following items:

- A. **Ratify 2020-21 Actions Taken in June** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)
- B. **Change in Non-Represented Positions/Salary: Maintenance Supervisor and Custodial & Operations Manager** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)
- C. **Extension of Superintendent’s Contract** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Director Adams said he works for the Oregon School Boards Association and has contact with superintendents around the state; Superintendent Noss is one of the best in Oregon and probably in the region, and the District is very lucky to have him.

Chair Al-Abdrabbuh said the Board is enthusiastic and excited to continue working with Superintendent Noss; the partnership has been productive and Superintendent Noss’ ability to lead has been phenomenal.

VII. BOARD MEMBER COMMENTS

Director Conroy commented that the secret to a strong board is having a really good superintendent; he is enthusiastic to work with Superintendent Noss and supports what he is doing.

Director Conroy opined that removing the name of Thomas Jefferson from the elementary school would cause a problem for the Board; however, the renaming of Wilson and Hoover likely will not.

Chair Al-Abdrabbuh expressed appreciation for the relationship the Board has which allows members to be comfortable disagreeing and to be uncomfortable as they venture into the necessary trouble.

Director Adams thanked Dale Kuykendall, senior project manager with Wenaha Group, for his work on the construction tours, and complimented his work on the District’s bond projects. Director Adams expressed gratitude for the District’s Bond Leadership Team and for Wenaha

Group. He also complimented the professionalism of the construction contractors he met during today's tours.

Comments from Director Jones included:

- This Board works well together; we have differences of perspectives and views, and even land in different positions regarding outcomes, but continue to work together.
- I am hopeful that our ability to model that will deflect some of the concern about our community being severely disrupted in a negative way from the renaming issue.
- Disruption can be a great change agent; however, I am hopeful the renaming issue will not be a destructive process.
- I am confident that our Board, the Superintendent, and the District's Leadership Team will be able to navigate the process in a way that will allow for differences yet empower us to do our work and permit the community to thrive.

Comments from Vice Chair Finger McDonald included:

- We need to acknowledge the strength of our superintendent and his whole team, and everyone who has worked on the plan for the upcoming school year. There are students who will have a hard time and we are doing our best to take care of them.
- I had a conversation with Oregon State today regarding their metrics for opening the university, as well as about concerns I have about metrics that school districts have been given. The person I talked to was not aware of any set metrics for OSU opening.
- I think OSU will rely heavily on the community to mitigate some of the potential problems with the incoming students, which means that we need to be all the more conscious of the choices we make and the risks we take, and we need to be very careful and conservative about our social distancing.
- Community members' behavior with regard to safety precautions will determine when and how our kids go to school.

Director Whitebear thanked Superintendent Noss and his whole team for putting together the comprehensive plan for the start of the school year; it will benefit students as well as staff.

VIII. ADJOURNMENT

There being no further business before the Board, Chair Al-Abdrabbuh adjourned the meeting at approximately 10:30 p.m.

Sami Al-Abdrabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

\\or-edu.edu\909\jnet\Shanel\DO Super\Kim\BOARD MINUTES\2020\07-30-20 minutes.docx

2. August 13, 2020

MINUTES
Retreat of the
BOARD OF DIRECTORS
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at approximately 9:00 a.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.

<u>BOARD MEMBERS PRESENT</u> Vincent Adams Sami Al-Abdrabbuh, Chair Jay Conroy Sarah Finger McDonald, Vice Chair Terese Jones Luhui Whitebear	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director
<u>BOARD MEMBERS ABSENT</u> Tina Baker	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-Abdrabbuh led the Pledge of Allegiance.

III. WELCOME AND INTRODUCTIONS

Attendees introduced themselves and shared their expectations and hopes for the coming year.

IV. REVIEW OF POLICIES ON POLICY DEVELOPMENT

Superintendent Noss noted that policy development is a key role of school boards. He referred to extensive policy development training that Board members received from the Center for Reform of School Systems a few years earlier. He said public engagement and racial equity are subjects that will be considered as policy is developed.

Superintendent Noss briefly touched on the two main types of policies school boards adopt: operating policies, which represent the majority of the Board's policies and are intended to maintain the current system; and, transformational policies, which are designed to fundamentally change the system and intended to dramatically improve student achievement and eliminate the

achievement gap. He outlined some key questions that should be considered in the adoption and revision of policies:

- Does the current policy support the development of operating and transformational policies?
- Does the current policy account for public engagement?
- Does the current policy explain the role of the school board?
- Does the current policy outline the pathway to policy development?
- Does the current policy account for equity?

Superintendent Noss turned the meeting over to Kristen Miles, Board Development Specialist with the Oregon School Boards Association.

Ms. Miles noted that in the interest of time, the discussion regarding racial equity was moved up on the agenda to precede the discussion on public engagement and communication.

V. RACIAL EQUITY

Presenters were Marcianne Rivero Koetje, Equity Coordinator; Chris Hawkins, Student Support Specialist; and, Kristen Miles of the Oregon School Boards Association.

Ms. Rivero Koetje read aloud an excerpt from Oregon State University's Indigenous Land Recognition Statement: We are situated within the traditional homelands of Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya, etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are part of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians.

Director Whitebear noted that the two Tribes are actively engaged with the Corvallis community in multiple ways including living, working, and attending school. She added that Tribal members also actively contribute to the success of the community through grant programs and volunteering to help educate the community on the histories of the land as well as the current-day lived experiences of their members.

Ms. Rivero Koetje expressed appreciation for the Board's focus on racial equity. She noted that District staff participate in two days of training in Beyond Diversity™. With the aid of a slide presentation, Ms. Rivero Koetje provided a very compressed portion of that training for the Board as well as brief training regarding the Courageous Conversations about Race® protocol. (The slides are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Director Jones departed the meeting at 10:51 a.m., and the Board took a short break before returning to the training.

Following the training, Ms. Rivero Koetje displayed a slide of the District's Equity Lens, a series of questions created by the Portland Public School District that are at the forefront of every decision Corvallis School District leaders make:

- 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?

(The slide is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Ms. Rivero Koetje explained that the Equity Lens questions provide an opportunity to slow things down, and to interrogate and interrupt the predictable patterns and biases that persist in decision-making. She opined that one should not make a decision unless they have a counter-story and multiple perspectives at the table. She noted that the District Equity Leadership Team Advisory (DELTA) group has been instrumental in helping District leaders make decisions that positively impact students and communities of color.

Board members discussed the Equity Lens list and offered suggestions for additional questions, including:

- How do we make sure the decision makes sense to the community?
- What do I not know and who do I need to be willing to ask because of that?
- How does this decision get us closer to social justice and liberation?
- Are there other stories to be heard?

VI. PUBLIC ENGAGEMENT AND COMMUNICATION

Kristen Miles, Board Development Specialist with the Oregon School Boards Association (OSBA) opined that discussions about equity, especially anti-racist work, should not be rushed. She said the Board's conversations today have been about embedding this work in what they do, and in how they communicate to their constituents, community, and families. She referred to questions the Board compiled during training last year:

- What is the Board's role in public engagement?
- What modalities can the Board use to engage the public?
- What opportunities currently exist to engage with the Board?

Ms. Miles led the Board in discussion regarding public engagement and communication. She pointed out that this is just initial training and that more training and discussion would take place at future meetings. Ms. Miles committed to seeking models or examples of school board community engagement for the Board to consider at future meetings.

Ms. Rivero Koetje, Ms. Hawkins, and Ms. Miles assigned homework to Board members in preparation for their next training session. Ms. Miles committed to sending sample racial equity policies and the State of Oregon's LGBTQ2SIA+ Student Success Plan to the Board following the meeting. (Those documents are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

VII. RETURN TO POLICIES ON POLICY AND CLOSURE

Due to lack of time, this item was tabled.

VIII. BOARD MEMBER COMMENTS

No one offered comments.

IX. ADJOURNMENT

There being no further business before the Board, Chair Al-Abdrabbuh adjourned the meeting at approximately 12:05 p.m.

Sami Al-Abdrabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

DO\Super\Kim\BOARD\MINUTES\2020\08-13-20 minutes.docx

3. September 9, 2021

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 6:34 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 Sarah Finger McDonald, Co-Vice Chair Terese Jones Shauna Tominey Luhui Whitebear, Co-Vice Chair</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director</p>
---	--

A quorum was present, and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Co-Vice Chair Finger McDonald led the Pledge of Allegiance.

Following the Pledge, Co-Vice Chair Finger McDonald noted that some Board members were attending in person, and some were attending via video or audio. She pointed out that Board members might not be on the video all of the time due to connectivity issues. She noted the way the public can access the agenda and supporting materials for the meeting.

III. BOARD MEMBER REPORTS

Chair Al-Abdrabbuh shared that he observed negotiations with the Oregon School Employees Association (OSEA), which represents classified staff in the District; he expressed appreciation that OSEA and District bargaining teams kept students at the forefront of their discussions. He noted that Director Adams was the Board's liaison for classified negotiations and expressed appreciation for his work.

Chair Al-Aldrabbuh expressed gratitude to the Corvallis Public Schools Foundation for providing funds that supported expanding summer programs for students.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss introduced several new members of the district leadership team. He offered highlights from the first two days back in school and the excitement shared by students and staff. (The Superintendent's report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

V. RATIFY CONTRACT WITH CORVALLIS EDUCATION ASSOCIATION (CEA)

The Board offered comments including:

- Appreciation for the District's commitment to providing salaries that are competitive with neighboring districts.
- Gratitude for our District leadership's pro-student and staff stance to provide the best compensation they could.
- Negotiations in Oregon are challenging, but both negotiating teams worked hard and found a solution that works for all.
- Appreciation for the intentionality in focusing on reviewing the compensation levels for various positions to remain competitive with comparator districts.

MOTION:

It was moved by Director Adams and seconded by Chair Al-Abdrabbuh to ratify the District's contract with Corvallis Education Association (CEA). The motion was voted on and unanimously approved.

Superintendent Noss acknowledged the hard work of Christa Schmeder, CEA President.

Ms. Schmeder, thanked the Board for their thoughtful process, and complimented our District for showing how to get the job done. Ms. Schmeder noted that the teachers' union is excited to work with the Board.

VI. RATIFY CONTRACT WITH OREGON SCHOOL EMPLOYEES ASSOCIATION (OSEA)

MOTION:

It was moved by Director Adams and seconded by Director Jones to ratify the District's contract with Oregon School Employees Association (OSEA). The motion was voted on and unanimously approved.

Mary Marshall, OSEA President, shared that while COVID and summer held up negotiations, everyone worked together for students and staff. She said staff is looking to the future, excited to be back in school, and extended thanks to Superintendent Noss and Jennifer Duvall, Human Resources Director.

Co-Vice Chair Finger McDonald expressed gratitude for the support of kids in the classrooms.

Superintendent Noss thanked Ms. Marshall for her time and for maintaining a quality relationship.

VII. PUBLIC COMMENT

No one offered comments.

VIII. EDUCATION UPDATE

Superintendent Noss and Assistant Superintendent Harder provided a slide presentation on topics including delivering fully in-person learning as well as prevention strategies to ensure the health and safety of students and staff; mask requirements; and COVID-19 testing options. (Copies of the slides are posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

Superintendent Noss and Assistant Superintendent Harder responded to Board member questions with the following information:

- BinaxNOW COVID-19 Antigen Self Tests are used in schools if students or staff are symptomatic; tests are self-administered and the results are available in 15 minutes. These tests are available at no cost to students and staff.
- Regardless of a positive or negative result, symptomatic students or staff will be sent home.
- A different program available at no cost to families offers weekly testing through a local laboratory.
- The District transportation provider, Student Transportation of America, must ensure bus drivers are vaccinated by October 18, 2021, under the Oregon Governor's mandate.
- Masks are required for drivers and students on buses, and windows will remain open for ventilation on days when temperatures are not lower than 50°F.
- Students are seated one per seat unless they are seated with family members or unless there are not enough seats.
- In accordance with Oregon's COVID Resiliency Framework, classroom chairs are spaced three feet apart, center-of-seat to center-of-seat.
- Due to receipt of additional Federal funding for additional staffing, class sizes are smaller this year than in a typical school year.
- It is a recommendation, not a requirement for families to see a primary care physician. The District provides Family Outreach, Health Navigators, School Counselors, District Nurses, and the COVID-19 hotline for additional support.
- We have not been able to do statistical analysis. Based on last year's experience, almost all cases came from outside schools. We only had one case that was transmission between students at school.

- The nurses' hotline is on the District website.
- Learning management systems are critical; we use Seesaw for elementary students and Canvas for secondary programs. Teachers continue to use Canvas canvas for assignments and instruction. Students will have access to the electronic systems.

IX. RESOLUTION NO. 21-0901 – ACKNOWLEDGEMENT OF HISPANIC HERITAGE MONTH

Co-Vice Chair Whitebear shared that as someone whose existence is a product of both voluntary and forced migration, she knows this resolution will mean a lot to the community, staff, students, and families.

Director Adams expressed appreciation to the leadership of Co-Vice Chairs Whitebear and Finger McDonald for bringing this forward.

Director Tominey opined that this resolution elevates the stories, cultural traditions, and heritage, and will help students reflect on their histories and cultures.

Co-Vice Chair Finger McDonald shared that she is honored to participate as someone of European descent settled on land that had been part of Mexico.

Co-Vice Chair Whitebear reminded the Board that Hispanic Heritage Month also includes Latino, Chicano, and Indigenous people.

Director Al-Abdrabbuh stated that this is a great model of celebrating racial diversity and the experiences of students, families, and communities. He opined that it could prompt conversations that students will have in classrooms; celebration and recognition of voices that have not been heard in a long time.

MOTION:

It was moved by Director Adams and seconded by Chair Al-AbdRabbuh to approve Resolution No. 21-0901 – Acknowledgment of Hispanic Heritage Month. The motion was voted on and unanimously approved.

X. SCHOOL RENAMING RESOLUTIONS – HUSKY, JAGUAR, AND WILDCAT ELEMENTARY SCHOOLS

A. Resolution No. 21-0902 – Rename Husky Elementary School to Bessie Coleman Elementary School

Director Adams commented that the Board started this very deliberate process over a year ago. He thanked Superintendent Noss, District staff, and the School Renaming Task Force for careful handling in bringing the names forward and for the community's input and trust.

Co-Vice Chair Whitebear shared it is so impactful to see a person's multiple identities recognized in

this way, to see marginalized backgrounds brought forward. She noted that Bessie Coleman was African American and Cherokee, and was the first female, African American, Indigenous pilot.

MOTION:

It was moved by Director Adams and seconded by Director Tominey to approve Resolution No. 21-0902 – Rename Husky Elementary School to Bessie Coleman Elementary School. The motion was voted on and unanimously approved.

B. Resolution No. 21-0903 – Rename Jaguar Elementary School to Kathryn Jones Harrison Elementary School

Director Adams stated that Kathryn Jones Harrison chose to spend her life to heal her peoples' culture in a history of genocide; it was felt in Corvallis and aligns with district goals.

Comments offered by Co-Vice Chair Whitebear included:

- Kathryn Jones Harrison is a member of the Confederated Tribes of the Grand Ronde Community of Oregon.
- Corvallis is located on her Tribal land.
- She lived in Corvallis and went to elementary school here; all the connections to this place are amazing.
- She had her identity as a Tribal member taken away through the Termination Act.
- She fought hard to have her Tribal land and that of the Confederated Tribes of Siletz Indians restored.
- The Siletz Tribe was the first in Oregon and the second in the nation to be restored, and their sovereignty rights and treaties were given back to be honored.
- The previous name of this school was for someone who viewed Indigenous people poorly.
- To have an Indigenous woman from these lands as the name on the building is powerful and I cannot wait for students to learn about Kathryn Jones Harrison and all of these women.
- I was privileged to work with Kathryn Jones Harrison years ago; she is a remarkable storyteller and a sweet person.
- It would be beautiful to honor her in this way.

MOTION:

It was moved by Co-Vice Chair Whitebear and seconded by Director Adams to approve Resolution No. 21-0903 – Rename Jaguar Elementary School to Kathryn Jones Harrison Elementary School. The motion was voted on and unanimously approved.

C. Resolution No. 21-0904 – Rename Wildcat Elementary School to Letitia Carson Elementary School

Chair Al-Abdrabbuh shared that he hopes there is motivation in Letitia Carson's story; it showed that despite the odds and systemic racial oppression, people could assert rights to claim land and be celebrated members of the community, even if the laws of the land were against them.

Director Jones noted that her comments apply to the renaming process for all three schools. She referred to input the Board received from community members who had questioned the wisdom of naming schools after people. Director Jones shared that although no name is neutral, these three names are important and valuable to our community. No name will satisfy everyone, but these three names align with our community history and values and the Board's goals.

Director Adams opined this isn't the end. We are closing the first chapter of the process of examining the names of our facilities and the impact they have. Letitia Coleman communicates what is possible despite tremendous obstacles as a black woman in Oregon in the 19th century. Letitia Coleman's legacy demands that we ask the question, how far can our students go if we remove identity-based barriers to their education?

Co-Vice Chair Whitebear shared the powerful local context Letitia Coleman's story has; there are many possibilities for legacy projects that students can partner with. There is an educational component for community members and students in all three names.

Director Tominey shared that as a former Hoover Elementary student she didn't know anything about the school's name or the history. She opined that elevating the stories and experiences of these three women is meaningful; students will learn the connection to the history of the new school names.

Co-Vice Chair Finger McDonald read testimony from members of the Letitia Carson Legacy Project team. (The written testimony is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

MOTION:

It was moved by Chair Al-Abdrabbuh and seconded by Co-Vice Chair Whitebear to approve Resolution No. 21-0904 – Rename Wildcat Elementary School to Letitia Carson Elementary School. The motion was voted on and was unanimously approved.

XI. BUILDING RENAMING – CONTINUED REVIEW

At the Board's June 10, 2021 meeting, Superintendent Noss provided a [report](#) on the work of the School Renaming Task Force, which was formed as a result of [School Board Resolution No. 20-0801](#). One of the Task Force charges had been to determine whether to replace the names of any other schools or buildings within the District and recommend names to the Superintendent as needed.

This resolution establishes the next steps of this process for a complete historic peer review of the recommended names.

The Board took a short break and then resumed the meeting.

XII. BOARD GOALS

The 2018-2023 Board Goals were brought forward for review. After discussion, it was determined that the Board goals conversation deserves more than a cursory look. Chair Al-Abdrabbuh, Co-Vice

Chair Finger McDonald, Co-Vice Chair Whitebear, and Superintendent Noss will work together on a longer timeline for revising overall goals.

Superintendent Noss will review and revise the language to goal number six for the 2021-22 school year and present it at a future Board meeting.

XIII. CONSOLIDATED ACTION

MOTION:

It was moved by Chair Al-Abdrabbuh and seconded by Director Baker to approve the Consolidated Action items. The motion was voted on and unanimously approved.

The following items were approved:

- A. Licensed Personnel Action** – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)
- B. Nomination for Oregon School Boards Association's Legislative Policy Committee – Position #10** – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)
- C. Approve Real Property Transaction – City of Corvallis** – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)
- D. Board Policies**
 - 1. Board Policy EFAA—District Food and Nutrition Services—Revised—Second Reading** – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)
 - 2. Board Policy GCA— License Requirements —Revised—Second Reading** – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)
 - 3. Board Policy LBE—Public Charter Schools—Revised—Second Reading** – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)

XIV. CONSOLIDATED INFORMATION

The Board received the following information:

- A. Non-Licensed Personnel Information** – (This document is posted online with the

informational packet of the meeting and will be filed with the official 2021-22 Board records.)

- B. Unaudited Financial Statements - July 2021** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

XV. BOARD MEMBER COMMENTS

Director Baker acknowledged every key player in getting the school year started. The efforts of Superintendent Noss, Assistant Superintendent Harder, administration, staff, teachers, food and nutrition staff, and contractors are astounding.

Director Adams expressed gratitude for all the hard work to see the new Lincoln Elementary School open. He was struck by the power of the moment, the culmination of five years of work. The process started with former board members touring other schools and asking what education could look like in the future.

Director Tominey opined that families are feeling both relief and anxiety about navigating new territory as students return to school. She expressed gratitude to District staff and a community that has prioritized students' health and wellbeing, focused on increased vaccination rates, mental health, equity, and academic success and achievement.

Comments offered by Co-Vice Chair Whitebear included:

- Gratitude for the patience of families waiting in long lines to enter schools as the school year started.
- The importance of wearing masks to keep vulnerable people in our community safe; we all need to do our part to keep kids in school.
- Appreciation for this moment in reflecting on the three new school names; the community is excited as a result of intentional community engagement and excitement for the next phase.

Chair Al-Abdrabbuh expressed joy at seeing families celebrating the first day of school. He shared appreciation for Co-Vice Chair Finger McDonald for responding to emails and chairing this meeting.

Comments offered by Director Jones included:

- Gratitude to the facilities department for their hard work in getting furniture assembled and classrooms set up.
- Thanks to all who came out and maintained social distance and wore masks to see students back in school.
- Appreciation for input from community members, even with divergent opinions from what we have implemented.
- No approach will meet every comfort zone; we are all making sacrifices and doing things differently than we might prefer to provide inclusive learning spaces.
- Masks, distancing, and morning health check-in are a learning opportunity to teach our kids that we do many things because it is better for everyone, for collective health.

Co-Vice Chair Finger McDonald offered the following comments:

- Appreciation for facilities staff and their hard work behind the scenes to open safely.
- The management decisions made now affect what happens in the future; the renaming of schools will bear quality fruit in the future.
- Thank you to everyone who has worked to get kids back in school.

XVI. ADJOURNMENT

There being no further business before the Board, Co-Vice Chair Finger McDonald adjourned the meeting at approximately 9:45 p.m.

Sarah Finger McDonald, Co-Vice Chair

Ryan Noss, Superintendent

Prepared By: Kim Nelson

S:\DO\Super\Kim\BOARD\MINUTES\2021\09-09-21 Minutes - UNADOPTED.docx

UNADOPTED MINUTES

4. September 23, 2021

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 approximately 6:31 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 Sarah Finger McDonald, Co-Vice Chair Terese Jones Shauna Tominey Luhui Whitebear, Co-Vice Chair</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 Kim Patten, Facilities & Transportation Director</p>
--	---

A quorum was present, and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-Abdrabbuh led the Pledge of Allegiance. He noted that the meeting is being held online and live-streamed via the District's YouTube channel and that a recording of the meeting would be posted to the channel following the meeting. He noted which Board members are in attendance, either in person at the meeting site or via video but that some Board members' videos might turn off from time to time due to technical challenges. He noted that Director Jones would join the meeting late, and Director Baker was excused.

III. BOND PROGRAM UPDATE

A. Written Bond Update

Kim Patten, Facilities and Transportation Director, and Dale Kuykendall, Senior Project Manager with Wenaha Group provided a slide presentation and Board update on the bond program. (Copies of the slides are posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)

Superintendent Noss, Ms. Patten, and Mr. Kuykendall responded to Board member questions

with the following information:

- The allocation request is the total forecast costs and the total previously allocated, then a Delta to make up the total cost of the project. The number is accounted for in the financial summary as pending allocation. The Board action tonight does not change the \$4.9 million un-allocated number, it is already accounted for in the Bond Financial Summary.
- Earlier this year the prices of lumber and some other products spiked, but that has relaxed. Some costs have come down, but there are increased contingencies anticipating the availability of materials.
- It is expected to see something in the 5% range of change orders to the total cost. The 6.35% is not surprising with current conditions of the pandemic and things that can not be seen underground. It is not uncommon to see an average in the 10% - 12% range in renovations, as there are more surprises in older buildings.
- 85% of the proceeds have to be spent within three years of issuance.
- When the projects are complete, any funds remaining from the bond are restricted to capital expenses.
- With more robust landscaping and square footage to manage than in the past, facilities will assess and determine if additional staffing will be needed.
- The contractor is still working on the grounds and will be addressing surprises that come up as we move into the spaces.

B. Garfield - Fortis Change Order and Bond Reserve Allocation

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

MOTION:

It was moved by Director Adams and seconded by Co-Vice Chair Whitebear to authorize a change order to Fortis Construction in the amount of \$281,163.48 and the allocation of bond reserves in the amount of \$631,210 for Garfield Elementary School to fully fund the bond work promised for the school. The motion was voted on and unanimously approved.

C. Lincoln - Fortis Change Order and Bond Reserve Allocation

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

MOTION:

It was moved by Director Adams and seconded by Co-Vice Chair Finger McDonald to authorize a change order to Fortis Construction in the amount of \$217,162.69 and the allocation of bond reserves in the amount of \$1,016,730 for Lincoln Elementary School to fully fund the bond work promised for the school. The motion was voted on and unanimously approved.

IV. BOARD GOALS

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

The Board suggested changes to the existing Board Goals. Those revisions will be brought to the Board for action at a later date.

V. BOARD NORMS

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

The Board discussed changes to existing Board Norms. At this time, minor revisions will be made and brought to the Board for action at a later date. It was determined that the Board would develop a more collaborative, thoughtful process to work on an updated document at a future date.

Director Jones joined the meeting at 7:22 p.m.

VI. BOARD AND SUPERINTENDENT WORKING AGREEMENTS

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

The Board discussed changes to existing Board and Superintendent Working Agreements. At this time, minor revisions will be made and brought to the Board for action at a later date. It was determined that the Board would develop a more collaborative, thoughtful process to work on an updated document at a future date.

VII. BUDGET COMMITTEE VACANCIES

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

MOTION:

It was moved by Director Adams and seconded by Director Tominey to identify two full-term openings on the 2022 Budget Committee and approve the recruitment schedule as presented by staff.

Chair Al-Abdrabbuh expressed gratitude to Budget Committee community members Bill Dougherty and Shauna Tominey, who have served on the committee and whose terms have expired. He shared that information on how to apply for the openings is posted on the district website.

Co-Vice Chair Finger McDonald shared that if community members are interested in applying to serve on the Budget Committee and have questions, any Board member would be happy to talk

to them.

The motion was voted on and unanimously approved.

VIII. PURCHASE OF EVENT TENTS

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

MOTION:

It was moved by Co-Vice Chair Finger McDonald and seconded by Co-Vice Chair Whitebear to approve the purchase of 12 event tents as submitted.

Superintendent Noss and Olivia Meyers Buch, Finance and Operations Director responded to Board member questions with the following information:

- The cost to rent tents for the year would be almost as much as the purchase price.
- The tents are an emergency procurement based on the timeliness of delivery and will be purchased with Esser Funds.
- The primary reason for the purchase is to provide additional outdoor space for meals.
- The tents will be multi-use (graduation, outside eating, etc) and usable for several years.
- The expectation is that it will take up to four weeks for the tents to be delivered.
- The tents will be up for the foreseeable future; the District is working on plans for setting up, takedown, and storage.

The motion was voted on and unanimously approved.

IX. PROCLAMATION – SUPPORT FOR VACCINATION AND PANDEMIC SAFETY MEASURES

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.)

MOTION:

It was moved by Director Adams and seconded by Co-Vice Chair Finger McDonald to approve the Proclamation in Support for Vaccination and Pandemic Safety Measures.

Director Adams expressed appreciation to the Board for taking this stand in support of vaccination. The Board is taking a stand for what is right, following guidelines, and standing with staff and students.

Chair Al-Abdrabbuh opined it is essential that elected officials meet the same expectations as District staff.

Co-Vice Chair Whitebear opined that the proclamation makes a strong statement; it's important as leaders to hold to a high standard while also following Oregon's exemption law. Additionally, she requested an amendment to the document that clarifies that a person may not

opt out of the vaccination requirement unless they have a documented exemption as outlined through Oregon's vaccine exemption laws.

Co-Vice Chair Finger McDonald noted the Board takes these measures to safely keep schools open by following the vaccination mandate for District staff.

Director Tominey opined that school boards were neglected in the mandate. She added that the Board is modeling to the community what staff must do to keep students safe; this is not a partisan issue but a public safety issue.

Comments offered by Director Jones included:

- Proud of our District for taking this stand and sharing with the community that we place ourselves under this mandate that should have included the Board and did not.
- Had school boards not been excluded from the mandate, the nature of discourse around the mask and vaccine debate might have looked different statewide.
- Appealed to OSU students to wear masks, maintain social distance, and get vaccinated, to promote a culture of belonging to the Corvallis community, even if only for nine months.

The motion was voted on and unanimously approved.

Following the vote, Chair Al-Abdrabbuh requested the Board's support to direct Superintendent Noss to investigate and review the possibility of implementing a COVID-19 vaccination requirement for all eligible students in the Corvallis School District to support children and keep our schools open. There is no action at this time.

Board members responded with the following comments and questions regarding a vaccination requirement:

- Will the vaccine requirement apply to full FDA approval or emergency approval?
- Whether or not students are vaccinated impacts their ability to stay in school when there is a COVID-19 exposure.
- In addition to looking at a vaccine requirement, it is essential to collect information on whether students are vaccinated.
- Vaccination requirements are part of a long-standing process in preventing pandemic and infectious diseases. There are Oregon exemption laws that families already access; this requirement would not supersede them.
- There may be medical distrust based on history; we need to ensure that everyone has access and information.
- Determine steps to administering vaccines, and what the barriers may be.
- Provide access to information in the native language or from trusted professionals.
- Thinking about the timing and families with concerns opting out; aligning with the ability to switch to online.
- Vaccination is one of the most powerful tools to combat COVID-19. Sharing this information may provide the incentive to learn more about vaccination; a secondary effect may be that more family members in our community get vaccinated.

Chair Al-Abdrabbuh stated that with consensus from the Board, Superintendent Noss is directed

to investigate and review the possibility to implement a COVID-19 vaccination requirement for all medically eligible students in the Corvallis School District.

Superintendent Noss stated it has been helpful to hear the vital rationale and consideration when making this decision. He will move forward with collecting additional research and guidance to bring back to the Board at a future meeting.

X. BOARD MEMBER COMMENTS

Director Jones shared the following:

- She appreciates teachers' efforts to host virtual curriculum nights. It's important to provide an opportunity, even virtually, for parents to be in the presence of teachers after a year of not seeing them. Having the chance to see teachers affirms the importance of in-school learning.
- Requested an update on the impact of distancing with transportation issues and how it is going.
- Expressed appreciation for Director Tominey's compassionate and inclusive response to a vaccination requirement, recognizing there may be many reasons families have concerns.
- Appreciation for the hard work and long hours of the Bond Oversight Committee and how stable the group is. Gratitude for the work they do and how it aligns with the bond promises made to the voters.
- Congratulations to the new Assistant Professor, Dr. Whitebear. It is well deserved for her role in the community and the leadership she already brings.

Co-Vice Chair Finger McDonald shared:

- Appreciation for the rollout of the weekly COVID-19 screening and that the District made it happen.
- She would like more information on how we communicate to families when there is a close exposure or quarantine and how long they should wait to be tested. We need to ensure we are supporting families' ability to get testing.
- The LabDash application is not easy; it's all in English. Getting an appointment and getting to the lab may be hurdles to families' ability to get tested.

Co-Vice Chair Whitebear echoed the sentiment regarding the challenges navigating LabDash and added that written instructions from schools would be helpful.

Assistant Superintendent Harder responded to Co-Vice Chair's Finger McDonalds comment regarding the COVID-19 screening with the following information. She shared that we currently have 664 students registered for the weekly COVID-19 screening. Of students that tested the first week, there were no positive results. The District will continue to send out information for screening with family messaging.

Director Adams shared:

- It was wonderful to see students' excitement to be at the new Lincoln Elementary School; he also recognized the team and their ability to adapt to the challenging drive-through as it wasn't planned around a pandemic.
- Appreciates our community, Board, and District staff for doing hard work, doing what

counts, and being diligent.

Co-Vice Chair Whitebear shared:

- She appreciates all of the Lincoln Elementary School staff providing a positive experience as students return to school, especially Principal Hale, who has been out greeting families every morning.
- There is a lot of anxiety with OSU students returning to campus. The OSU vaccination rate on campus is 94% for students and 96% for faculty and staff; it says a lot about the desire to create a healthy community as a whole and sends a strong message.

Chair Al-Abdrabbuh shared that the Corvallis School District is one of three or four Oregon school districts featured in the Oregon School Board Association (OSBA) 2021-22 Promise of Oregon campaign. This campaign demonstrates how public schools and students are succeeding in the pandemic. The OSBA communications team will work with the District to capture and feature the success of Corvallis students. Chair Al-Abdrabbuh nominated the District as a flagship example of the promise of a resilient Oregon and its schools.

Co-Vice Chair Whitebear opined that as the experience of being educated and learning during a pandemic is framed from a deficit, it's nice to see the District highlighted in such a positive way.

XI. ADJOURNMENT

There being no further business before the Board, Chair Al-Abdrabbuh adjourned the meeting at approximately 8:35 p.m.

Sami Al-Abdrabbuh, Chair

Ryan Noss, Superintendent

Prepared By: Kim Nelson

S:\DO\Super\Kim\BOARD\MINUTES\2021\09-23-21 Minutes - UNADOPTED.docx

B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: February 3, 2022

Licensed Personnel Action

ACTION REQUESTED

1. Issue:
 - a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Torres, Stacey	DLI Teacher	1.00	Linus Pauling Middle School	1/13/2022	Temporary Teacher
Kurlak, Ken	SPED Teacher	0.70	Corvallis High School Per Leave & Muddy Creek	1/24/2022	Temporary Teacher

-
-
- b. Additional Information/Leaves/Reduction

Name	Position	FTE	Building	Effective	Notes
None	-	-	-	-	-

MOTION REQUESTED:

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

C. Resolution No. 22-0201 - Supplemental Budget



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: February 3, 2022

Supplemental Budget

ACTION REQUESTED

Background

Oregon's local budget law allows the district to make a supplemental budget during the fiscal year for which the original budget was adopted. The purpose of this supplemental budget is to make a portion of unused budget appropriations from the previous year available to schools and departments in the current year in alignment with Board Policy DA.

1. Proposed changes in the **General Fund** recognize a \$216,078 increase in resources and modifies appropriations by the same amount as follows:

Resources

- *Beginning Fund Balance* – recognize the difference between estimated (at time of budget preparation) and actual beginning fund balance. Increase budget by \$216,078.

Requirements

- *Instruction* – increase appropriation by \$13,348 to make a portion of unused budget appropriations from the previous year available to schools and departments in the current year.
- *Support Services* – increase appropriation by \$202,730 to make a portion of unused budget appropriations from the previous year available to departments in the current year.

The proposed supplemental budget is presented below. The change in appropriations for the General Fund do not exceed 10% of total appropriations for the fund so a public hearing is not required.

GENERAL FUND

	As Adopted	Proposed	Change
Resources			
Ad Valorem Taxes Levied by District	\$ 31,981,778	\$ 31,981,778	\$ -
Local Option Ad Valorem Taxes Levied by District	8,351,253	8,351,253	-
Tuition From Individuals	-	-	-
Earnings on Investments	261,500	261,500	-
Rentals	60,000	60,000	-
Recovery of Prior Years' Expenditure	25,000	25,000	-
Fees Charged to Grants	400,000	400,000	-
Miscellaneous	690,519	690,519	-
County School Funds	260,000	260,000	-
General Education Service District Funds	381,577	381,577	-
Restricted Revenue	250,000	250,000	-
State School Fund - General Support	37,753,442	37,753,442	-
Common School Fund	692,538	692,538	-
Other Unrestricted Grants-in-Aid	500,000	500,000	-
Medicaid Reimbursement for Eligible K-12 Expenses (ages 5-21)	150,000	150,000	-
Long-Term Debt Financing Sources	537,000	537,000	-
Beginning Fund Balance	12,725,508	12,941,586	216,078
Total Change in Resources			\$ 216,078
Requirements			
Instruction	\$ 48,311,745	\$ 48,325,093	\$ 13,348
Support Services	36,872,291	37,075,021	202,730
Enterprise and Community Services	515,637	515,637	-
Contingencies	762,867	762,867	-
Total Change in Requirements			\$ 216,078

ACTION REQUESTED:

Accept the proposed adjustments and adopt a resolution amending budgeted resources and appropriations in the General Fund.

ATTACHED:

Resolution No. 22-0201

MOTION REQUESTED:

“I move that Resolution No. 22-0201 be adopted to amend budgeted resources and appropriations in the General Fund.”

Corvallis School District 509J
Supplemental Budget for General Fund
Resolution No. 22-0201

WHEREAS, ORS 294.471 provides for a governing body to make supplemental budgets for the fiscal year in certain cases;

AND WHEREAS, the General Fund requires a change in budgeted resources which were not included in the adopted budget because the amounts were not known with certainty at the time the budget was prepared;

AND WHEREAS, the General Fund requires a change in budgeted appropriations to make a portion of unused budget appropriations from the previous year available to schools and departments in the current year in alignment with Board Policy DA.

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby adopts a supplemental budget to the 2021-22 budget for the General Fund as set forth below, and that the amounts for the 2021-22 fiscal year and for the purposes shown below are hereby appropriated as follows:

GENERAL FUND

TOTAL RESOURCES - ADOPTED BUDGET	95,020,115	TOTAL REQUIREMENTS - ADOPTED BUDGET	95,020,115
Supplemental Budget			
Beginning Fund Balance	216,078	Instruction	13,348
		Support Services	202,730
Total Resources	216,078	Total Requirements	216,078
TOTAL RESOURCES - AMENDED BUDGET	95,236,193	TOTAL REQUIREMENTS - AMENDED BUDGET	95,236,193

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 3rd day of February, 2022.

ATTEST:

Board Chair

Olivia Meyers Buch, Deputy Clerk

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

1. Board Policy AC—Nondiscrimination—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy AC—Nondiscrimination—Revised—Second Reading

Background

The district prohibits discrimination based on race, religion, sexual orientation, gender identity, age, marital status, etc. This Nondiscrimination policy was first adopted 8/96 and was last updated 12/19/19. Updates the definition of race to include natural hair, cultural hairstyles, and hair textures. Updates to House Bills, Legal References, and dates.

Added gender expression per board's request.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: AC
Adopted: 8/96
Revised/Readopted: 1/11/99, 2/11/02, 9/12/05, 12/10/07, 5/4/09, 12/13/10, 8/18/14,
12/7/17, 12/19/19

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veteran's status; or because of the perceived or actual race, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, or veteran's status of any other person with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI, and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees, and the public. Such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. The district further prohibits anyone from

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal References:

ORS 174.100	ORS 659A.003	ORS 659A.321
ORS 192.630	ORS 659A.006	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.009	OAR 581-002-0001 to 0005
ORS 408.230	ORS 659A.029	OAR 581-021-0045
ORS 659.805	ORS 659A.030	OAR 581-021-0046
ORS 659.815	ORS 659A.040	OAR 581-021-0047
ORS 659.850 to 860	ORS 659A.103 to 145	OAR 581-022-2310
ORS 659.865	ORS 659A.230 to 233	OAR 581-022-2370
ORS 659.870	ORS 659A.236	OAR 839-003
ORS 659A.001	ORS 659A.309	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021)

2. Board Policy CM—Compliance and Reporting on Standards—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy CM—Compliance and Reporting on Standards—Revised—Second Reading

Background

This policy states the superintendent will prepare a report (annual Division 22 report) regarding the district's compliance with the standards adopted by the State Board of Education and present it to the board. Updates to the format in which the superintendent will present to the board and an updated deadline from February to November.

No board concerns presented at the January 13 meeting.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: CM
Revised:

Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education for the preceding school year and submit that report to the Board.

The district's annual report will be presented orally at a public Board meeting by November 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page.

The district will report on its compliance with state standards to Oregon Department of Education (ODE) by November 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 329.105](#)

[OAR 581-022-2260](#)

[OAR 581-022-2305](#)

3. Board Policy GBA—Equal Employment Opportunity—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy GBA—Equal Employment Opportunity—Revised—Second Reading

Background

This policy outlines the commitment by the district to not discriminate in the hiring process based on race, religion, sexual orientation, marital status, age, etc. Updates to this policy include gender identity, definition of race to include hair, House Bills, and Legal References.

Added gender expression per board's request.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: GBA
Adopted: 7/91
Revised/Readopted: 4/12/99, 8/15/05, 9/12/05, 12/10/07, 5/4/09, 12/13/10, 2/6/20
Original Code: 3110

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, marital status, pregnancy, childbirth or a related medical condition³, age, veterans' status⁴, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁵ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act, and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

1 Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

2 This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

3 The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

4 This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.009	ORS 659A.409
ORS 243.317 – 243.323	ORS 659A.029	ORS 659A.820
ORS 326.051	ORS 659A.030	OAR 581-021-0045
ORS 332.505	ORS 659A.040	OAR 581-022-2405
ORS 342.934	ORS 659A.082	OAR 839-003-0000
ORS 408.225	ORS 659A.109	OAR 839-006-0435
ORS 408.230	ORS 659A.112	OAR 839-006-0440
ORS 408.235	ORS 659A.147	OAR 839-006-0450
ORS 652.210 - 652.220	ORS 659A.233	OAR 839-006-0455
ORS 659.850	ORS 659A.236	OAR 839-006-0460
ORS 659A.003	ORS 659A.309	OAR 839-006-0465
ORS 659A.006	ORS 659A.321	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

House Bill 2935 (2021)

House Bill 3041 (2021)

4. Board Policy GBEA—Workplace Harassment—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy GBEA—Workplace Harassment—Revised—Second Reading

Background

This policy outlines what constitutes workplace harassment, the process to report harassment, the investigative process, and the ability to appeal the decision. Updates to this policy include the inclusion of gender identity in the definition of discrimination, addition of House Bills, and date updates to Legal References.

Added gender expression per board's request.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: GBEA
Adopted: 3/5/20
Revised/Readopted:

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the employer in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between the employer and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation. The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the employer, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)

[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)
[ORS 659A.885](#)

[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Senate Bill 479 (2019)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
House Bill 3041 (2021)

S:\DO\Super\Kim\BOARD\ACTION\2022\02-03-22\GBEA-Workplace Harassment-Revised (1).docx

5. Board Policy IB—Freedom of Expression—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy IB—Freedom of Expression—Revised—Second Reading

Background

This policy describes freedom of expression for students. Should students create any group on campus they are unable to exclude membership based on age, race, religion, color, national origin, disability, physical stature, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, or sexual orientation or gender identity. Updates from OSBA to this policy have added familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, and gender identity. Also changed are the removal of double spacing, addition of commas to various places, and updated legal references.

Added gender expression per board's request.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Code: IB
Adopted: 4/7/08
Revised:

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, physical stature, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, or sexual orientation, gender identity, or gender expression. Each student organization must have a staff advisor to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules, and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications, Displays, and Productions

On occasion, materials such as leaflets, newsletters, cartoons, and other items including displays and productions are prepared, produced, and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be subject to

administrative review in conjunction with the superintendent or designee and restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level, and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased, or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates, or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the districts;
8. The material is discriminating on the basis of age, race, religion, color, national origin, disability, physical stature, marital status, sex, or sexual orientation.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. School sponsored media means materials that are prepared, substantially written, published or broadcast by student journalists; that are distributed or generally made available, either free of charge, or for a fee to members of the student body; and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent, or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;

4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of district policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.072](#)
[ORS 332.107](#)
[ORS 336.477](#)
[ORS 339.880](#)

[ORS 339.885](#)
[ORS 659.850](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
House Bill 3041 (2021).

6. Board Policy IGBHA—Alternative Education Programs—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy IGBHA—Alternative Education Programs—Revised—Second Reading

Background

This policy explains the ability for guardians to choose an alternative education program and the responsibilities of the district to oversee said program. Updates to this policy include: changing parent to guardian, changing structural sentences, adding legal references, and removing double spaces.

No board concerns presented at the January 13 meeting.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: IGBHA
Adopted: 2/11/91
Revised/Readopted: 5/10/99, 1/6/03, 6/6/05, 2/11/08, 3/9/09
Original Code: 7570

ALTERNATIVE EDUCATION PROGRAMS**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents, and the community in recommending alternative education programs for Board approval. Annual evaluation of alternative education programs will be made in accordance with ORS 336.655 and OAR 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district's alternative education programs.

Alternative programs will consist of instruction or instruction combined with counseling. These programs may be public or private. Private alternative programs shall be registered with the Oregon Department of Education. Alternative programs must meet all the requirements set forth in ORS 336.625, 336.631, and 336.637.

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the students' educational needs and interests and assists the student in achieving district and state academic content standards. Such placement must have the approval of the students' resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per-student net operating expenditure, whichever is less. When contracting with a private alternative education program, the district's contract will meet the requirements of law.

END OF POLICY

Legal References:

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)

[ORS 336.175](#)
[ORS 336.615 - 336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)
[OAR 581-021-0045](#)
[OAR 581-021-0065](#)

[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

[ORS 339.250](#)
[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)
[OAR 581-022-1350](#)

[OAR 581-022-1620](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)
HB 2040

Cross References:

Policy IGBHB—Establishment of Alternative Education Programs
Policy IGBHC—Alternative Education Notification
Policy JGEAA—Alternative Educational Programs

7. Board Policy IGBI—Bilingual Education—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy IGBI—Bilingual Education—Revised—Second Reading

Background

This policy addresses students who enter the Corvallis School District with a primary language other than English. The district will provide assistance to those students until they are able to use English in a manner that allows effective participation in regular classroom instruction and other educational activities. Updates add “all other educational activities” to the policy as well as additional legal references.

Removed word “relevant” per board’s request.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: IGBI
Adopted: 5/10/99

Bilingual Education** SECOND LANGUAGE

Students whose primary language is other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents who are not able to use English in a manner that allows effective participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal References:

[ORS 336.079](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

8. Board Policy IGDJ—Interscholastic Athletics—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy IGDJ—Interscholastic Athletics—Revised—Second Reading

Background

This policy describes who is allowed to participate in athletics, the rules that coaches, volunteers, and district employees must follow with regard to Title IX, OSAA accreditation, coach certification, etc. It also states procedures for medical examinations, gym attire, and athletic insurance. Updates to this policy include the addition of homeschool students and students pursuing a GED who reside in the district as eligible to participate in athletics.

No board concerns presented at the January 13 meeting.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: IGDJ
Adopted: 10/19/89
Revised/Readopted: 5/10/99, 6/25/07, 1/10/11, 2/7/19
Original Code: 7530

Interscholastic Athletics

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for its actions.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED) program that reside in the district, and students attending a public charter school to participate in available interscholastic activities in compliance with state law.

The district will provide interscholastic activities for students in compliance with Title IX.

District employees and activity volunteers are prohibited from making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities eligibility or participation. The principal, activities director and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that coaches have been certified through the National Federation of High School Coaches Certification program prior to assuming coaching duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activities advisers under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal and the completion of a Volunteer Application form and criminal background check.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations, or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

¹This applies to only OSAA-sanctioned activities and events.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal from their interscholastic duties and termination from district employment. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from their interscholastic activity or program, suspension, and/or expulsion from school. Volunteers shall be subject to discipline up to and including removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event fines are assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

After School Sports

After school sports, intramurals, and interscholastic athletics may be provided at appropriate levels.

Athletic Insurance

The district will require all students who participate in interscholastic athletics to be covered by accident insurance. If a student is covered by any plan other than that made available through the district, the student must provide proof of the coverage to the school.

Gym Attire

The district does not require that a specific style of uniform be worn by students in physical education classes, but does require attire which meets standards of safety, freedom of action, and proper decorum.

Medical Examinations

1. Students in grades 7 through 12 are to have physical examinations performed prior to participation in extracurricular sports. "Participation," as used in this policy means participation in sports practices and interscholastic sports competition. The physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a certified nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects. In addition, the examination form used should be the most recent form as designated by OSAA.
2. Students who continue to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.
3. Students are required to submit to the district a School Sports Preparticipation

Examination form prior to their participation with proof of insurance provided. The form is to be completed and signed by a parent and physician, giving clearance and permission for the student to participate and authorizing emergency medical treatment and/or transportation to a medical facility, as necessary.

4. If a student has a major illness, injury or surgery which takes them out of an athletic program, that student must have a medical exam or the physician's written approval in order to return to participation in the program.
5. Annual consultation with a physician is required when a student has a significant disease process or illness.
6. All new students entering grades 7 through 12 will obtain a medical examination prior to competition.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

[OAR 581-015-2255](#)

[OAR 581-026-0705](#)

[ORS 332.075 \(1\)\(e\)](#)

[OAR 581-021-0045 to -0049](#)

[OAR 581-026-0710](#)

[ORS 336.479](#)

[OAR 581-026-0005](#)

[ORS 339.450 to 339.460](#)

[OAR 581-026-0700](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance 34 CFR Part 106 (2017).

OSAA Handbook, Oregon School Activities Association.

Montgomery v. Board of Education, 188 Or. App. 63 (2003).

9. Board Policy II/IA—Instructional Resources/Instructional Materials—Revised—
Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy II/IA—Instructional Resources/Instructional Materials—Revised— Second Reading

Background

This policy describes the regulations for review and selection of textbooks and instructional materials. All textbook and instructional materials recommended for adoption shall be approved for use by the Board. It also recognizes the right of individuals and/or groups to present complaints concerning instructional materials. Updates to this policy include removal of double spacing, adding legal references, and changing “procedures” to “regulations”.

No board concerns presented at the January 13 meeting.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: II/IA
Adopted: 7/12/99
Revised/Readopted: 1/6/03, 2/7/11, 1/9/17

Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional material adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student, and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers, and community.

The superintendent, in collaboration with building principals, will recommend a schedule for review of instructional materials. Such timeline will consider the requirements of the State Board of Education adoption cycle, other state mandates, local district initiatives and fiscal practicalities.

All textbook and instructional materials recommended for adoption shall be approved for use by the Board. Prior to Board approval, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms. If state-adopted materials are not selected, an independent adoption will be submitted for Board approval.

All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, library/media teachers, and sometimes with the assistance of students and parents. Board approval is not needed for supplemental materials and resources.

Recommended textbook, supplementary materials, and library/media resources will be inclusive and value diversity in all forms when possible; contain appropriate readability and viewing levels; support the district's adopted curriculum contents; provide for ease of teacher use; be attractive and durable, and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

The Board recognizes that materials containing mature themes and content have a legitimate purpose in a school's educational program. However, the Board wishes to ensure that the use of such instructional and/or supplementary material enhances and supports the curriculum goals of the district and of specific adopted courses, and that the content of the material is appropriate for

the developmental level of the student. Therefore, teachers are required to show evidence, through their lesson plans, of the intended use of the material and the standard/benchmark and related curriculum the resource supports.

Prior to using materials containing mature themes, teachers are required to obtain administrative approval, and parental permission specific to the materials and grade level in question may be required. If a parent does not grant permission, an alternative assignment will be available for the student, without penalty.

The Board recognizes the right of individuals and/or groups to present complaints concerning instructional materials and programs in the schools. The superintendent will establish a review process for objections to instructional materials and programs. This process will provide for a timely and fair hearing, assuring that procedures are applied equitably to all expressions of concern.

The Board subscribes in principle and practice to statements of policy as expressed in the Copyright Fair Use Guidelines for Educational Multimedia, the American Library Bill of Rights and related interpretations thereof to include Statement on Intellectual Freedom, Confidentiality of Library Records, and Access to Electronic Information, Services and Networks.

END OF POLICY

Legal Reference(s):

ORS 336.035	ORS 337.260	OAR 581-021-0045
ORS 336.840	ORS 337.511	OAR 581-021-0046
ORS 337.120	ORS 339.155	OAR 581-022-1140
ORS 337.141	OAR 581-011-0050 to -	OAR 581-022-1520
ORS 337.150	0117	OAR 581-022-1640

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006)
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

Cross Reference(s)

Policy EGAAA—Reproduction of Copyright Materials
Policy IFA—Instructional Research
Policy IIABB—Use of Feature Films/Videos
Policy INB—Controversial Issues
Policy KL—Public Complaints

10. Board Policy IKF—High School Graduation Requirements—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy IKF—High School Graduation Requirements—Revised—Second Reading

Background

This policy lists the requirements for students graduating high school from the Corvallis School District. Updates include: removing “English” to make the credit requirements language arts instead of English language arts, removing Essential Skills and Essential Skills Appeal, changing the definition of Civics, and adding additional legal references.

No board concerns presented at the January 13 meeting.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: IKF
Adopted: 1/10/11
Readopted: 8/19/13; 12/05/16; 6/20/19, 1/9/20
Orig. Code: 7560

High School Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma, and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student who is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12 was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

¹ As defined in ORS 30.297.

2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics², geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts, or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements, outlined in OAR 581-022-2000, a student must³:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;

² Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021)

³ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts, or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of language arts;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics, or civics;
 - e. One credit of health;
 - f. One credit of physical education; and
 - g. One credit of the arts, or a world language.

2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma, or extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, modified diploma, extended diploma, or alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or

extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate after four years starting in the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent that clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, extended diploma, or alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that ~~is~~ are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate, or completion of a General Educational Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma, or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁴ and submitting the form to the district.

The district will issue a high school diploma, pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased

⁴ Department of Education page for: [30-day notice and opt-out form](#)

veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)

[ORS 329.045](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)

[OAR 581-022-2000](#)

[OAR 581-022-2005](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2025](#)

[OAR 581-022-2030](#)

[OAR 581-022-2115](#)

[OAR 581-022-2120](#)

[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

House Bill 2056 (2021).

Senate Bill 744 (2021).

11. Board Policy IKFB—Graduation Exercises—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy IKFB—Graduation Exercises—Revised—Second Reading

Background

This policy covers graduation exercises and the rules of dress. Upon completion of a diploma a student shall be able to participate in graduation exercises. Presenters may be permitted to speak as part of a planned graduation program and all speeches will be reviewed and approved in advance. Updates to this policy add a definition of cultural dress and change sentence structure.

No board concerns presented at the January 13 meeting.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: IKFB
Adopted: 8/30/99
Revised/Readopted: 2/7/00, 4/5/10, 5/4/15, 10/8/20, 6/10/21

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by each high school on the date selected by the school.

Presenters may be permitted to speak as part of the school's planned graduation program. All speeches will be reviewed and approved in advance by the building administrator or designee.

All students in good standing who have successfully completed the requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have an option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear items of cultural significance honoring their unique and diverse cultures¹.

In good standing means the student has not been suspended, expelled, or otherwise excluded from school programs at the time of the ceremony.

END OF POLICY

¹ HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures. "Native American items of cultural significance" means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.

Legal References:

[ORS 329.451](#)

[ORS 332.107](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

[OAR 581-021-0060](#)

[OAR 581-022-2000](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

S:\DO\Super\Kim\BOARD\ACTION\2022\02-03-22\IKFB-Graduation Exercises-Revised.docx

12. Board Policy KGBB—Firearms Prohibited—NEW POLICY—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy KGBB—Firearms Prohibited—NEW POLICY—Second Reading

Background

Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points.

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy.

The district will post clearly visible signs at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

A concern raised by the school board was allowing law enforcement officers to carry a weapon on campus. OSBA advised that a firearm possessed by a law enforcement officer acting in their official capacity is a specific exception to the Guns Free School Zone Act and the Guns Free School Act. Staff reviewed policy KGBB as adopted in other school districts and found language that matches ours.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of new policy.



Corvallis

SCHOOL DISTRICT

Code: KGBB
Adopted:

Firearms Prohibited

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm¹, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board². Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials³.

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)

[ORS 166.210 - 166.370](#)
[ORS 297.405](#)
[ORS 332.107](#)

[ORS 332.172](#)
[ORS 339.315](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

S:\DO\Super\Kim\BOARD\ACTION\2022\02-03-22\KGBB-Firearms Prohibited (1).docx

¹ "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

² See Senate Bill 554 (2021)

³ ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days to report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

XIV. 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 3, 2022

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Name	Preferred Name	Position	Hrs	Building	Effective Date	Status
Wyatt, Jodie		District Behavior Coach	8.00	District Office	1/6/2022	Probationary Non-Rep
Gallardo Rosas, Dulce		Educational Assistant	4.00	Corvallis Online	1/3/2022	Regular/Probationary
Pizzuti, Diane		Educational Assistant 2	7.00	Linus Pauling Middle School	1/3/2022	Limited Term
Sypher, Lillian		Educational Assistant 2	6.50	Mountain View Elementary	1/3/2022	Regular/Probationary
Washington, Carmyn	Preferred last name: Clancey-Burns	Educational Assistant 2/LRC	6.50	Letitia Carson Elementary	1/4/2022	Regular/Probationary
Mora Brambilla, Nancy		Educational Assistant 2 - Bilingual	6.50	Garfield Elementary	1/20/2022	Regular/Probationary
Beavers, Tina		Educational Assistant 2	6.50	Mountain View Elementary	1/31/2022	Limited Term
Rivas, Kevin		Career Center Specialist & Assessment Technician	8.00	Corvallis High School	1/24/2022	Regular/Probationary
Lemon, Martin		Educational Assistant - Lifeskills	7.00	Mountain View Elementary	1/31/2022	Limited Term
Puentes, Marisa		Educational Assistant 2	6.00	Letitia Carson Elementary	1/31/2022	Limited Term



Corvallis

SCHOOL DISTRICT

Termination/Resignation/Retirement

Name	Preferred Name	Position	Hrs	Building	Effective Date	Status
Purkey, Lacey		Administrative Assistant 2/ Office Manager	8.00	Franklin School	2/28/2022	Resignation
Mendoza Arista, Zulema		Administrative Assistant 1	8.00	Lincoln Elementary School	1/24/2022	Resignation

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

1. Board Policy JBB—Racial Educational Equity—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

NO ACTION REQUIRED

Board Policy JBB—Racial Educational Equity—Revised—First Reading

Background

This policy, written collectively with the BIPOC community, acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created inequities for others. Corvallis School District continues its commitment to dismantling and rebuilding the educational structure that has perpetuated blatant and subtle racial inequity. We will achieve equity when student identity- including racial identity- does not predict or predetermine success in school.

Updates include the addition of gender identity and the addition of legal references.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JBB
Adopted: 9/12/16
Revised/Readopted: 6/10/21

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. This Racial Educational Equity Policy was written collectively with the voice and perspectives of our Black, Indigenous, and People of Color (BIPOC) community and students. We will use the word ‘we’ when referring to the district as we believe we are all responsible and accountable for the academic growth and well-being of every student in our district. We are committed to the success of every student in each of our schools. For that success to occur, we are committed to racial educational equity by recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. We will achieve equity when student identity, including racial identity, does not predict or predetermine success in school.

Oregon’s history has impacted specific groups of people of color differently and the context of that treatment matters. In order to advance equity and racial justice, individuals and communities need a better understanding of the state’s historical treatment of certain groups, based on race, ethnicity, socioeconomic status, immigrant status, and gender expression. This policy is a vital step in raising awareness and understanding.

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

Racial educational equity promotes the real possibility of racial equality of educational results for each student and between diverse groups of students. Racial 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 in health, safety, nutrition, housing and environmental, as well as academic outcomes. Rather than perpetuate racism, we must take responsibility to dismantle it.

To achieve racial educational equity, we are committed to:

1. Narrowing the opportunity gap between student groups while raising the achievement

¹Some data is suppressed to protect confidential student information.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

of all students.

2. Consistently using districtwide and individual school level data¹, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making.
3. Promoting opportunities in all aspects of education, including extracurricular activities, to ensure equitable representation in advanced learning such as talented and gifted and advanced placement courses. Eliminate disparate representation in special education and discipline referrals.
4. Preparing all students to graduate and succeed in a diverse local, national, and global community.
5. De-centering the dominant narratives that stereotype people of color.
6. Honoring the culture, language, existing knowledge, and lived experiences that students bring to the classroom and using it to inform our teaching practice.

In order to achieve racial educational equity for each and every student, we will:

1. Ensure every student has equitable access to high quality culturally responsive curriculum that includes the multiple perspectives and contributions of other cultures and identities.
2. Give every student equitable access to educational resources such as inclusive classroom libraries, academic support, and facilities. Ensure students are not limited by their level of English acquisition. Equitable resource allocation will close the opportunity gap so that all students can thrive academically.
3. Review and examine existing policies, programs, professional development, and procedures through an equity lens for the promotion of racial educational equity. Develop all applicable new policies, programs, and procedures with racial educational equity as a priority.
4. Remedy the practices—including assessment—that lead to over- and under-representation of students of color in specialized programs including sports, clubs, performing arts and other school-sponsored activities.
5. Recruit, retain and support a racially conscious and culturally responsive workforce that includes racial, gender, and linguistic diversity, including administrative, instructional and support personnel, coaches, counselors, and behavior staff.
6. 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 racial disparities lies with adults, not

students.

7. Strengthen employees' knowledge and skills for eliminating opportunity gaps and other racial disparities, as well as increase their capacity to understand the root causes of oppression.
8. Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student and staff population, their families, and their community, and creates a deep sense of belonging. Asset and strength based schools celebrate student and family cultures, languages, and lived experiences.
9. Embrace multiple perspectives in learning and growing toward more racially equitable educational outcomes. These diverse voices should include students and may also include families, government agencies, institutions of higher learning, early childhood education organizations, other districts, community-based organizations, local businesses, and community members of color (including those whose first language may not be English.)
10. Create multiple pathways to success, including college preparation and vocational training, in order to meet the needs of a racially diverse student body, and actively encourage, support, and expect high academic outcomes for each student.
11. Guarantee culturally responsive materials, assessments and courses that reflect the diversity of our nation and are geared toward the understanding and appreciation of race, ethnicity, gender identity, gender expression, sexual orientation, culture, socioeconomic status, language, ability, and other attributes that contribute to the uniqueness of each individual.

Every Corvallis School District employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources, as well as courageous action and boldness, to implement across all schools. As such, the Board directs the Superintendent to develop an action plan with clear objectives and metrics, prioritizing staffing and budget allocations and making the action plan accessible to the community.

The Superintendent will report on the action plan and progress towards these goals at least annually.

END OF POLICY

S:\DO\Super\Kim\BOARD\ACTION\2022\02-03-22\JBB-Racial Educational Equity-Revised.docx

Legal References:

[ORS 174.100](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)

House Bill 3041 (2021)

2. Board Policy JB—Equal Educational Opportunity—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

ACTION REQUESTED

Board Policy JB—Equal Educational Opportunity—Revised—Second Reading

Background

This policy states that every student of the district will be given equal educational opportunities. Updates include: addition of gender identity, gender expression, definition of race expanded to include hair, removal of sexual orientation definition, and the addition of legal references.

Added gender expression per board's request.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: JB
Adopted: 6/28/99
Revised/Readopted: 1/8/01, 10/8/01, 11/4/02, 8/15/05, 9/12/05, 12/10/07, 5/4/09, 6/10/21, 1/22

Equal Educational Opportunity **

Every student of the district will be given equal educational opportunities regardless of age, race¹, religion, color, national origin, citizenship, gender expression, sex, sexual orientation, gender identity, gender expression, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

The district shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

A student or parent may access and use the district's general complaint procedure through Board policy KL - Public Complaints. All reports, complaints or information will be investigated. The complaint procedure is available at the district's administrative office and on the home page of the district's website.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.086](#)
[ORS 659.850](#)

[ORS 659.852](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.400](#)
[ORS 659A.403](#)

[ORS 659A.406](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 839-003-0000](#)

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).
House Bill 2935 (2021).

House Bill 3041 (2021).

S:\DO\Super\Kim\BOARD\ACTION\2022\02-03-22\JB-Equal Education Opportunity-Revised.docx

3. Board Policy JECB—Admission of Nonresident Students—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: February 3, 2022

NO ACTION REQUIRED

Board Policy JECB—Admission of Nonresident Students—Revised—First Read

Background

The district may enroll nonresident students via an Interdistrict Transfer Agreement or by Court Placement. Corvallis School District will not accept enrollment by tuition agreement. The district will not discriminate based on race, sex, religion, disability, income level, residence, etc. Students accepted will abide by behavioral rules set for all students, resident or nonresident.

Updates include the addition of gender identity and gender expression as well as updated legal references.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JECB
Adopted: 6/28/99
Revised/Readopted: 6/26/06, 2/6/12, 3/10/14, 5/10/18, 5/9/19, 5/7/20

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. **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

Annually, 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, gender identity, gender expression, 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 **only** 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 will give priority to students based on space who have:

1. Siblings currently enrolled in the district; and
2. 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 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 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

S:\DO\Super\Kim\BOARD\ACTION\2022\02-03-22\JECB-Admission of Nonresident Students-Revised.docx

Legal Reference(s):

[ORS 174.100](#)

[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](#)

C. Unaudited Financial Statement - December 2021



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: February 3, 2022

December Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending December 31, 2020 and December 31, 2021 follow this report. Year-to-date operating revenues through the end of December 2021 total \$61.6 million or 74.8% of total budgeted operating revenues as compared to \$61.3 million or 76.1% through the end of December 2020. As usual, revenues from the state school fund and taxes constitute the majority of funds received at this point in the year.

Total resources are projected to be \$4.0 million more than budgeted, primarily due to a higher than projected beginning fund balance. The beginning fund balance reflects an increase of \$1.8 million over the adopted budget of \$12.7 million. Overall, total operating revenues in 2020-21 were 100.1% of budget while total operating expenditures were 91.4% of budget.

Year-to-date operating expenditures through the end of December 2021 total \$32.0 million or 37.0% of total budgeted operating expenditures as compared to \$30.0 million or 34.8% through the end of December 2020. Projected underspending in 2021-22 is expected to be approximately 1.9% of the adopted budget.

Projected resources and requirements through June 30, 2022 result in an ending fund balance of \$14.3 million, or 16.9% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$0.2 million. All General Fund reserves are projected to be at the designations outlined in board policy on June 30, 2022.

An annual feature incorporated this month is an update on the status of financial operations. As part of the 2013-14 independent review of the district's financial statements, auditors recommended a best practice to help ensure the board stays informed during the course of the year as well as at the end of a fiscal year. Auditors conduct two onsite visits, typically in late spring and again in early fall, with the Annual Comprehensive Financial Report issued in December. A mid-year point serves as another status check during the course of the year. The 2021-22 status report provides the following notations:

- Monthly comparative financial statements are submitted to the Board along with an investment report, schedule of cash disbursements greater than or equal to \$1,000, and pertinent narrative information.
- Cash and investments are reconciled to the general ledger in a timely manner and are current.
- Payroll reports are filed in a timely manner and are current.
- Payroll taxes are paid in a timely manner and are current.
- Federal and state reimbursement requests are filed timely and are current.
- No significant changes to the accounting system or policies have occurred.

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

Supplementary Materials

1. Statements of Resources and Requirements as of December 31, 2020 and 2021
2. Schedule of Investments as of December 31, 2021
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of December 1 – December 31, 2021

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of December 31, 2020 and 2021 Respectively (Unaudited)

General Fund

	FY 2020-21					FY 2021-22				
	Amended	Actuals Thru	% of	Projected Thru	% of	Adopted	Actuals Thru	% of	Projected Thru	% of
	Budget	12/31/2020	Budget	6/30/2021	Budget	Budget	12/31/2021	Budget	6/30/2022	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 38,680,046	\$ 23,933,325	61.9%	\$ 38,513,035	99.6%	\$ 37,769,442	22,513,445	59.6%	\$ 38,335,186	101.5%
Property Taxes Levied by District	30,973,627	29,026,437	93.7%	31,096,320	100.4%	31,981,778	30,249,813	94.6%	32,341,461	101.1%
Other Local Revenues	904,846	3,911	0.4%	1,119,373	123.7%	952,538	88,294	9.3%	968,435	101.7%
Local Option Taxes Levied by District	8,080,492	7,582,454	93.8%	8,117,815	100.5%	8,351,253	8,029,672	96.1%	8,581,471	102.8%
State School Fund - Prior Year Adjustment	(737,225)	-	0.0%	(774,224)	105.0%	-	-	#DIV/0!	997,431	#DIV/0!
Other Revenues	2,641,500	757,728	28.7%	2,524,433	95.6%	3,239,596	670,173	20.7%	3,344,936	103.3%
Total Operating Revenues	\$ 80,543,286	\$ 61,303,854	76.1%	\$ 80,596,752	100.1%	\$ 82,294,607	\$ 61,551,397	74.8%	\$ 84,568,920	102.8%
Beginning Fund Balance	\$ 12,679,136	\$ 12,679,136	100.0%	\$ 12,679,136	100.0%	\$ 12,725,508	\$ 14,494,452	113.9%	\$ 14,494,452	113.9%
TOTAL RESOURCES	\$ 93,222,422	\$ 73,982,990	79.4%	\$ 93,275,888	100.1%	\$ 95,020,115	\$ 76,045,848	81.5%	\$ 99,063,372	104.3%
REQUIREMENTS										
Salaries	\$ 41,671,984	\$ 14,891,582	35.7%	\$ 40,414,104	97.0%	\$ 42,738,878	\$ 16,017,993	37.5%	\$ 42,873,145	98.5%
Associated Payroll Costs	25,470,225	8,778,463	34.5%	24,080,561	94.5%	25,624,787	8,748,790	34.1%	24,871,906	98.5%
Purchased Services	12,425,872	2,762,025	22.2%	8,887,170	71.5%	13,088,355	4,364,513	33.3%	12,433,937	95.0%
Supplies and Materials	4,514,057	1,916,174	42.4%	3,371,090	74.7%	3,847,138	1,987,635	51.7%	3,462,424	90.0%
Capital Outlay	125,000	6,700	5.4%	218,660	174.9%	100,000	8,510	8.5%	100,000	100.0%
Other Objects	1,948,662	1,619,110	83.1%	1,809,852	92.9%	1,063,382	883,087	83.0%	1,042,114	98.0%
Total Operating Expenditures	\$ 86,155,800	\$ 29,974,055	34.8%	\$ 78,781,437	91.4%	\$ 86,462,540	\$ 32,010,528	37.0%	\$ 84,783,527	98.1%
Contingency	2,013,582	-	-	-	-	2,057,365	-	-	-	-
Rainy Day Reserves	1,987,321	-	-	-	-	4,114,730	-	-	-	-
Unappropriated Reserves	3,065,719	-	-	-	-	2,385,480	-	-	-	-
TOTAL REQUIREMENTS	\$ 93,222,422	\$ 29,974,055	32.2%	\$ 78,781,437	84.5%	\$ 95,020,115	\$ 32,010,528	33.7%	\$ 84,783,527	89.2%
ENDING FUND BALANCE		\$ 44,008,936		\$ 14,494,452			\$ 44,035,321		\$ 14,279,844	
Contingency				2,014,919	2.5% *				2,114,223	2.5% *
Rainy Day Reserves				4,029,838	5.0% *				4,228,446	5.0% *
Unappropriated Reserves				8,449,695	10.5% *				7,937,175	9.4% *
* Percent of Operating Revenue				14,494,452	18.0%				14,279,844	16.9%

Corvallis School District 509J
Schedule of Investments
December 31, 2021

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	11/16/20	01/15/22	425	0.060%	\$102.84	6,350,000
	01/06/21	01/15/22	374	0.044%	\$102.52	2,900,000
	01/06/21	02/15/22	405	0.043%	\$102.17	2,900,000
	01/15/21	02/15/22	396	0.051%	\$102.65	6,360,000
	01/06/21	04/15/22	464	0.043%	\$102.81	2,900,000
	04/13/21	04/15/22	367	0.041%	\$102.22	4,850,000
	01/06/21	05/15/22	494	0.046%	\$102.31	2,900,000
	12/14/21	06/09/22	177	0.060%	\$100.06	6,530,000
	01/06/21	06/15/22	525	0.050%	\$102.45	2,900,000
	11/23/21	06/16/22	205	0.041%	\$100.04	10,000,000
	01/06/21	08/15/22	586	0.052%	\$102.33	2,900,000
	11/23/21	09/08/22	289	0.071%	\$100.07	5,000,000
	01/06/21	09/15/22	617	0.058%	\$102.43	2,900,000
	01/06/21	10/15/22	647	0.064%	\$102.32	2,900,000
	01/06/21	11/15/22	678	0.063%	\$102.90	2,900,000
	01/06/21	12/15/22	708	0.063%	\$103.03	2,900,000
	10/15/21	02/28/23	501	0.129%	\$100.00	2,900,000
	12/16/21	03/31/23	470	0.289%	\$99.79	2,900,000
	12/02/21	05/15/23	529	0.290%	\$99.76	5,000,000
US Government-Sponsored Enterprises (Total):						
	01/06/21	03/11/22	429	0.050%	\$102.60	2,900,000
	01/06/21	07/13/22	553	0.055%	\$100.22	3,000,000
	09/15/21	10/13/22	393	0.041%	\$100.13	5,000,000
	09/15/21	01/23/23	495	0.065%	\$100.08	2,900,000
	11/16/21	04/08/22	143	0.030%	\$100.14	5,000,000
	12/02/21	12/09/22	372	0.137%	\$101.77	5,000,000
	11/16/21	05/06/22	171	0.042%	\$100.10	5,000,000
Total Investments outside of Local Government Investment Pool:						\$ <u>107,690,000</u>

<u>Local Government Investment Pool:</u>	Average Annualized Rate	
General Account	0.45%	\$ 27,014,974
Debt Service Account	0.45%	5,921
Debt Service Account - GO 2018 Bond Series	0.45%	12,350,959
<u>Debt Service Account - GO 2020 Bond Series</u>	0.45%	<u>5,334,423</u>

Subtotal ¹		\$ 44,706,277
-----------------------	--	---------------

Pension Bond Debt Service Account: ²	0.45%	\$ 970,198
---	-------	------------

<u>Total Investments</u>		<u>\$ 153,366,475</u>
--------------------------	--	-----------------------

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$52,713,000
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 twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	51.4%
U.S. Government Agency Securities and Instrumentalities of Government-sponsored Corporations	90.0%	18.8%
State of Oregon Local Investment Pool	100.0%	29.8%
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%
TOTAL		100.00%

Benchmarks as of 12/31/21:

3 Month U.S. Treasury Yield Curve Rate	0.06%
3 Month Jumbo Certificate of Deposit Rate	0.45%

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of December 1 to December 31, 2021

Vendor by Fund and Object	Check Total
100 - General Fund	
Architect/Engineer Services	
DEVCO ENGINEERING INC	4,987.70
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	72,133.00
Computer Software	
BMO HARRIS	1,409.58
EDNETICS INC	17,111.66
EVERYDAY SPEECH	1,067.97
LEARNING A-Z	1,944.00
LOGIK SYSTEMS, INC	15,000.00
TOBII DYNAVOX	1,900.00
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	22,370.27
BMO HARRIS	3,832.90
CABLEWHOLESALE.COM INC	1,575.91
CENTER FOR THE COLLABORATIVE CLASSROOM	1,977.48
DICK BLICK	1,612.00
FENCEGUARD MOWSTRIP	5,840.00
FRANKLIN PRESS	1,189.00
FRED MEYER CUSTOMER CHARGES	1,060.12
GOPHER SPORT	1,612.91
GRAINGER	1,462.46
HOME DEPOT CREDIT SERVICES	4,671.96
JOHNSON BARROW, INC	1,338.09
KING OFFICE EQUIPMENT INC	1,789.35
L&L EQUIPMENT	2,659.93
MATH LEARNING CENTER	15,165.65
OFFICE DEPOT, INC	6,176.02
PARAMOUNT SUPPLY CO	1,619.32
PLATT ELECTRIC SUPPLY CO	10,603.98
RAM STEELCO INC	2,594.22
SCHOOL SPECIALTY LLC	5,782.86
SHIRT CIRCUIT	3,158.60
ULINE SHIPPING SUPPLY	7,226.61
WAXIE SANITARY SUPPLY	6,169.91
Electricity	
CONSUMERS POWER INC	32,929.31
PACIFIC POWER	45,129.15
Fuel	
BENTON COUNTY PUBLIC WORKS	5,308.89
NW NATURAL	46,179.60

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of December 1 to December 31, 2021

Vendor by Fund and Object	Check Total
Garbage	
REPUBLIC SERVICES	11,979.00
Instructional, Professional and Technical Service	
DOTCOM THERAPY	26,513.56
INAVALE COMMUNITY PARTNERS, INC	1,540.54
LINN BENTON COMMUNITY COLLEGE	14,695.48
ROBERT HALF	16,056.77
Legal Services	
HUNGERFORD LAW FIRM LLP	4,292.25
Non-reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	1,055.57
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	9,399.12
T-MOBILE	6,660.00
Other Non-instructional Professional and Technical	
BE EMPOWERED, LLC	5,000.00
BMO HARRIS	6,318.57
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	1,408.00
HARRIS, ANGEL	1,850.00
Lacy, Reed	1,870.00
MAXIM STAFFING SOLUTIONS	3,371.10
OPTIMIZON	5,950.00
PACIFIC EDUCATIONAL GROUP INC	2,325.00
ROBERT HALF	18,874.43
Other Professional Services - Certified Subs	
EDUSTAFF	81,901.92
Other Professional Services - Classified Subs	
EDUSTAFF	26,370.43
Redemption of Principal	
US BANK EQUIPMENT FINANCE	4,078.86
Reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	83,275.31
MID COLUMBIA BUS CO INC	7,821.02
STA WEST REGION	313,893.23
Rentals	
BMO HARRIS	2,911.32
Repairs and Maintenance Services	
BENTON COUNTY PUBLIC WORKS	2,323.52
BOILER & COMBUSTION SERVICE INC	1,462.00
CHOWN HARDWARE	9,723.20
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	9,173.84
CTL CORPORATION	2,474.96

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of December 1 to December 31, 2021

Vendor by Fund and Object	Check Total
EC ELECTRIC	81,588.82
K-12 TECH MIDWEST	6,892.83
KONE INC	3,915.68
Peak Tree Care	9,030.00
SYNERGY SECURITY SOLUTIONS	1,042.00
Taxes and Licenses	
BMO HARRIS	1,895.00
Technology Taggable Equip <\$5,000	
CTL CORPORATION	1,722.00
CTX - XEROX	5,625.00
DELL MARKETING LP	11,011.91
LIGHTSPEED TECHNOLOGIES, INC	1,378.35
Telephone	
AMPLIFIED IT LLC	4,884.68
AT&T MOBILITY-ACCT#837370420 (TECH)	2,454.35
CENTURYLINK	1,168.97
Textbooks	
ROCKALINGUA	1,194.00
Travel, Out of District	
BMO HARRIS	7,782.90
COSA	1,638.00
COSN	1,610.00
Water and Sewage	
CITY OF CORVALLIS	81,256.78
100 - General Fund Total	1,267,250.68
204 - District Donation Fund	
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	3,792.11
BMO HARRIS	3,460.85
BOUND TO STAY BOUND BOOKS	10,289.73
DIAL-A-BUS OF BENTON COUNTY	2,680.86
FRED MEYER CUSTOMER CHARGES	1,189.19
GROCERY OUTLET - CORVALLIS	1,838.84
SOURCES OF STRENGTH INC	1,000.00
Travel, Student Out of District	
FIRST WASHINGTON	4,900.00
204 - District Donation Fund Total	29,151.58
208 - Designated Facilities Fund	
Buildings Acquisition	
EC ELECTRIC	35,612.31
MODERN BUILDING SYSTEMS	3,972.52
208 - Designated Facilities Fund Total	39,584.83

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of December 1 to December 31, 2021

Vendor by Fund and Object	Check Total
296 - Grants Fund	
Cleaning Services	
CINTAS	8,209.30
Computer Software	
ELLEVATION EDUCATION	28,363.50
FOLLETT SCHOOL SOLUTIONS, INC	4,194.15
Consumable Supplies and Materials	
WAXIE SANITARY SUPPLY	7,352.70
Equipment-like items \$1,000 - \$4,999	
OLYMPIC TENT	216,957.38
SPECIAL OCCASIONS	20,460.00
Other Non-instructional Professional and Technical	
BOYS & GIRLS CLUB OF CORVALLIS	48,862.36
Travel, Out of District	
BMO HARRIS	3,709.04
Travel, Student Out of District	
OMSI	46,620.00
296 - Grants Fund Total	384,728.43
297 - Student Body Funds	
Consumable Supplies and Materials	
BMO HARRIS	3,655.56
BSN SPORTS LLC	2,215.18
EASTBAY	1,887.35
GEAR UP SPORTS	1,184.15
M & R SALES	12,180.00
Non-reimbursable Student Transportation	
STA WEST REGION	13,286.95
Other Non-instructional Professional and Technical	
BE EMPOWERED, LLC	1,890.00
BROOKS, DAVE	1,872.00
MVBOA	23,331.75
NORTHWEST AUDIO	1,200.00
Other Professional Services - Certified Subs	
EDUSTAFF	1,092.97
Travel, Student Out of District	
FIRST WASHINGTON	4,900.00
297 - Student Body Funds Total	68,695.91
298 - Designated Revenue Fund	
Buildings Acquisition	
FORTIS CONSTRUCTION	7,432.04
GLUMAC	1,155.00
Consumable Supplies and Materials	

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of December 1 to December 31, 2021

Vendor by Fund and Object	Check Total
BMO HARRIS	1,230.93
MFAC LLC	2,064.00
STRONG RUNNINGS, INC.	3,110.20
Equipment-like items \$1,000 - \$4,999	
BMO HARRIS	8,358.44
298 - Designated Revenue Fund	Total
	23,350.61
299 - Food Service Fund	
Consumable Supplies and Materials	
ACCURATE CHEMICAL & SERVICES	2,554.50
Food - Food Service Only	
FRANZ FAMILY BAKERIES	4,103.04
LOCHMEAD DAIRY	18,578.11
RIVERWOOD ORCHARD AND FARM	6,273.00
UNITED SALAD CO	13,421.52
Inventories	
GOLD STAR FOODS-NW DISTRIBUTION SERVICES	23,150.85
US FOODS INC	38,795.53
Other Professional Services - Classified Subs	
EDUSTAFF	2,377.80
299 - Food Service Fund	Total
	109,254.35
400 - Capital Projects Fund	
Architect/Engineer Services	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	6,925.86
BEE CONSULTING	5,000.00
BRENDLE GROUP INC	2,845.75
DLR GROUP	169,355.44
PBS ENGINEERING & ENVIRONMENTAL INC	13,943.14
PIVOT ARCHITECTURE	50,239.78
WENAHA GROUP INC	90,856.86
Buildings Acquisition	
BENTON COUNTY COMMUNITY DEVELOPMENT DEPT	1,506.00
BUREAU OF LABOR AND INDUSTRIES	11,237.18
CITY OF CORVALLIS - DEVELOPMENT SERVICES	201,108.67
CLAIR COMPANY INC	27,955.65
CONVERGINT TECHNOLOGIES	39,670.00
DIGITAL WORKS	11,250.00
DOWNUM CONSULTING	11,000.00
DRY BOX INC	1,200.00
EC ELECTRIC	26,000.00
ELEVATE BUILDING COMMISSIONING LLC	10,875.00
FORTIS CONSTRUCTION	5,433,587.98
GERDING BUILDERS, LLC	934,680.51

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of December 1 to December 31, 2021

Vendor by Fund and Object	Check Total
GLUMAC	17,257.00
GRAINGER	1,084.43
HIGH TEMP INC	1,649.88
LLAMA MOVERS LLC	41,417.00
MID VALLEY RIGGING AND CRATING LLC	1,760.00
OETC	12,829.44
PACIFIC POWER	1,137.54
PINKHAM SPECIALTY CO	7,991.02
REPUBLIC SERVICES	4,003.43
SCHOOL SPECIALTY LLC	46,561.98
SPECIAL OCCASIONS	24,862.50
VIRCO	14,397.36
WAXIE SANITARY SUPPLY	10,854.11
WENAHA GROUP INC	34,011.41
WILLAMETTE VALLEY PLANNING, LLC	4,240.00
Rentals	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,165.91
400 - Capital Projects Fund Total	7,277,460.83
601 - Insurance Fund	
Group Insurance	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	29,931.00
601 - Insurance Fund	Total
	29,931.00
Grand Total	9,229,408.22

XV. BOARD MEMBER COMMENTS (9:20 p.m.)*

XVI. ADJOURNMENT (9:40 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
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