

6:30 PM
2022

Thursday, February 24,

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

Meeting Details: Thursday, February 24, 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 (5:00-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.**
- III. **PLEDGE OF ALLEGIANCE**
- IV. **RESOLUTION NO. 22-0203 — LOCAL OPTION LEVY (6:35 p.m.)***



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: February 24, 2022

Resolution No. 22-0203: Call a Measure Election to Submit to the Electors of the District the Question of Authorizing a Five-Year Local Option Levy Renewal ACTION REQUESTED

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; music, physical education and art instruction for elementary students; vocational and technical education opportunities; counseling support for students; instructional coaches to improve teaching and learning; 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.

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.

ACTION REQUESTED:

Adopt the attached resolution to call a measure election on May 17, 2022 to submit to the electors of the district the question of authorizing a five-year local option levy renewal.

ATTACHED:

Resolution No. 22-0203
Request for Ballot Title – SEL 805
Notice of Measure Election – SEL 803
Explanatory Statement for Benton County Voters Pamphlet

MOTION REQUESTED:

"I move that Resolution No. 22-0203 be adopted to call a measure election on May 17, 2022 to submit to the electors of the district the question of authorizing a five-year local option levy renewal."

Corvallis School District 509J
Resolution No. 22-0203

A RESOLUTION OF THE BOARD OF DIRECTORS OF CORVALLIS SCHOOL DISTRICT 509J, BENTON AND LINN COUNTIES, OREGON, CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF A FIVE-YEAR LOCAL OPTION LEVY RENEWAL AT THE RATE OF \$1.50 PER \$1,000 OF ASSESSED VALUATION FOR GENERAL OPERATIONS.

WHEREAS, Oregon Revised Statutes 280.040 through 280.090 authorizes the district to submit a measure to district voters which, if approved, would allow the district to impose a local option tax for general operations.

WHEREAS, voters in the district last approved a local option levy in 2016 at the rate of \$1.50 per \$1,000 of assessed value for general operations; and

WHEREAS, the current local option levy provides approximately 10% of the District's general fund revenue and funds over 75 staff positions; and

WHEREAS, the current local option levy will expire June 30, 2022; and

WHEREAS, the district has determined there is a need to renew this level of funding and seek voter approval to renew the local option tax.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF CORVALLIS SCHOOL DISTRICT 509J, BENTON AND LINN COUNTIES, OREGON AS FOLLOWS:

1. That an election is hereby called for the purpose of submitting to the qualified voters of the district the question of authorizing a renewal of the local option levy for operating purposes for a period of five years commencing July 1, 2022 and ending June 30, 2027 at a fixed rate of \$1.50 per \$1,000 of assessed value.

Such a rate is estimated to raise approximately \$8.6 million in 2022-23, \$8.9 million in 2023-24, \$9.2 million in 2024-25, \$9.5 million in 2025-26, and \$9.8 million in 2026-27, for a total of \$46.0 million over five years. The amount raised may be different than estimated, depending on changes to the assessed and real market value of each property within the district.

2. That the election hereby called shall be held on May 17, 2022.

3. That the School Board authorizes the Superintendent or their designee as the Authorized Representative to act on behalf of the district, to submit the final ballot title and explanatory statement, and to take such further action as is necessary or desirable to carry out the intent and purposes herein in compliance with the applicable provisions of law.

4. That there shall be delivered to the elections officer of Benton County, Oregon the Notice of Measure Election (the "Notice") in substantially the form attached hereto as Exhibit A, with such changes as are approved and filed by the Authorized Representative as follows:

- a. Not later than February 25, 2022 (80 days prior to the election date) for publication of notice by Benton County on Form SEL 805.
- b. Not sooner than after completion of the ballot title challenge process provided in the Secretary of State's Referral Manual and not later than March 17, 2022 (61 days prior to the election date) on Form SEL 803.

5. That pursuant to ORS 310.145, the five year local option tax in the amount of a fixed rate of \$1.50 per \$1,000 of assessed value shall be classified as being subject to the limits of Section 11b, Article XI of the Oregon Constitution and that the taxes will be dedicated to fund the public school system.

ADOPTED by the Board of Directors of Corvallis School District 509J, Benton and Linn Counties, Oregon, this 24th day of February, 2022.

ATTEST:

Sarah Finger McDonald, Board Chair

Olivia Meyers Buch, Deputy Clerk

Request for Ballot Title Preparation or Publication of Notice

SEL 805

rev 08/21
OAR 165-014-0005

No later than the **81st day before an election**, a governing body that has referred a measure must prepare and file with the local elections official the text of the referral for ballot title preparation or the ballot title for publication of notice of receipt of ballot title. This form may be used to file the text of the referral and request the elections official begin the ballot title drafting process or file a ballot title and request the elections official publish notice of receipt of ballot title.

Filing Information	
Election Date	Authorized Official
Contact Phone	Email Address
Referral Information	
Title, Number or other Identifier	
This Filing is For	
<input type="checkbox"/> Drafting of Ballot Title Attach referral text.	<input type="checkbox"/> Publication of Notice Ballot title below.
Ballot Title Additional requirements may apply	
Caption 10 words which reasonably identifies the subject of the measure.	
Question 20 words which plainly phrases the chief purpose of the measure.	
Summary 175 words which concisely and impartially summarizes the measure and its major effect.	
<i>By signing this document:</i> → I hereby state that I am authorized by the county or city governing body, or district elections authority to submit this Request for Ballot Title – Preparation or Publication of Notice.	

Signature

Date Signed

Notice of Measure Election

District

SEL 803

rev 03/18 ORS 250.035,
250.041, 255.145, 255.345

Notice

Date of Notice

Name of District

Name of County or Counties

Date of Election

Final Ballot Title The following is the final ballot title of the measure to be submitted to the district's voters. The ballot title notice has been published and the ballot title challenge process has been completed.

Caption 10 words which reasonably identifies the subject of the measure.

Question 20 words which plainly phrases the chief purpose of the measure.

Summary 175 words which concisely and impartially summarizes the measure and its major effect.

Explanatory Statement 500 words that impartially explains the measure and its effect.

If the county is producing a voters' pamphlet an explanatory statement must be drafted and attached to this form for:

→ any measure referred by the district elections authority; **or**
→ any initiative or referendum, if required by local ordinance.

Explanatory Statement Attached?

Yes

No

Authorized District Official Not required to be notarized.

Name

Title

Mailing Address

Contact Phone

By signing this document:

→ I hereby state that I am authorized by the district elections authority to submit this Notice of Measure Election; **and**
→ I certify that notice of receipt of ballot title has been published and the ballot title challenge process for this measure completed.

Signature

Date Signed

Under Oregon's property tax law, a local option tax gives individual communities the ability to supplement state funding for their local schools. The Corvallis School District local option tax was first approved by voters in 2006 and then renewed by voters in 2010 and 2016. The current tax expires June 30, 2022. The current local option tax represents approximately 10% of the district's general fund operating budget, and funds about 9% of the district's teaching staff. The current tax expires June 30, 2022. This measure would renew the local option tax at the current rate for another five years, beginning in 2022-23 and ending in 2026-27. The current tax rate will not increase if this measure is approved.

How will these additional tax dollars be spent?

The tax revenue from this measure will be used to continue to operate the district at its present level of service. More specifically, the additional tax revenue from this measure will be used to fund:

- Classroom teachers at all schools to sustain or reduce class sizes
- Music, physical education and art teachers at all elementary schools
- Vocational and technical education opportunities for students
- School counselors and social workers
- Instructional coaches to improve teaching and learning
- High school athletics and activities.

Is this measure within the limits established by Ballot Measure 5?

Yes, and all taxes collected will remain in the district. The local option tax rate is calculated individually for each property so that the total rate paid for education stays within the Measure 5 limits.

How much would this cost?

This measure would renew the current local option tax rate of \$1.50 per \$1,000 of assessed value for another five years, starting in 2022 and ending in 2027. The current tax rate will not increase if this measure is approved. This is not a new or additional tax.

What if this measure doesn't pass?

If this measure fails, the district would have to reduce its annual budget by approximately \$8.6 million, or 10%, beginning in the 2022-23 school year. Without this additional tax revenue, the district would have to eliminate about 75 full-time teaching positions.



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)

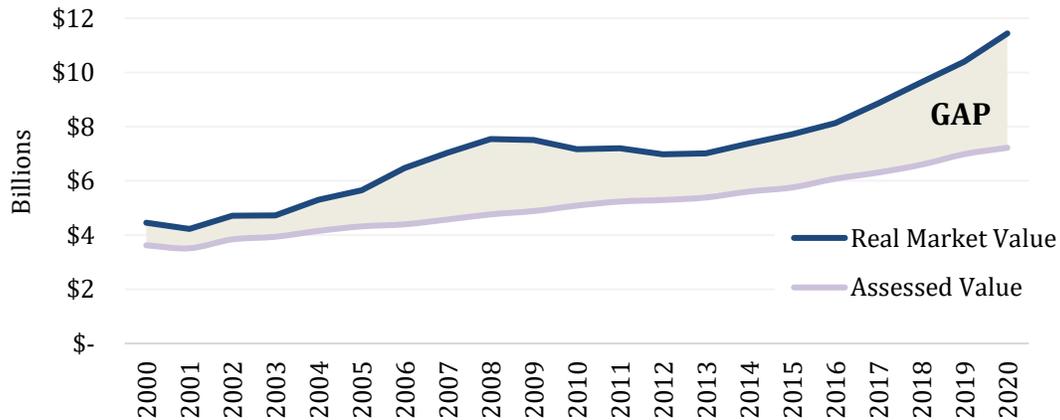
- Capped property taxes at \$15 per \$1,000 of **real market value**. Bonds are outside of these limitations.
- \$5 for education (school districts, ESDs and community colleges)
- \$10 for general government (all others)

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



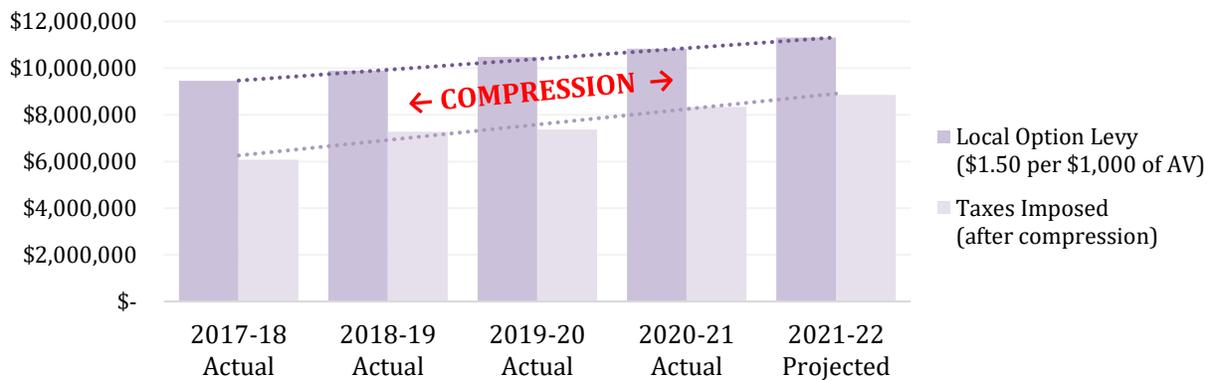
Because Measure 5 limits affect each property differently, the taxes imposed by the district’s local option levy are calculated on a property-by-property basis. Some properties may already be at the Measure 5 education limit, so not all property owners pay local option taxes, and some pay more than others,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

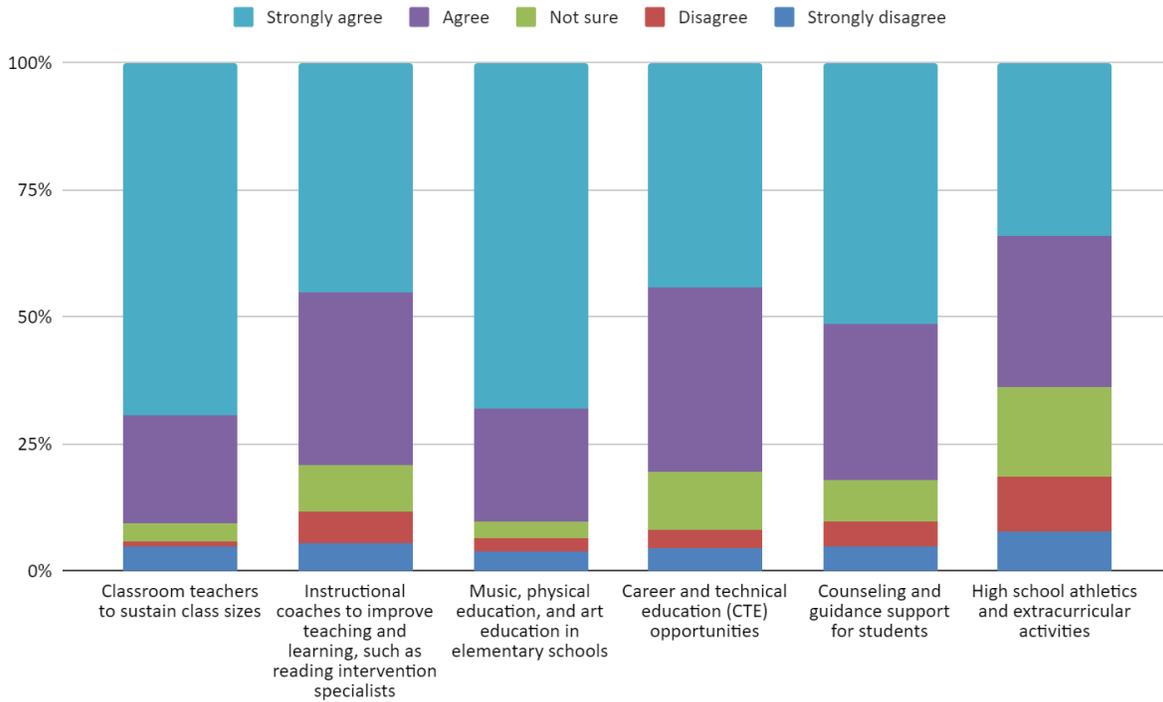


Table 1: Do you want the district to CONTINUE to spend local option levy funds on

	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:

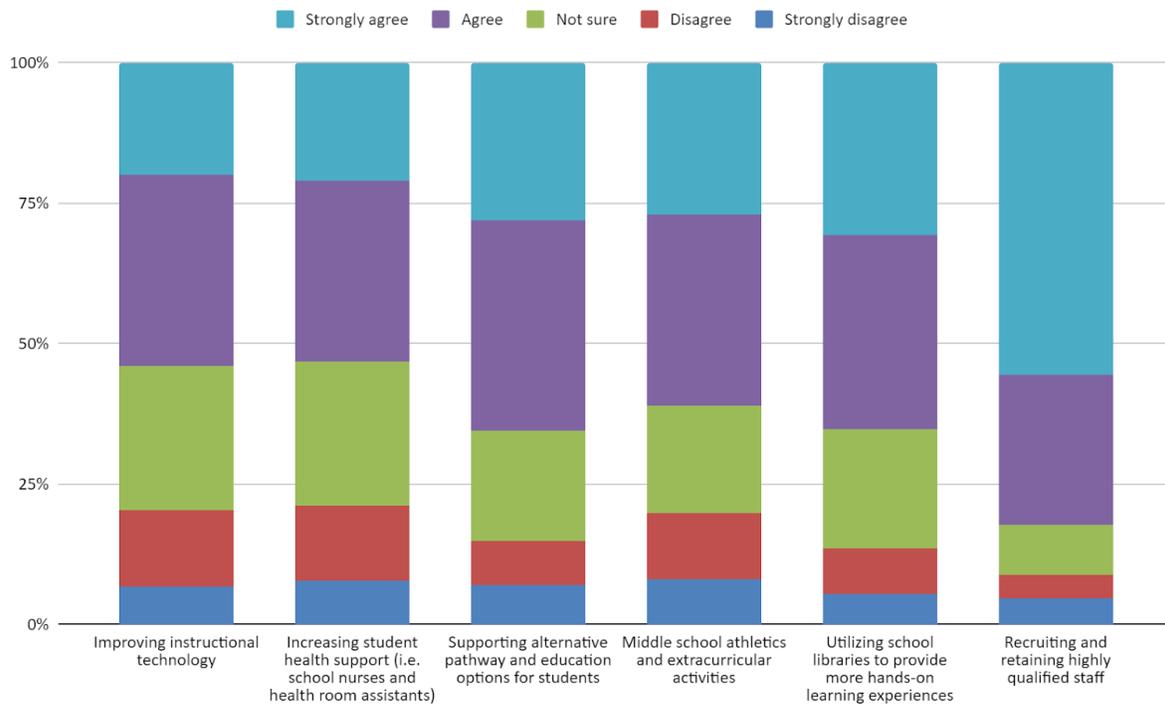


Table 2: Do you want the district to CONTINUE to spend local option levy funds on

	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.

V. MCKINNEY VENTO/FAMILY ADVOCACY/MENTAL HEALTH SYSTEMS OF CARE REPORT (6:55 p.m.)*

Student & Family Services

Goal 4: Health & Wellness

Improve the health and wellness of district students and staff. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

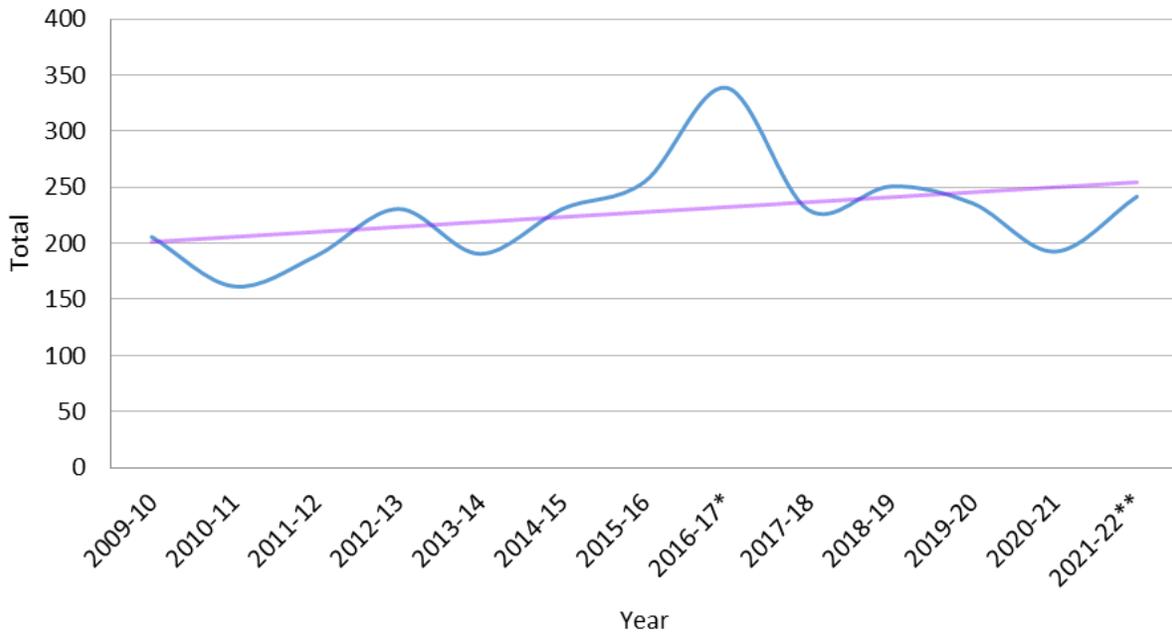
1. Support and enhance programs that promote student mental wellness and safety.
2. Support and enhance programs that promote student physical wellness and safety.
3. Support a robust worksite wellness program for district staff.

In alignment with the Corvallis School District Board goals, we bring you some critical points of interest in our work as a school district to serve students and families.

McKinney-Vento Program

Data Update

McKinney-Vento :: District Counts Over Time



* Possible data anomaly due to staffing change. ** 2021-22 data as of 2/17/2022.

By Living Situation

School	17-18	18-19	19-20	20-21	21-22**
Doubled Up	169	207	171	139	203
Hotel/Motel	1	9	4	14	15
Sheltered	25	34	46	37	20
Unsheltered	35	1	15	3	4
(Unaccompanied)	(5)	(48)	(35)	(29)	(42)
TOTAL	230	251	236	193	242

** 2021-22 data as of 2/17/2022.

One of the limitations of this data collection is that it only counts the first homeless living situation a family experiences, which is often only a fraction of the whole picture. This year, for example, we have had more families who began the year doubled up transition to being unsheltered or in motels.

By Race/Ethnicity

Federal Race/Ethnicity	17-18	18-19	19-20	20-21	21-22**
American Indian/Alaskan Native	2	2	9	1	3
Asian	3	1	1	0	5
Black	13	10	13	17	14
Hispanic/Latinx	71	79	74	50	59
MultiRacial	26	29	33	36	36
Native Hawaiian/Pacific Islander	6	4	4	4	5
White	109	126	102	85	120
TOTAL	230	251	236	193	242

** 2021-22 data as of 2/17/2022.

2021-22 Population Comparison**

Federal Race/Ethnicity	Homeless	Share of Homeless	Overall Population	Share of Population
American Indian/Alaskan Native	3	1.2%	42	0.6%
Asian	5	2.1%	307	4.7%
Black	14	5.8%	92	1.4%
Hispanic/Latinx	59	24.4%	1156	17.9%
MultiRacial	36	14.9%	594	9.2%
Native Hawaiian/Pacific Islander	5	2.1%	23	0.4%
White	120	49.6%	4250	65.7%
TOTAL	242		6464	

** 2021-22 data as of 2/17/2022.

By Special Education Eligibility

Special Education/504	17-18	18-19	19-20	20-21	21-22**
Count	52	50	64	46	51
Percent of Homeless	22.6%	19.9%	27.1%	23.8%	21.1%

** 2021-22 data as of 2/17/2022.

Roughly 17% of the current overall student population has an IEP and/or 504 plan.

By Academic Outcomes

Class of:		17-18		18-19		19-20		20-21	
McKinney-Vento	4-year Grad Rate	19/37	51.4%	32/51	62.8%	18/28	64.3%	16/31	51.6%
Students in Poverty		157/207	75.9%	162/207	78.3%	155/186	83.3%	140/186	75.3%
McKinney-Vento	5-year Completer Rate	32/41	78.1%	31/40	77.5%	39/53	73.6%	23/30	76.7%
Students in Poverty		168/200	84.0%	184/207	88.9%	180/208	86.5%	165/188	87.8%
McKinney-Vento	NCES Dropout Rate	6/89	6.7%	1/91	1.1%	3/105	2.9%	1/69	1.5%
Students in Poverty		15/722	2.1%	14/676	2.1%	5/721	0.7%	6/2146*	0.3%*

*In 2020-21, due to the pandemic, all students attending Corvallis schools and programs were eligible for free lunch and thus were included in this “economically disadvantaged” group rate calculation. Therefore, rates for 2020-21 are not comparable to prior years.

Welcome Center

Overview

We are continuing to partner with Dial-A-Bus to deliver food and hygiene items to families' doorsteps, focusing specifically on meeting the needs of families who are unable to access community food pantries due to transportation, mobility, and other barriers. It's also common that families may visit other pantries and use their SNAP funds for the majority of each month but experience some food insecurity toward the end and rely on our district pantry to fill that gap.

As the family support team expands to more schools and schools complete construction, new opportunities have arisen to create resource centers similar to the district Welcome Center on-site within school buildings. This allows families to meet food and other basic needs in the context of building supportive relationships with staff at their child's school.

Welcome Center Data: March 2020-August 2020

(More than 200 bags of food were distributed prior to March 20th, when we began to track distributions in more detail. The data below includes services between March 20th and August 28, 2020.)

1,282+ people served

- 293 families, served a total of 1,149 times

Average: 60+ requests per week

Services included:

- 788 food boxes
- 968 laundry cards
- 598 grocery gift cards
- 676 miscellaneous requests (cleaning/hygiene, school supplies, gas cards, etc.)
- Rental assistance: 66 requests for a total of \$24,193
- Utility assistance: 86 requests for a total of \$19,254
- 400 CSA boxes
- 243 USDA boxes

Welcome Center Data: September 2020-February 11, 2022 (67 weeks)

Approximately 2,057+ people served

- 861+ students
- 452 families, served a total of 2,999 times

Average: 243 people and 60 combined services per week

Services included:

- 1,878 food boxes
- 490 CSA boxes (Summer 2021)
- 675+ laundry cards
- 1,236+ grocery gift cards, totaling \$31,245+
- 1,186 miscellaneous requests (cleaning/hygiene, school supplies, gas cards, etc.)
- 723 Operation School Bell deliveries
- Rental assistance: 15 requests for a total of \$4,274* (2020-21)
- Utility assistance: 19 requests for a total of \$4,624* (2020-21)
 - *Does not include rent/utilities paid out of McKinney-Vento funds
 - Note on rental and utility requests: if a family owed significantly more than the amount we were able to provide, we were generally unable to fulfill the request, as their need for support surpassed what we could address (unless we could provide a portion of what they needed, in collaboration with other agencies).

Family Support Program

Scope

While there are certain supports (transportation to the school of origin, for example) that are specific to students who qualify under the McKinney-Vento Act, we know that there are many families within Corvallis School District who benefit from the support of a family advocate. For this reason, we serve a broader range of students and families than those who currently qualify under McKinney-Vento.

- Ideally, we want to identify families in need and put supports in place before they lose housing. This offers the least trauma and disruption to family life, including minimizing disruptions to education. Our increase in staffing has allowed us greater capacity to intervene at this level.
- Families who have gained stable housing may still benefit from various supports. Families need to have continuity in the supports they receive for as long as helpful. This not only increases the likelihood that they will remain stably housed but allows space to attend to other identified areas of need as they arise.
- Approximately one-third of CSD students qualify for free or reduced lunch (for free lunch, income below \$35,000/year for a family of four). Many of these families may never qualify under McKinney-Vento but experience a range of hardships that can negatively impact students' access to education, as well as the family's overall stability.

Community Partnerships and Involvement

Meeting the wide range of student and family needs that arise requires fostering numerous and diverse partnerships across our community. The list below includes many of our key collaborators:

- Corvallis Public Schools Foundation
- Dial-A-Bus of Benton County
- Assistance League of Corvallis
- Jackson Street Youth Services
- Community Outreach, INC
- Center Against Rape and Domestic Violence (CARDV)
- Unity Shelter
- Corvallis Housing First
- Vina Moses
- City of Corvallis Housing & Neighborhood Services
- Local affordable housing developers
- Legal Aid Services of Oregon
- KidCo Head Start
- Bates Hall Head Start
- We Care Corvallis
- DevNW
- Corvallis Daytime Drop-In Center
- Southside Youth Outreach
- Boys & Girls Club of Corvallis
- Department of Human Services
- Community Services Consortium
- Linn-Benton Food Share
- Casa Latinos Unidos
- Old Mill Center for Children and Families
- Benton County
- South Corvallis Food Bank
- St. Vincent de Paul
- OSU Human Services Resource Center
- Heartland Humane Society
- Corvallis Rotary

Our team participates in a variety of meetings with community groups, including:

- WRAP meetings (for students on our caseloads)
- Benton County Homeless Service Provider meetings
- Benton County Food Security Provider meetings
- City of Corvallis Housing Committee (advisory group)
- Meetings with other local McKinney-Vento liaisons
- Vaccine Outreach Team (interdisciplinary)

Staff

- Abraham Rodriguez, Health Navigator at Garfield
- Adaline Padlina, Student & Family Advocate at Adams & Bessie Coleman
- Ana Uribe, Bilingual Student & Family Advocate at Garfield
- Annie Bittner, Student & Family Advocate at Letitia Carson
- Carlos Valdes-Casillas, Bilingual Student & Family Advocate at CHS
- Jenn Reuter, Student & Family Advocate at Mountain View
- Jessica Perez, Bilingual Student & Family Advocate at Linus Pauling
- Khalidah Daod, Arabic Student & Family Advocate at Adams, Garfield, LP, Franklin, CV
- Mirvana Mahmoud, Arabic Student & Family Advocate at Letitia Carson & CHS
- Salam Althahabi, Arabic Student & Family Advocate at Garfield
- Sarah Devine, McKinney-Vento Liaison/Family Advocate, district-wide
- Viviana Gonzalez, Health Navigator at Linus Pauling
- Zulema Mendoza Arista, Health Navigator at Lincoln (in training)

Note: even if staff are listed at only one or two buildings, they commonly work across multiple buildings and levels because they serve all students within the family.

Data from 21/22 school year by role

Health Navigators - 500+ individuals (parents, students, pre-k children)

Family Advocates - 180+ families, 340+ current students, 60+ pre-k children

Bilingual Student & Family Advocates - 60+ families, 200+ for Operation School Bell

Arabic Liaisons - 40+ families

While there can be a crossover of caseloads in some instances, each staff member working with a student or family is providing a unique set of resources. The intensity of the support offered can also vary widely, from giving one or two specific resources all the way to daily check-ins, intensive emotional support, and comprehensive resource navigation/case management over multiple years.

Snapshot of Family Support Services

In a typical week, our family supports team staff:

- Have a tough talk with a parent about how their child is doing in school and how we/the school plan to support their student. Sit with the parent, letting them cry, rejoice, or be angry.
- Help a family understand their OHP benefits and establish care with a pediatrician.
- Drive a parent or family to an important appointment.
- Help a family apply for emergency rent assistance.

- Schedule a well child check.
- Sign a student up for a Boys & Girls Club after school program scholarship
- Help a family who lost housing and has nowhere to go that night network into a shelter or brainstorm another safe place to go. Make sure their child will have transportation to school the following day.
- Help a parent make a vision appointment for their child and arrange transportation.
- Bring food and supplies to a family in quarantine.
- Connect a family to Legal Aid when their landlord is not following the law regarding current eviction protections.
- Help a family get on the waitlist for HUD/section 8 housing assistance.
- Work with a local agency to help families get furniture and other basic items for their new apartment.
- Schedule a dental appointment for a student.
- Help a single dad living in a shelter keep his job by finding childcare solutions while he is at work and school is not in session.
- Provide interpretation services for a parent.
- Partner with teachers and school staff to fully support students. Teachers often have a good picture of what's happening with a student, including their home life, but they do not have the time to support home life fully.
- Help a laid-off parent apply for unemployment.
- Let a family know about an upcoming COVID vaccination clinic.
- Help a parent experiencing domestic violence make a safety plan and refer them to CARDV. Convey any relevant information to the school (regarding restraining orders, etc.) to bridge that gap and ensure everyone is safe.
- Help a family new to the area apply for OHP.
- Provide context when discussing a student at the school's Student Support Team meeting, building a bridge between school and home, and helping to inform what is being observed at school.
- Pay for a newly housed family to fix their car, allowing the parent to get to work.
- Help a parent acquire necessary medication to help their student stay regulated and healthy in school.
- Pay a family's power bill to avoid shutoff. Help them connect with long-term utility assistance for the future.
- Through relationships with community partners, quickly learn of new housing and housing voucher opportunities to rehouse families. Take the parent through the application step by step.
- Talk to a parent who is in crisis. Help them see the options before them and select the next step they decide is best.
- Help an unaccompanied high school student understand their rights and options.
- Purchase and set up a new pre-paid cell phone, so the parent has a phone to answer when community agencies or their child's school calls.

- Validate a parent who is struggling and be a listening ear. Give words of encouragement the parent may not hear from anyone else.

Budget

Our program's ability to run a comprehensive Welcome Center, support resource centers in school buildings, and pay for a variety of family needs as they arise is possible because of the financial support of the Corvallis Public Schools Foundation. The Foundation provides us with flexible funds, allowing us to pay for needs that other community agencies don't cover. We can also make payments immediately in an emergency, which is uncommon in the community and allows us to do things like turning a family's water on the same day we learn of the shutoff (instead of sending them to a community partner that would take three weeks to process their request).

The Foundation has provided our program with approximately \$70,000 to meet these needs this school year.

The Foundation also distributes a total of \$16,000 in "SOS" funds to schools yearly to meet the needs of students navigating poverty. The amount each school receives is based on size and free/reduced lunch numbers.

Accomplishments

- Increased collaboration with the city, housing developers, and others to fast-track families into permanent housing.
- Strengthening and deepening relationships with service providers to stay up-to-date on community resources and new opportunities.
- Piloting self-referral options for families to increase the program's points of entry
- Increasing awareness of McKinney-Vento and family support program among community providers, to increase identification and referrals (presentations at community agency staff meetings, etc.)

Goals

- Increase self-referral options in more schools and other ways to connect with families; allow families to have as much control as possible of their story and how they engage with support services
- Develop a stronger program for data tracking family support services - this would allow us to collect more data across the scope of our program

Mental Health & Wellness Program

Scope

The Corvallis School District Mental Health & Wellness Program is the only fully operational Behavioral Health Clinic operated by a Public school district in Oregon. We provide Individual, Group, and Family therapy services, Mental Health Skills Training, and coordination of partner mental health supports for all students across our 13 k-12+ schools. We also provide integrated substance abuse response through a supportive model within the MH&W Program.

In addition to direct mental health services in a traditional behavioral health clinic model, the Corvallis School district offers many mental health supports and services woven through its educational offerings. We provide community-wide training and coordination around suicide prevention and postvention; response to serious critical incidents (such as deaths and serious illness) for all students, families, and staff; offer extensive mental health supports to our teachers and staff; as well as work with partners on enhancing the network of behavioral health services across our community.

Community Partnerships and Involvement

The CSD MH&W program values its strong partnerships within the Corvallis Community, including these key collaborators:

- Old Mill Center for Children and Families
- Benton County Behavioral Health
- Samaritan Health Services - Mental Health Family Center
- Corvallis Clinic - Psychiatric Collaborative Care program
- Trillium Family Services
- The Corvallis School Foundation
- Intercommunity Health Network - Coordination Care Organization
- Benton County Developmental Diversity
- Benton County Juvenile Department
- Benton County Public Health
- Department of Human Services - Children and Youth Offices
- Linn-Benton-Lincoln ESD
- Evergreen Behavioral Health Collective
- Portland State University School Of Social Work

Staff

- Sara James: Therapist - Mt. View/SEG
- Maeve Dempsey: Therapist - Mt. View/SEG
- Ranferi Herrera Flores: Therapist - Garfield/Lincoln
- Chris Cavagnaro: Skill Trainer - Garfield/Lincoln

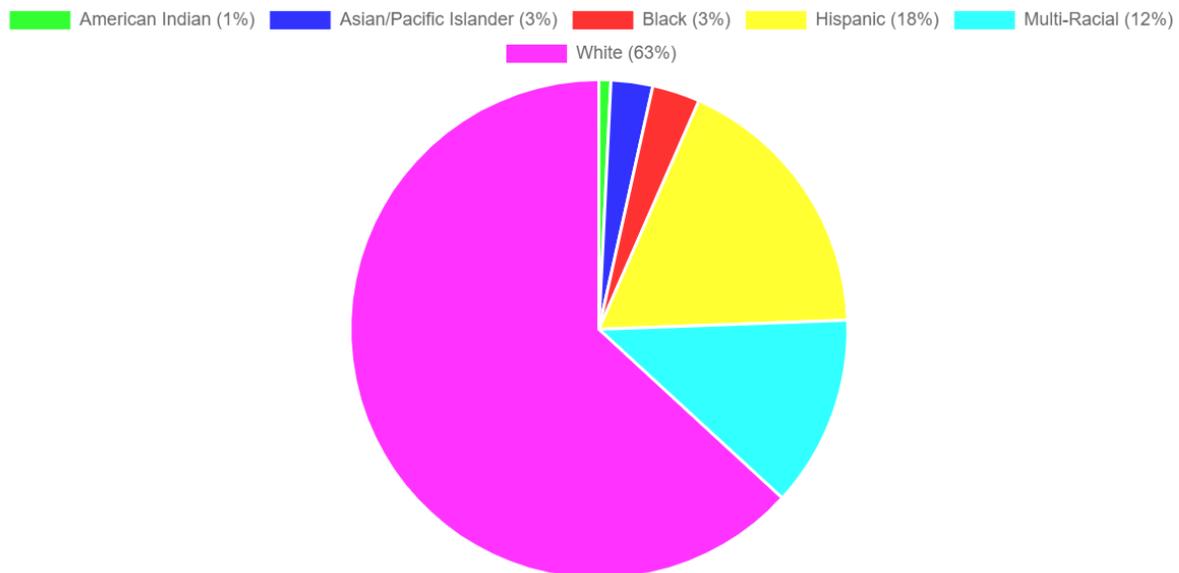
- Summer Garibay: Therapist - Coleman/KJH
- Ashley Marcus: Skills Trainer - Coleman/KJH
- Mackenzie Rice: Therapist - Carson/Adams
- Aaron Spitzer: Skills Trainer - Carson/Adams
- Chris Bueford: Therapist - Cheldelin
- Katie Palmer: Skills Trainer - Cheldelin
- Liz Sheridan: Therapist - Linus Pauling
- Melisa Lopez: Skills Trainer - Linus Pauling
- Lise Verhoogen-Odden: Therapist - CHS
- Yi-Lin Hung: Therapist - CV
- Patricia Martinez: Therapist - College Hill
- Jody Miehl: Substance Abuse Response Specialist – District-Wide
- Joe Leykam: MH Manger
- Molly Paeth: Therapist Intern - Franklin/HS

Students Served

Since the beginning of the 2021-22 school year, the CSD MH&W Program has served 218 students. This is a 145% increase in the number of students served over the same period in the 20-21 school year.

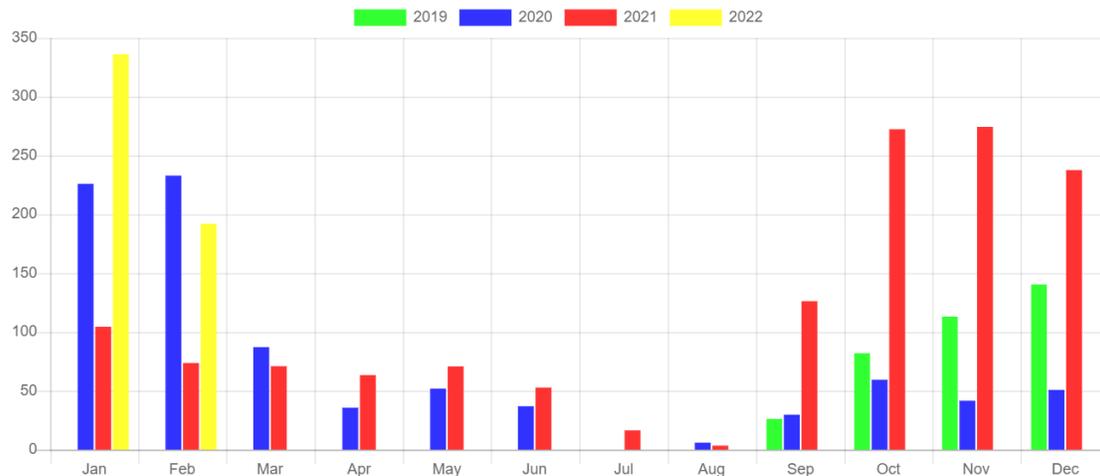
The program gender services descriptions are roughly 50/50. There remain limitations in our reporting tools in our health record to accurately represent the gender identity of our student population.

The racial Demography of students within the MH&W program are as follows:



Snapshot of Services

Over the Current 21-22 School year, we have delivered 1,106 hours of clinical services to students. The service volume by month over the last three years of operations breaks down as follows:



These services continue to include individual, family, and group psychotherapy, skills training, and substance abuse screening.

- Individual therapy is a service where a therapist works directly with a student on an identified mental health condition.
- Family Psychotherapy is a service where a therapist work with a student and a family member on family dynamics and skill development
- Group psychotherapy is where a therapist or skills trainer work with a group of students on an identified mental health concern or skill development
- Skills training is targeted work between a Skills Trainer and a student on intentional skills practice.
- Substance abuse screening is a service where a therapist works with a student to identify the overall pattern of use and misuse of substance. They also work to help motivate and support a student to engage in a pattern of healthy behavior, including reducing and eliminating harmful misuse patterns.

What this looks like during the course of the day varies widely, and elements of services over the last year have looked like:

- A therapist coaching a parent on skills to help their anxious student get to school when they do not want to go.
- A skills trainer talking through alternatives with a student who is unable to build peer relationships.
- A therapist working with a group of staff on a debrief of a crisis situation where a student was unsafe.
- A skills trainer leading a group of students in social activities to help practice working with each other.

- A therapist working with a parent and student to resolve serious family disputes resulting in the student being unable to live at home.
- A skills trainer working with a student to remain in class when they have not been in a classroom for a whole day in 4 years.
- A therapist working to develop a crisis safety plan with a student seen in the emergency department the night before.
- A skills trainer verbally de-escalates a student who is being unsafe with their body.
- A therapist working with a staff member who is having a mental health crisis and helping them to develop a plan to access support and help their family.
- A skills trainer helping a student calm when they found out they needed to quarantine due to COVID exposure.
- A therapist responding to a student being at school with substances and providing coaching to the administrator on the response plan.
- A therapist and skills trainer engaging in a home visit to connect with a student who has not been to school in over a year.

ICD Code	Diagnosis	# Dx	Graph
F41.1	Generalized anxiety disorder	299	
F90.1	Attention-deficit hyperactivity disorder, predominantly hyperactive type	166	
F43.10	Post-traumatic stress disorder, unspecified	136	
Z55.9	Problems related to education and literacy, unspecified	135	
F43.9	Reaction to severe stress, unspecified	126	

Budgetary Considerations

The program continues to be funded through Student Success Act Funding as its primary budget element. To offset the impact on the overall budget, the MH&W program draws from two budget elements that significantly offset its costs to the district:

- Medicaid Administrative Claiming (MAC) Time study data accounts for approximately 65% of the total costs of the MH&W program. This is Medicaid-based funding afforded to school districts for work related to the coordination of Medicaid services. It is not otherwise encumbered in the school district budget and has allowed the program's flexibility to integrate operations within existing systems.
- Fee For Services billing for direct mental health services has increased to 13% of program operation costs. This element is related to the funding we receive from Medicaid and other insurance funders for services delivered.

The program is 79% self-funding with both funding streams and remains on track to meet the overall sustainability goals within the initial five-year startup.

Goals

- Continue to work on budgetary stability to ensure that the program is 90% or more self-funding.
- Increase outreach to communities of color and the LGBTQ+ community more effectively to ensure that these communities have increased access to care. As a component of this outreach, begin to identify where traditional mental health practices can change to move to a racially liberatory practice of mental health care and support.
- Work to identify systems that will increase the efficiency of service delivery and methods that will allow our team to maximize our impact on the student population.
- Work to develop peer wellness supports, specifically looking to methods that empower students to become peer wellness supports within the school communities.

VI. PIVOT ARCHITECTURE ADDITIONAL SERVICE REQUEST FOR COLLEGE HILL AND HARDING CENTER RENOVATION (7:15 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: February 24, 2022

Pivot Architecture Additional Service Requests for College Hill / Harding Center Renovation

ACTION REQUESTED

Background

In May 2018, voters approved a Facilities Improvement Bond in the amount of \$199,916,925. Pivot Architecture was selected as the architect firm for the secondary projects.

The College Hill / Harding Center project design had started but was put on hold to allow time for other projects to bid and identify available funding. The intention had been to seismically upgrade the older two-story portion of the building. In the summer of 2021, the design was restarted when it appeared that sufficient funds were available to do the added seismic work, thereby reopening a significant portion of the building that has been closed to students for a number of years. Bids were solicited for the project, and the pricing came in substantially above projected estimates and available funding.

To achieve the budgetary goals while still retaining the Bond Promises, the scope of the project has been reduced significantly. It is scheduled to go out for bids in March of this year. The enhanced design efforts and documentation have been valuable and are available should the district have funds in the future.

Pivot Architecture was required to complete the enhanced design and support the additional planning, historic and building permit processes. In addition, after the bids were received, the district relied on Pivot to assist with developing the necessary scope reductions to achieve the budget goals. District staff, Wenaha Group, and Pivot Architecture have negotiated a justified increase to the Pivot contract in the amount of \$605,614 for this work.

ACTION REQUESTED

Authorize staff to execute an Amendment to the Professional Services Agreement with Pivot Architecture for College Hill / Harding Center Renovation in the amount of \$605,614.

MOTION REQUESTED

"I move to authorize staff to execute an Amendment to the Professional Services Agreement with Pivot Architecture for the College Hill / Harding Center Renovation in the amount of \$605,614.

VII. DATA PRESENTATION (7:35 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Ryan Noss, Leigh Santy, and Laurie Corliss
 Meeting Date: 2/24/22

Board Goals Data Review

NO ACTION REQUESTED

Goal 1 and Goal 2: Student Achievement and Equitable Systems - A number of measures were used to look at student achievement and equitable systems.

Third Grade Reading - STAR Assessment- In a typical year, we would use state assessment results rather than STAR to look at 3rd grade reading but because of testing limitations during the pandemic, STAR is the most recent data that we have. The STAR assessment data represents the benchmark assessment from Fall 2021. English data represents all third graders in the district. Spanish data represents all third graders at Lincoln and Garfield. This is an indicator of the percentage of students meeting the reading benchmark in English and percentage of students meeting the reading benchmark in Spanish. (That is not the same as meeting the reading benchmark regardless of language. This will be discussed further during the board meeting.) Data is reported as at or above benchmark, on watch, intervention, and urgent intervention.

Fall 2021	English	Spanish
At/Above Benchmark	50%	27%
On Watch	16%	11%
Intervention	8%	26%
Urgent Intervention	26%	36%

STAR Disaggregated by race/ethnicity - Race/ethnicity categories are the categories that we report to the federal government. The charts below illustrate the race/ethnicity makeup of each proficiency level.

English	Asian	Latinx	MultiRacial	White
ALL (376)	6%	19%	10%	63%
At/Above	7%	12%	11%	70%
On Watch	7%	14%	8%	71%
Intervention	4%	21%	4%	71%
Urgent	5%	37%	11%	47%

Spanish	Latinx	MultiRacial	White
ALL (95)	38%	11%	48%
At/Above	46%	n/a	54%
On Watch	30%	20%	50%
Intervention	44%	8%	48%
Urgent	33%	18%	49%

Successful Completion of Algebra 1 - CSD uses the ODE definitions to determine the following student groups; All, Hispanic/Latinx, White Students, Students Navigating Poverty, Emerging Bilingual, Ever-EL, and Students with Disabilities. CSD has constructed the categories of Students of Color and Students of Color not Hispanic.

Group	2020-21 Completion Rate
ALL	89%
Students of Color	87%
Hispanic/Latinx	82%
Students of Color (not Hispanic)	93%
White Students	90%
Students Navigating Poverty	73%
Emerging Bilinguals*	71%
Ever-ELs	83%
Students with Disabilities	84%

*Represents a very small group

9th Grade On Track - **On Track** means the student earned at least 6 credits by the end of 9th grade. It does not consider the “quality” of those credits, either in terms of grade earned or content. CSD uses the ODE definitions to determine the following student groups; All, Hispanic/Latinx, White Students, Students Navigating Poverty, Emerging

Bilingual, Ever-EL, and Students with Disabilities. CSD has constructed the categories of Students of Color and Students of Color not Hispanic.

Group	2020-21 Completion Rate
ALL	79%
Students of Color	79%
Hispanic/Latinx	77%
Students of Color (not Hispanic)	82%
White Students	78%
Students Navigating Poverty	56%
Emerging Bilinguals*	57%
Ever-ELs	69%
Students with Disabilities	71%

*Represents a very small group

High School Graduation

Group	2020-21 4-Year Grad Rate
ALL	88.2%
Hispanic/Latinx	92.0%
Underserved Races/Ethnicities	89.5%
Students with Disabilities	66.7%
Ever-EL	94.3%
Students Navigating Poverty	75.3%

Youth Truth Student Experience - CSD surveyed 3rd-12th grade students last spring using YouthTruth. All student experience data has been shared as “percent positive”. This is the percent of students who responded positively (agree or strongly agree) to the statement presented.

May 2021

I feel comfortable talking about my race or ethnicity		
Race/Ethnicity	Middle School	High School
American Indian/Indigenous	38%	20%
Asian	56%	67%
Black	38%	58%
Hispanic/Latinx	70%	62%
Multiracial	66%	54%
Native Hawaiian/Pacific Islander/Another Way	54%	58%
White	57%	61%
All Students	59%	60%

May 2021

I feel comfortable talking about where my family is from.		
Race/Ethnicity	Middle School	High School
American Indian/Indigenous	50%	40%
Asian	67%	77%
Black	57%	75%
Hispanic/Latinx	76%	63%
Multiracial	70%	60%
Native Hawaiian/Pacific Islander/Another Way	67%	54%
White	66%	66%
All Students	66%	64%

- 70% of Emerging Bilingual middle school students felt comfortable talking about where their family was from.
- 62% of Emerging Bilingual high school students felt comfortable talking about where their family was from.

May 2021

I feel comfortable talking about my gender identity.		
Gender Identity	Middle School	High School
Female	57%	59%
Identifies another way	49%	35%
Male	55%	59%
Middle School	54%	56%

Goal 3: Real World Learning - A variety of data was collected to measure student experience with real world learning.

Career and Technical Education (CTE) - Career and technical education is content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. CTE Participants have received 0.5 HS credit in CTE course work. CTE Concentrators have received at least 2.0 HS credits in CTE coursework in a single approved CTE Program of Study with at least one course being designated as intermediate or advanced.

- In the 2020-2021 school year the four year graduation rate for CTE participants was 92.8%.
- In the 2020-2021 school year the four year graduation rate for CTE concentrators was 93.2%.

Oregon State Seal of Biliteracy - This is a count of students who received the Oregon State Seal of Biliteracy upon graduation. This award recognizes student literacy in reading, writing, listening, and speaking in one or more World Languages, in addition to English.

- 63 Seals of Biliteracy were awarded in 2021 for a total of 448 seals awarded over the past 8 years in Corvallis.

Youth Truth Student Experience - CSD surveyed 3rd-12th grade students last spring using YouthTruth. All student experience data has been shared as “percent positive”. This is the percent of students who responded positively (agree or strongly agree) to the statement presented. In May 2021:

- 30% of middle school students and 34% of high school students discussed with other students real-world issues that need solutions.
- 22% of middle school students and 20% of high school students discussed with their teachers real-world issues that need solutions.

Goal 4: Health and Wellness - YouthTruth data was used to measure the experience of students in the area of health and wellness. All student experience data has been shared as “percent positive”. This is the percent of students who responded positively (agree or strongly agree) to the statement presented. In May 2021:

- 50% of middle school students and 66% of high school students know someone outside of school who they can talk to when they are feeling upset, stressed, or having problems.
- 27% of middle school students and 26% of high school students feel that their school has programs or services that help them when they are feeling upset, stressed or having problems.
- 38% of middle school students and 31% of high school students identify that there is an adult from school who they can talk to when they feel upset, stressed or are having problems.
- 69% of elementary school students say that their teacher asks them about their life at home.
- 64% of middle school students and 21% of high school students feel that teachers try to understand their life outside of school.
- 31% of middle school students and 40% of high school students identify that they have felt so sad or hopeless almost every day for 2 weeks that they stopped doing some usual activities.

Board Goals

February 24, 2022

Equity Awareness in Data Visualizations

We recognize that data visualizations can sometimes mislead, misrepresent, and harm communities that already experience inequity and discrimination. We are making efforts to use design elements that do not limit or create judgment. These visual design elements may include color palette, chart placement on the slide, or our word choices. If there is anything about the design aspects of this presentation that creates discomfort, please let us know so that we can improve future presentations.

Student Achievement and Equitable Systems

1. Student Achievement

- Third Grade Reading
- Successfully complete Algebra 1 by end of 9th grade
- 9th Grade on Track
- Four Year Graduation Rate

2. Equitable Systems

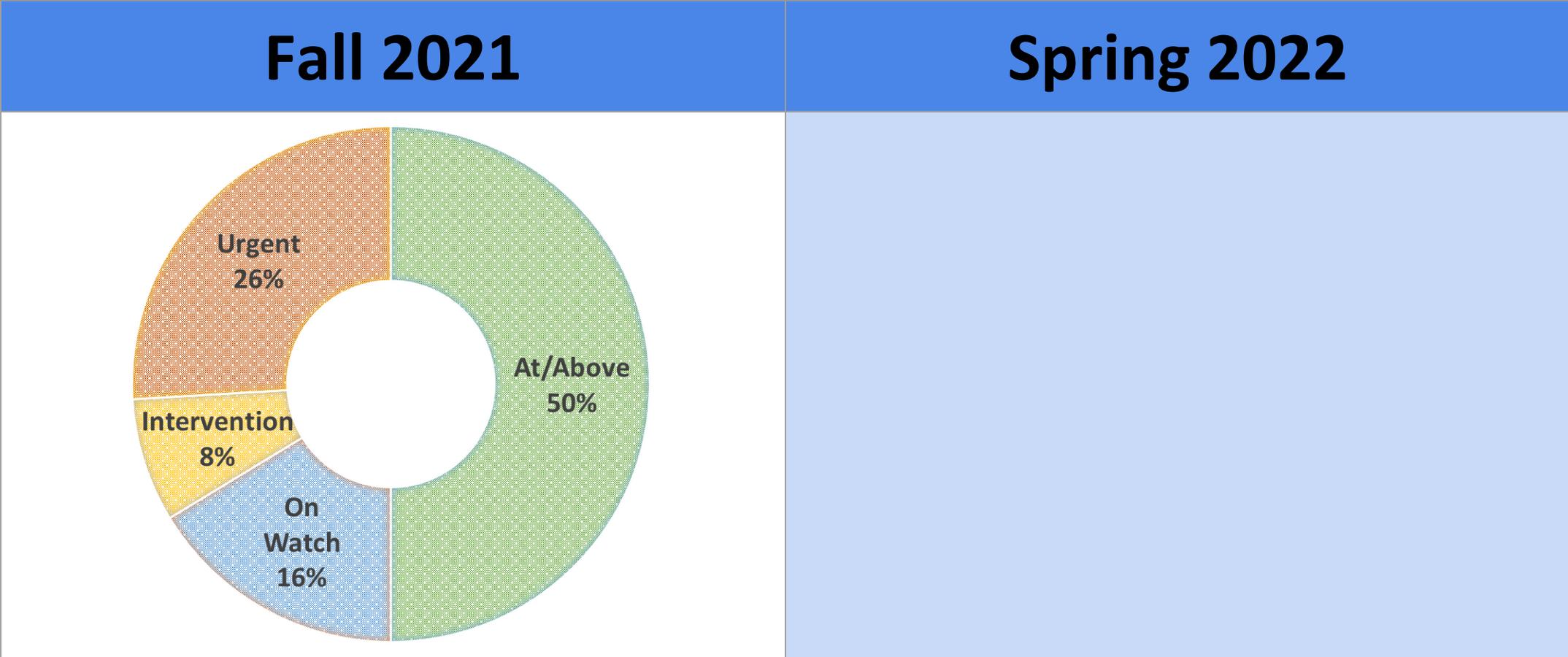
- Racially and Culturally Diverse Staff
- Third Grade Reading
- Student Experience
- Successfully complete Algebra 1 by end of 9th grade
- 9th Grade on Track
- Four Year Graduation Rate

What is STAR?

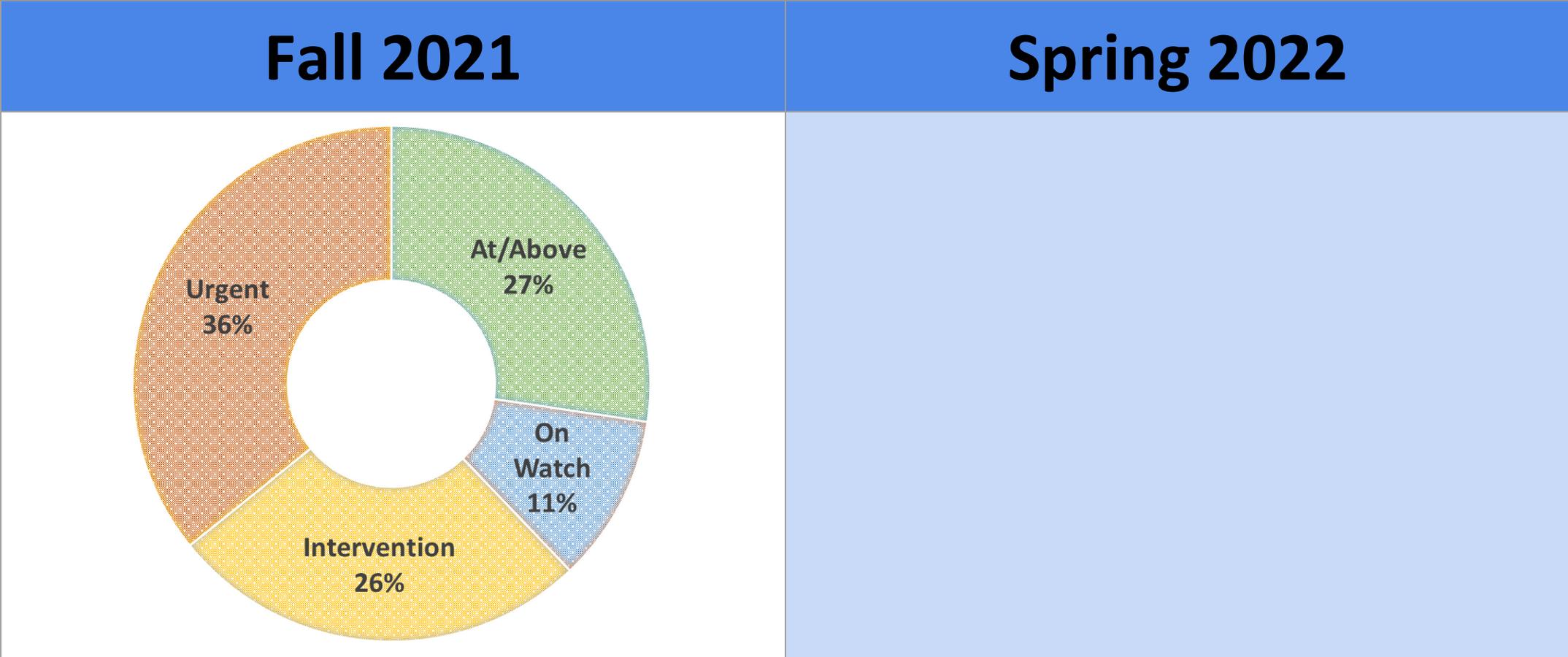
STAR Assessments are short tests that provide teachers with reading and math learning data. STAR tests are computer adaptive, which means they adjust to each answer the student provides.

Teachers analyze the data they get from nationally normed STAR Assessments, along with classroom data, to learn what students already know and what they are ready to learn next, to monitor student growth, and to determine which students may need additional help.

STAR Reading English – 3rd Grade



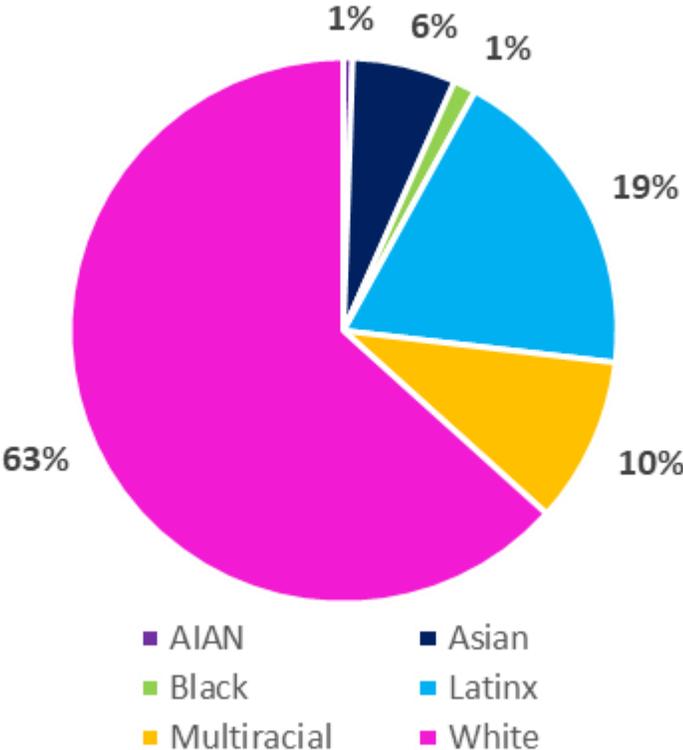
STAR Reading Spanish – 3rd Grade



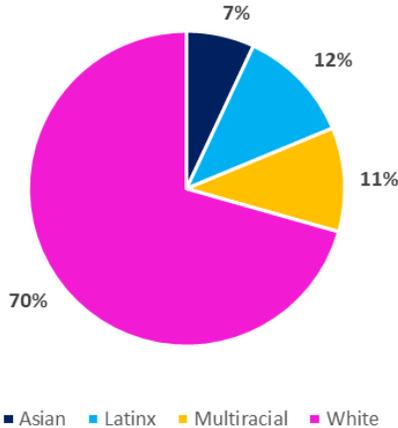
Third Grade Reading :: STAR

Fall 2021 STAR English Reading Disaggregated by Race/Ethnicity

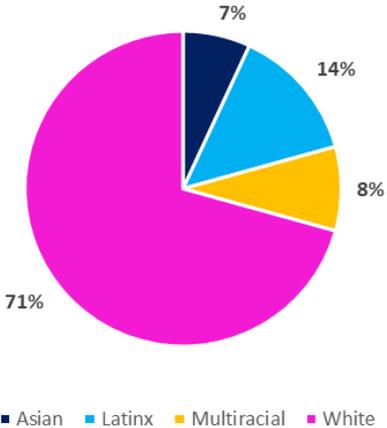
3rd Grade English STAR Test Takers



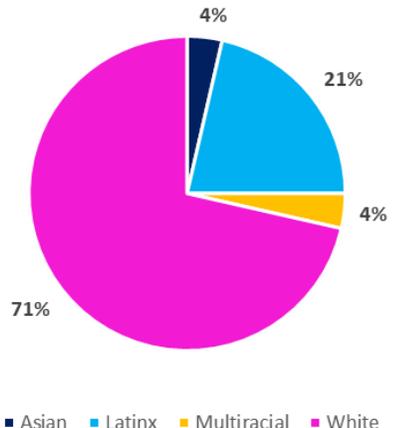
At/Above Benchmark



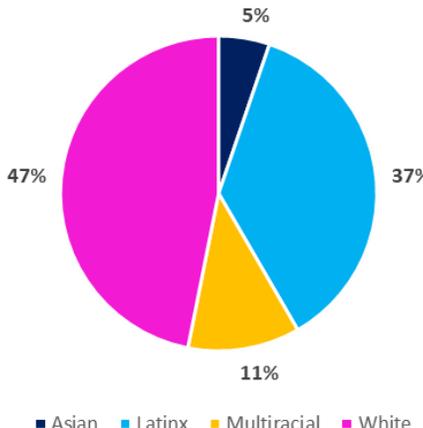
On Watch



Intervention



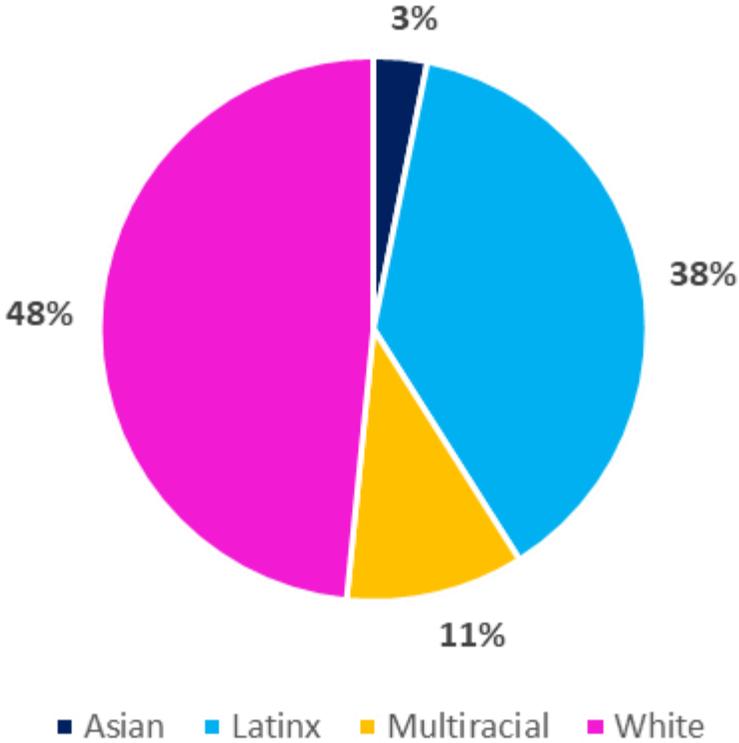
Urgent Intervention



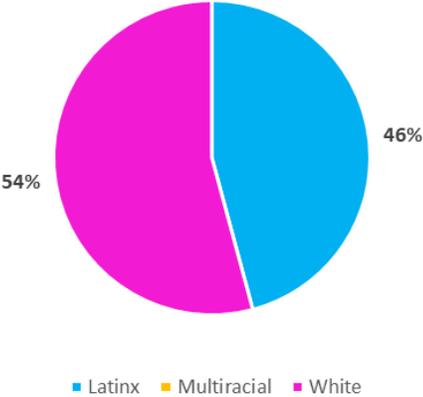
Third Grade Reading :: STAR

Fall 2021 STAR Spanish Reading Disaggregated by Race/Ethnicity

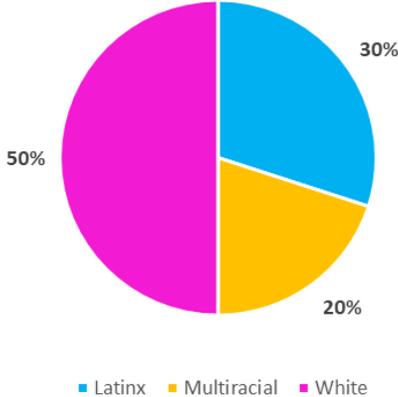
3rd Grade Spanish STAR Test Takers



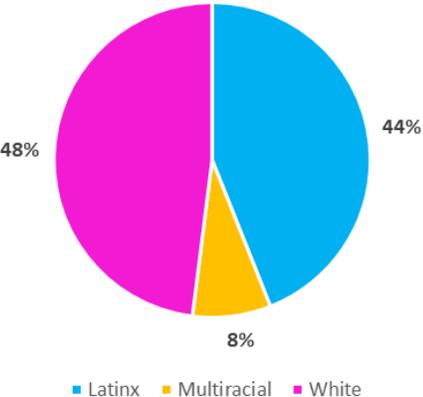
At/Above Benchmark



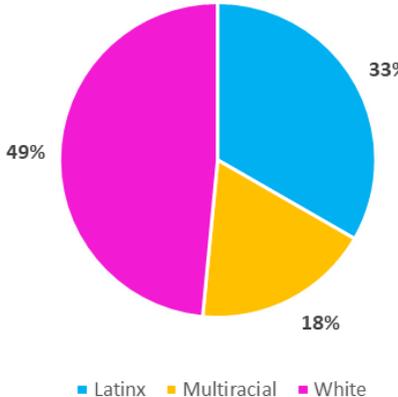
On Watch



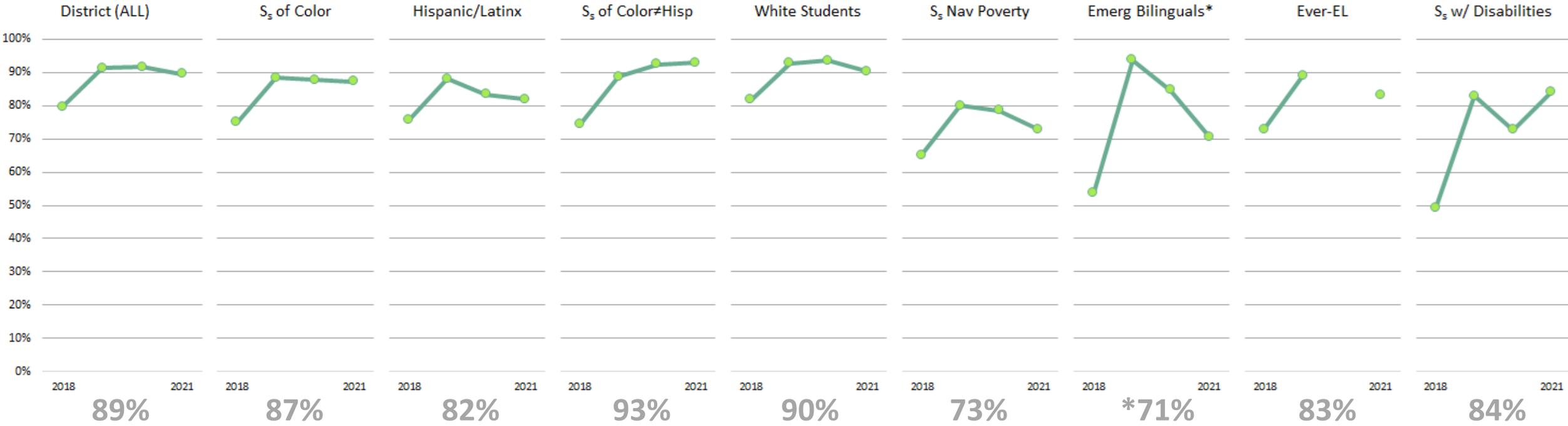
Intervention



Urgent Intervention



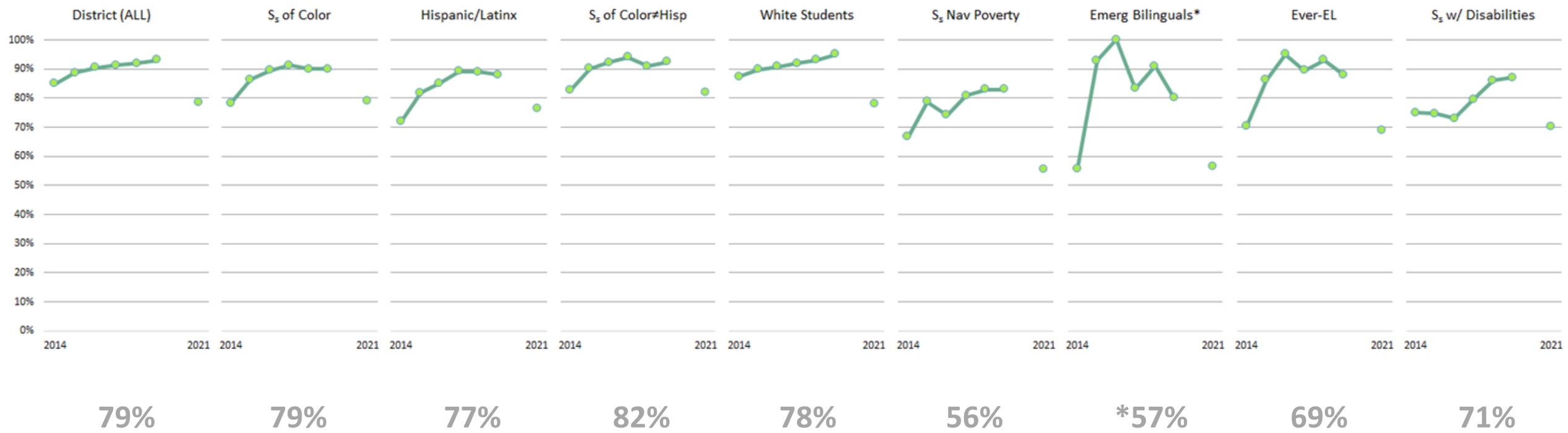
Successful Completion of Algebra I



* Emerging Bilinguals represent a very small group



9th Grade On Track



ODE did not report 9OT data for the 2019-20 school year.

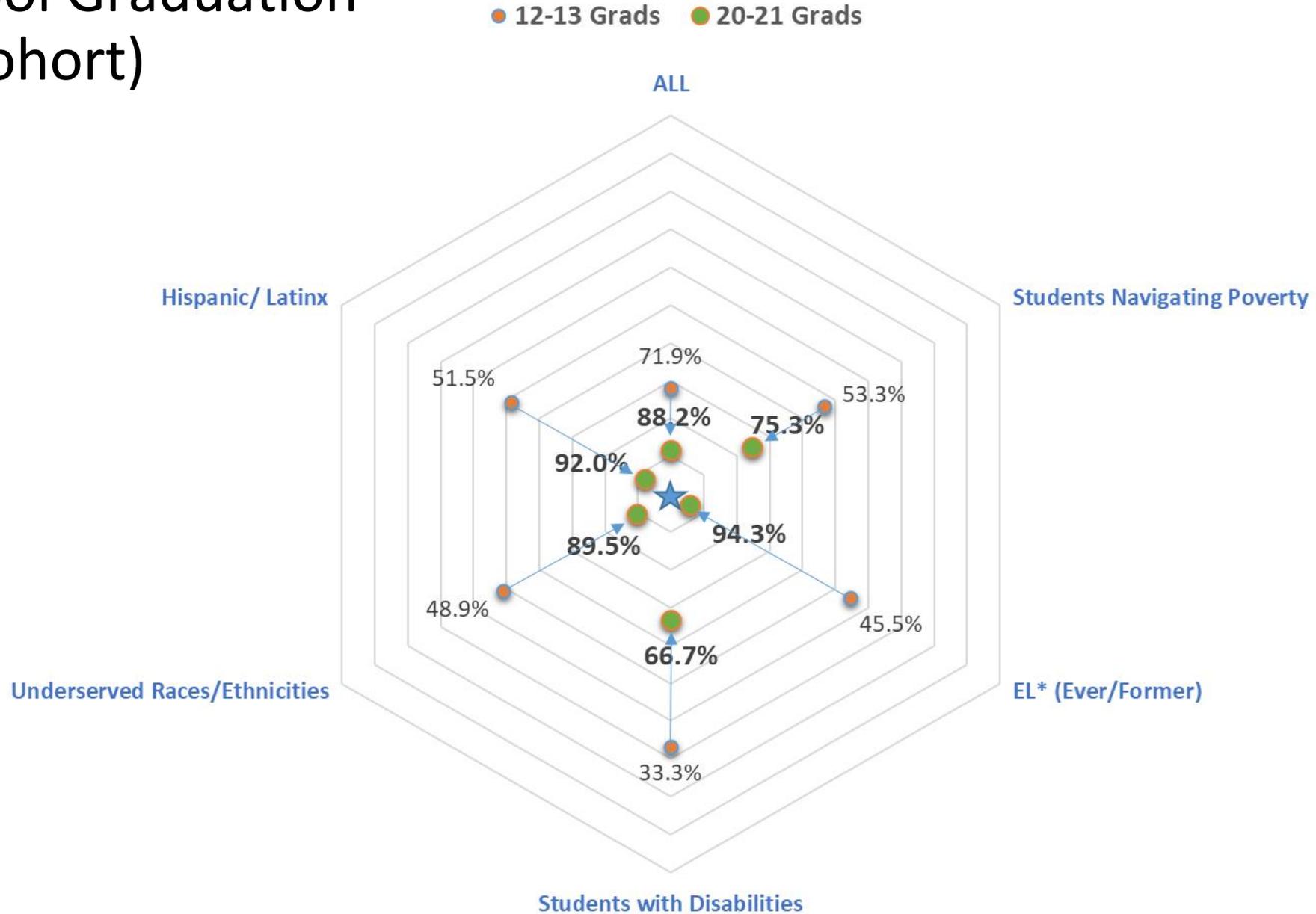
* Emerging Bilinguals represent a very small group



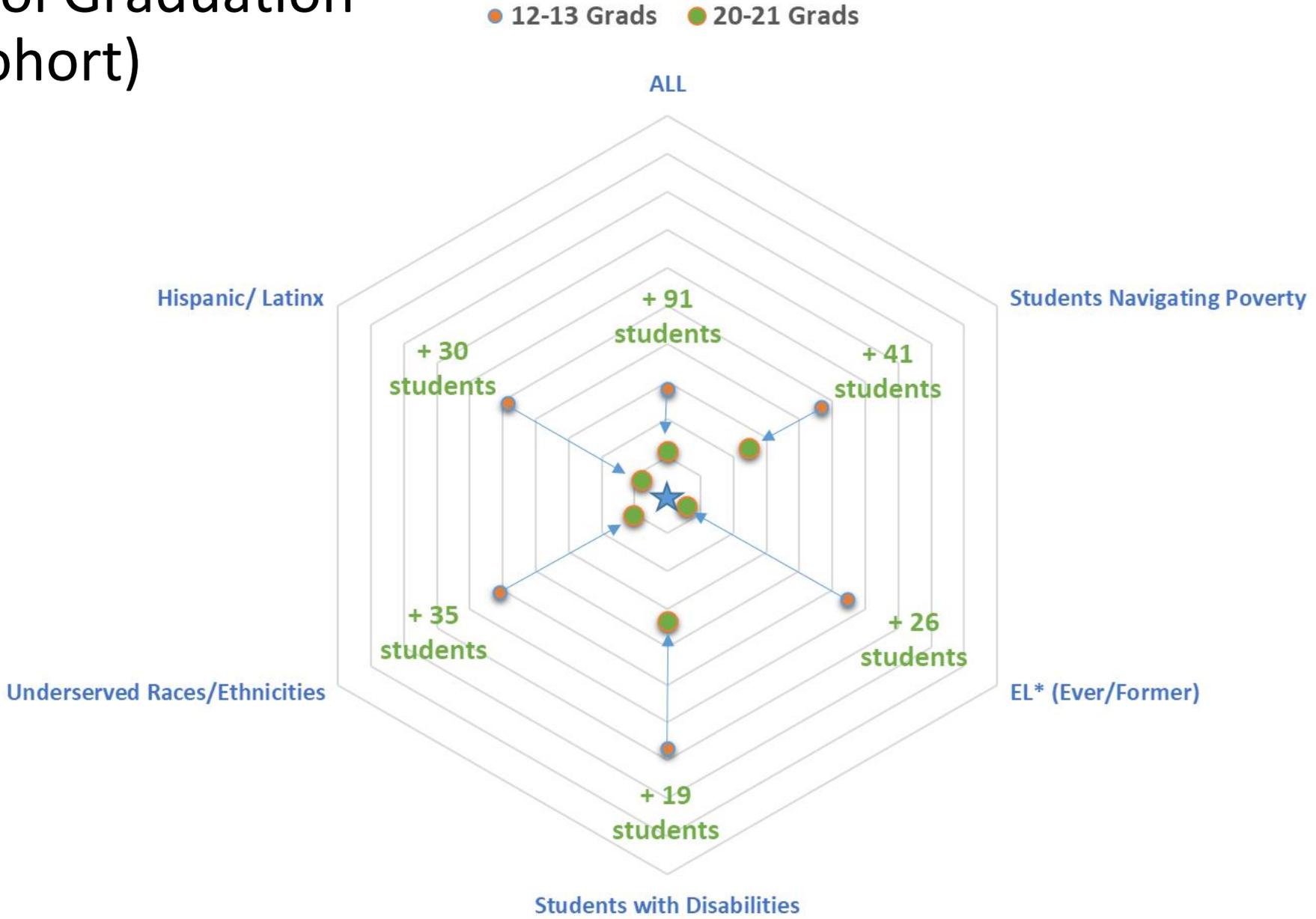
Goals 1 & 2

Percent of students who earned at least 6 credits by the end of their 9th grade year. Values at bottom of chart represent the 2020-21 rates.

High School Graduation (4-Year Cohort)

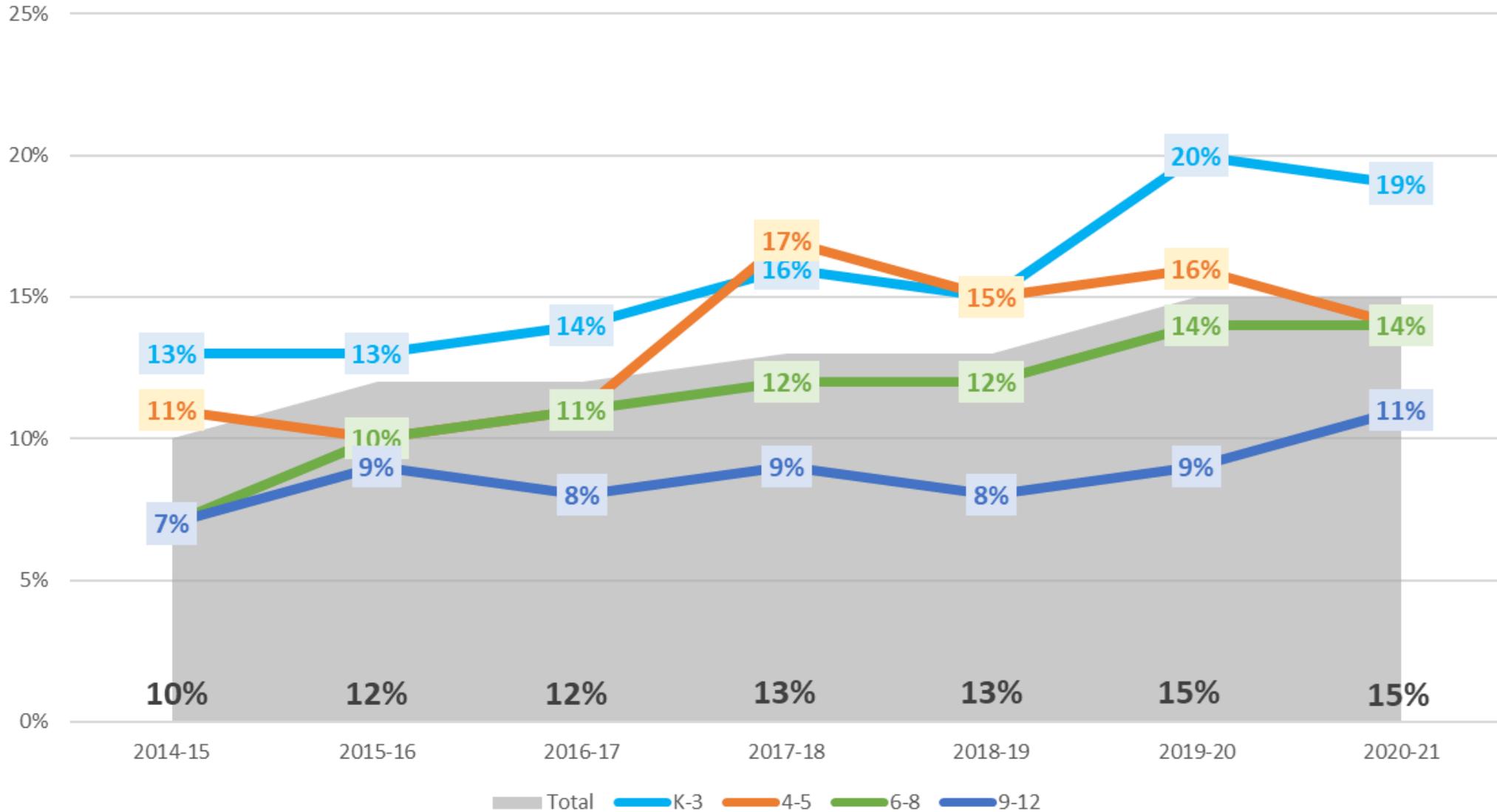


High School Graduation (4-Year Cohort)



Racial Diversity of Staff

Percentage of Racially Diverse Staff* by Level



What is YouthTruth?

YouthTruth student surveys are administered to 3rd-12th grade students in Corvallis Schools each year.

The survey asks students to share their experiences at school pertaining to:

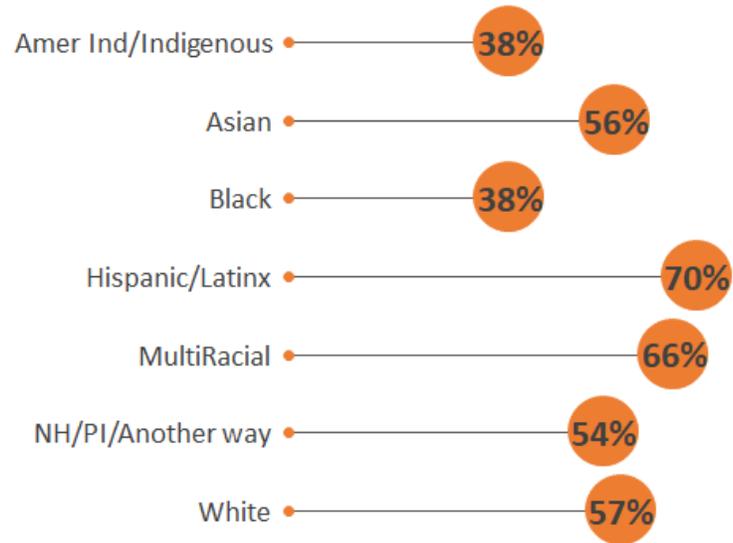
- Engagement
- Academic Challenge
- Instructional Methods
- Culture
- Belonging
- Relationships
- Health and Well-Being
- Emotional and Mental Health
- College and Career Readiness
- Diversity, Equity, and Inclusion

<https://youthtruthsurvey.org/#ourimpact>

YouthTruth :: Spring 2021

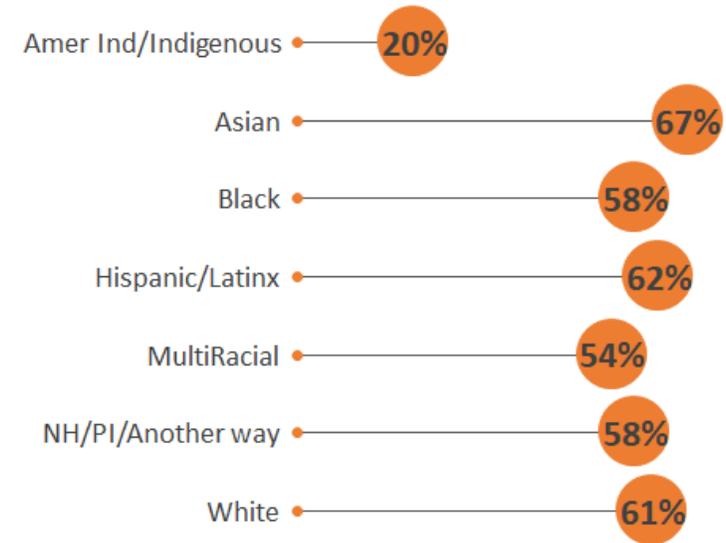
When talking to adults at my school ...

I feel comfortable talking about my race or ethnicity.



Middle School

59%



High School

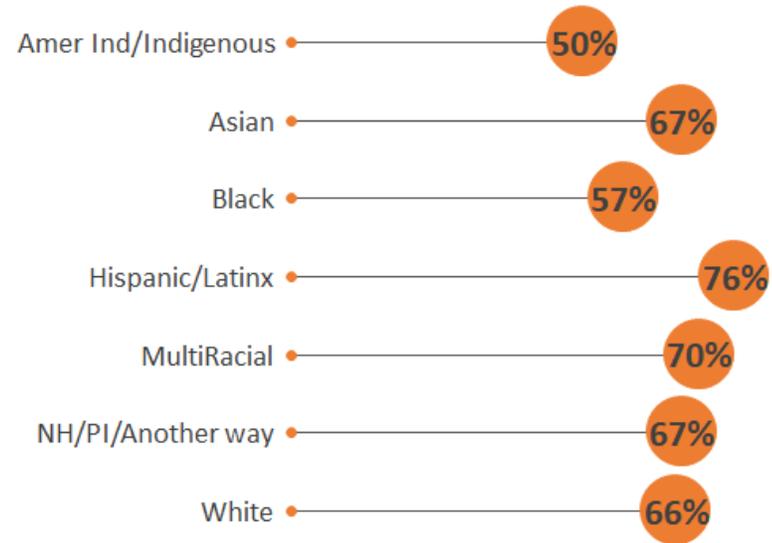
60%



YouthTruth :: Spring 2021

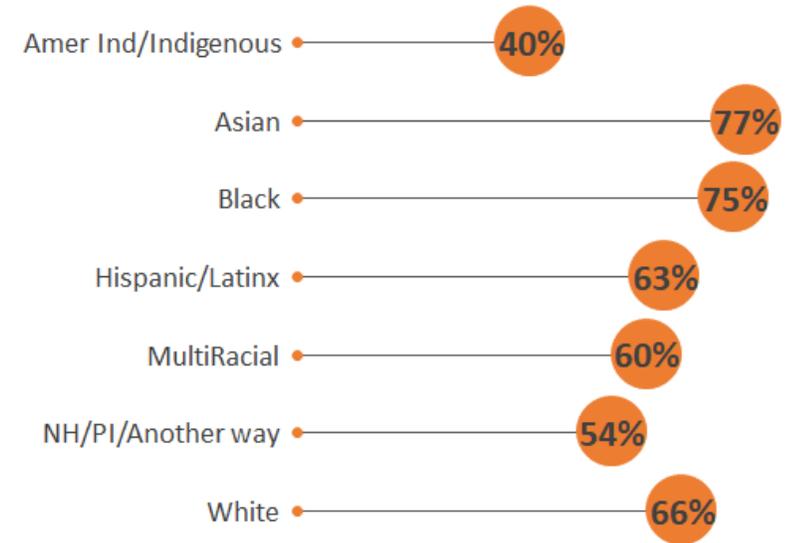
When talking to adults at my school ...

I feel comfortable talking about where my family is from.



Middle School

66%



High School

64%



When talking to adults at my school ...

I feel comfortable talking about where my family is from.

70%

... of Emerging Bilingual middle school students felt comfortable talking about where their family was from.

62%

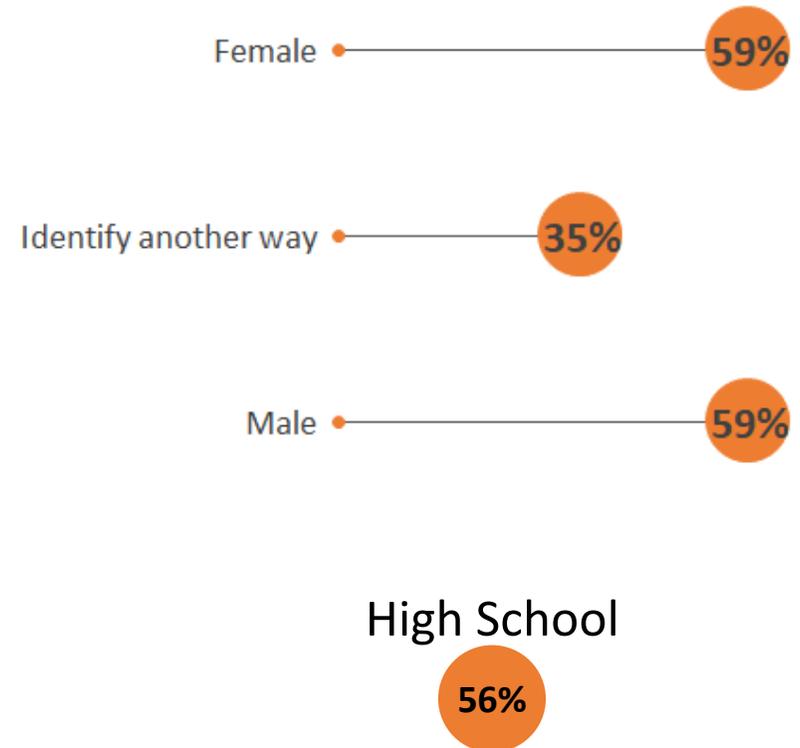
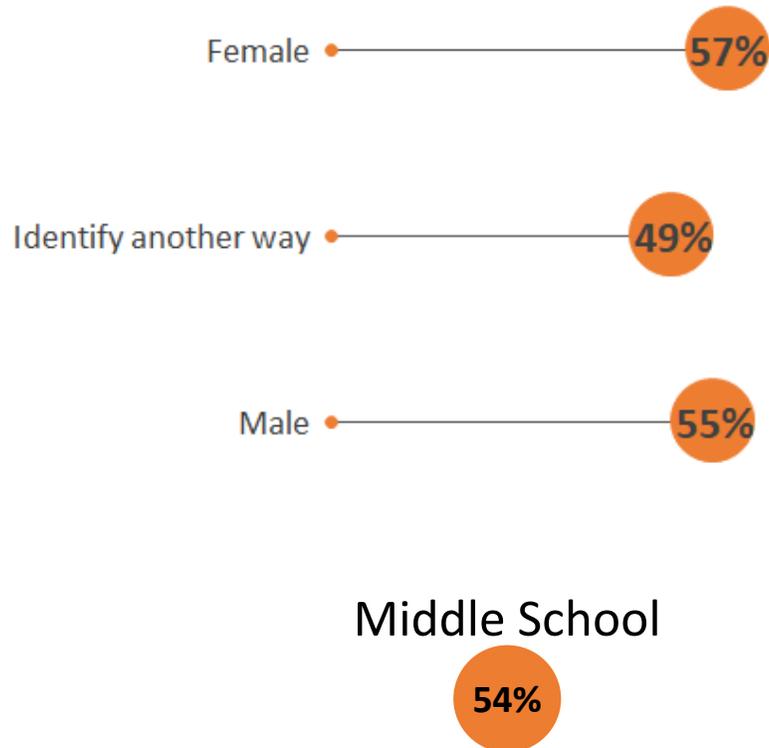
... of Emerging Bilingual high school students felt comfortable talking about where their family was from.



YouthTruth :: Spring 2021

When talking to adults at my school ...

I feel comfortable talking about my gender identity.



3. Real World Learning

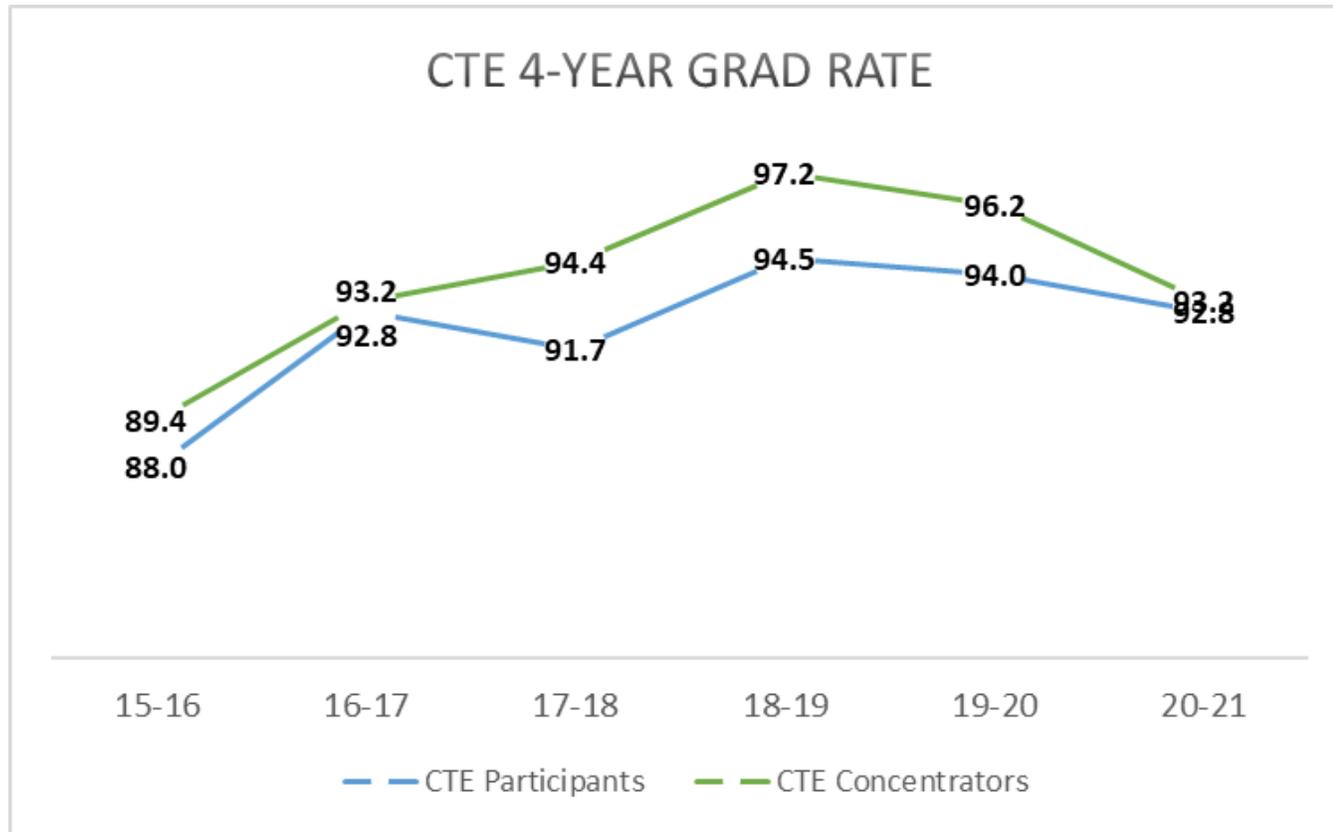
- CTE Participants
- CTE Concentrators
- Seal of Biliteracy
- Student Experience

What is CTE?

Career and technical education (CTE) is content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs.

- **CTE Participants** have received 0.5 HS credit in CTE course work.
- **CTE Concentrators** have received at least 2.0 HS credits in CTE coursework in a single approved CTE Program of Study with at least one course being designated as intermediate or advanced.

Career & Technical Education (CTE)



1,186 students were enrolled in CTE coursework in 2019-20

891 were CTE Participants

408 were CTE Concentrators

10 CTE programs of study were offered in 2019-20

**Forestry * Computer Programming * Culinary Arts * Early Childhood Education
Engineering Technology * Vehicle Maintenance and Repair * Precision Metal Working
Design & Visual Communications * Photography * Health Services**

Oregon State Seal of Biliteracy (OSSB)

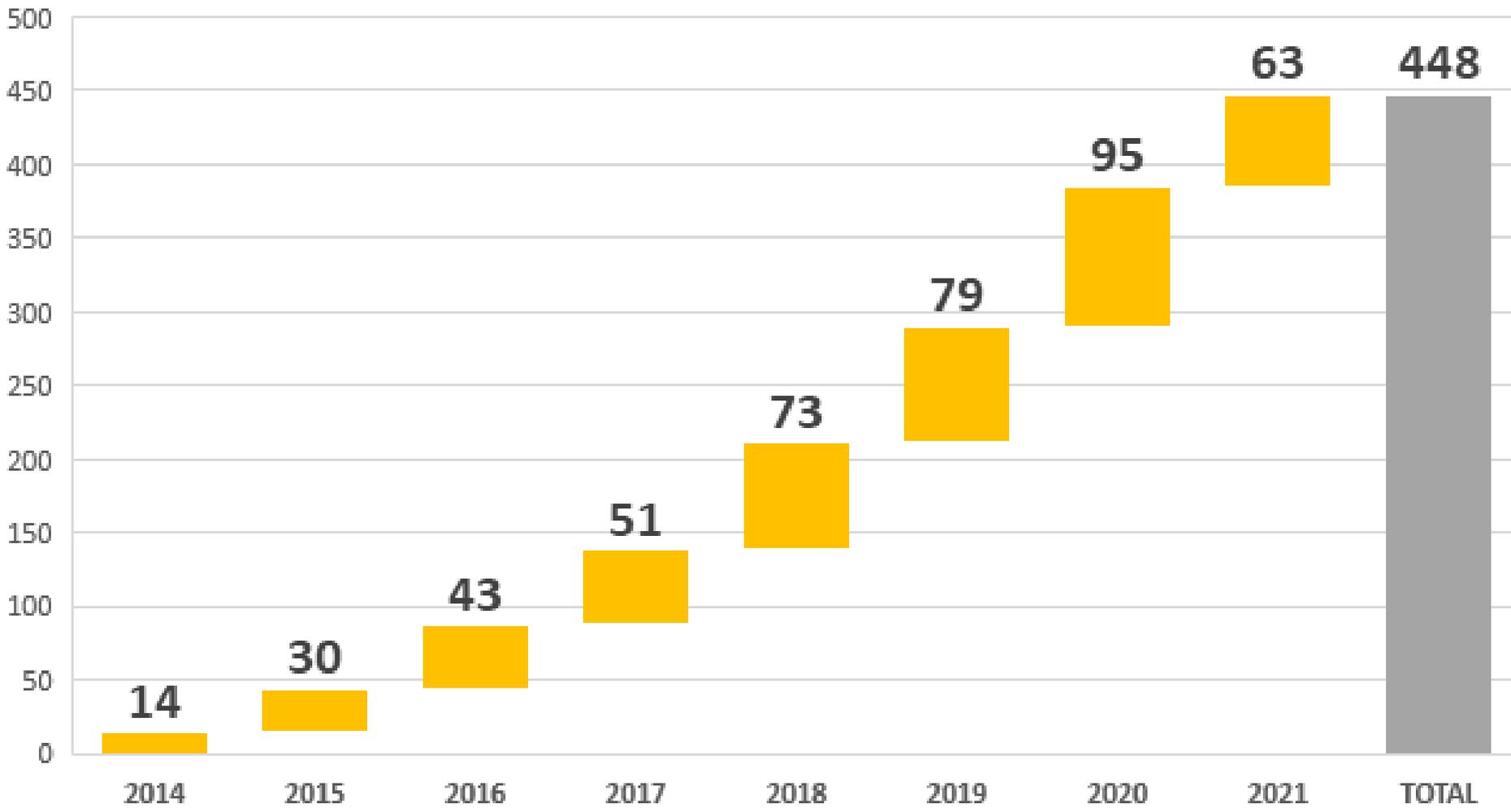
The Oregon State Seal of Biliteracy is designed to provide a rigorous, proficiency-based recognition of the linguistic assets and academic skills of biliterate graduates.

To receive the seal of biliteracy, students must meet all graduation requirements and demonstrate reading, writing, listening, and speaking proficiency through an approved assessment.

There is currently a proposal before the state board to add a Seal of Multiliteracy (OSSM) for students who demonstrate language proficiency in three or more languages.

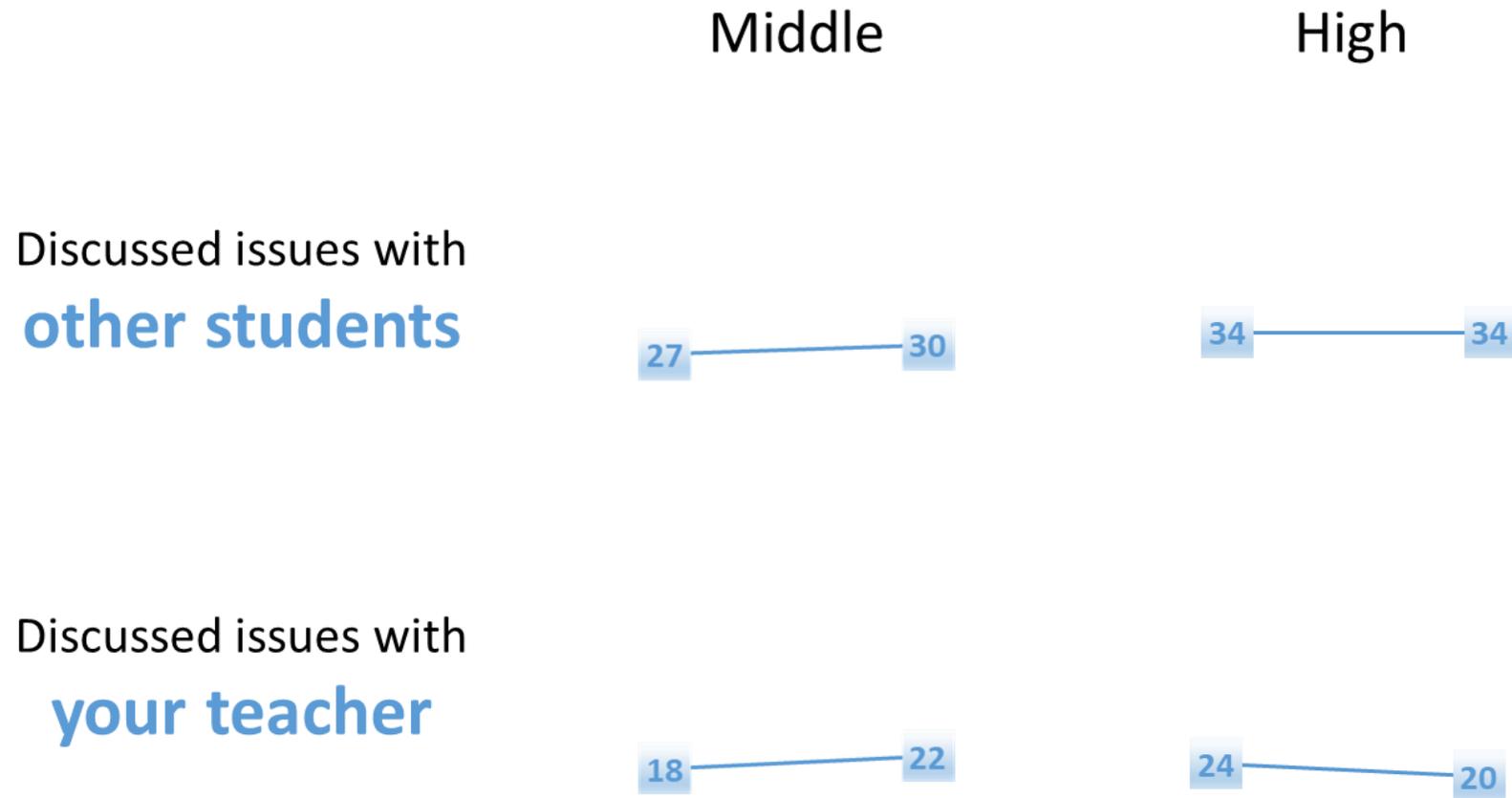
Oregon State Seal of Biliteracy

Count of Seals earned by each graduating class



Student Perspectives 2018-2021

Real-World Issues that Need Solutions

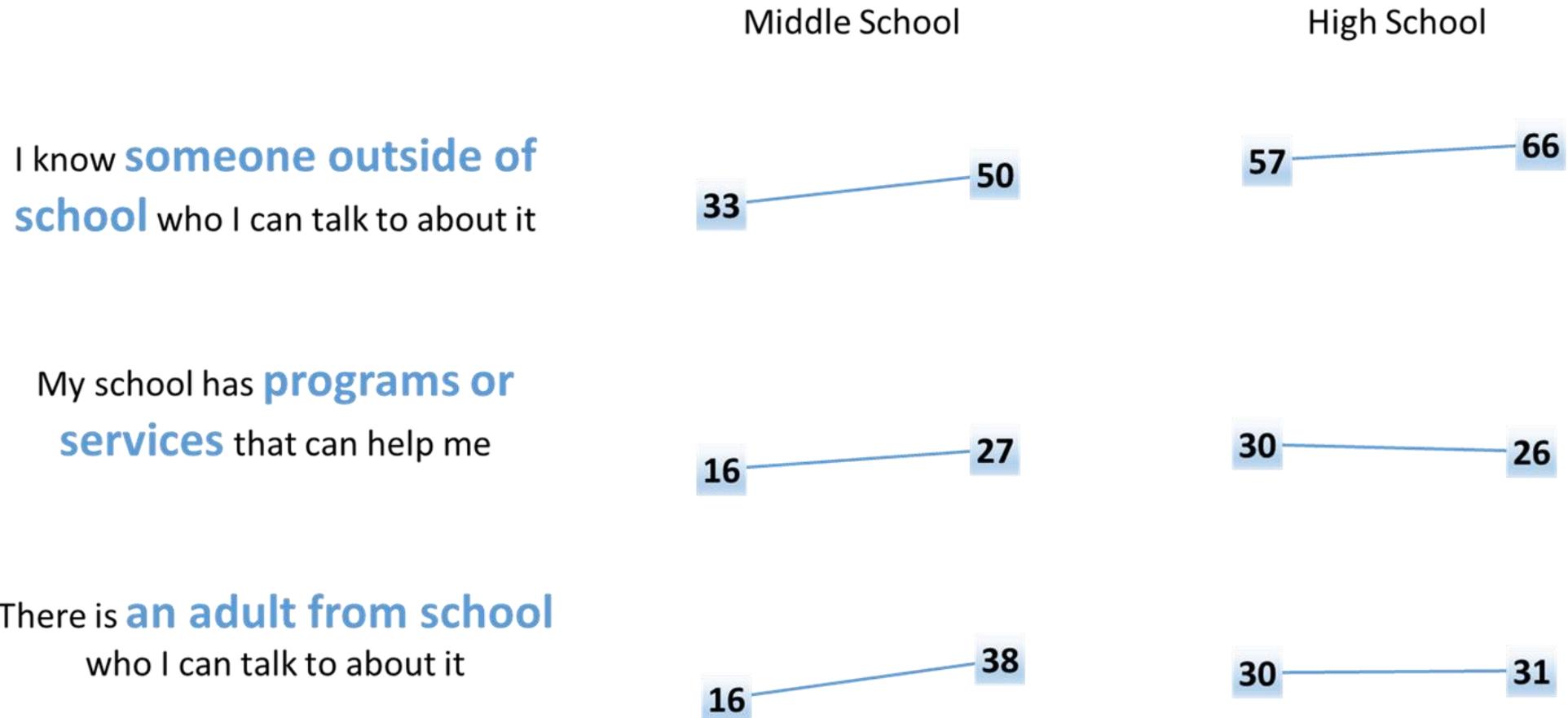


4. Health and Wellness

→ Student Experience

Student Perspectives 2018-2021

When I'm feeling upset, stressed, or having problems...



Percent of students who agreed or strongly agreed with the statement.



Student Perspectives 2018-2021

School and Life Outside of School

Elementary

Does your teacher ask you **about your life at home?**



Middle

Teachers try to **understand life outside of school**



High

Teachers try to **understand life outside of school**



Percent of students who agreed or strongly agreed with the statement.



Student Perspectives 2018-2021

Have you ever felt so **sad or hopeless** almost every day for 2 weeks that you stopped doing some usual activities

Middle



High



Bonus Tracks :: Race/Ethnicity Data

The single story creates stereotypes.

The problem with stereotypes is not that they are untrue, but that they are incomplete.

They make one story become the only story.

~ Chimamanda Adichie

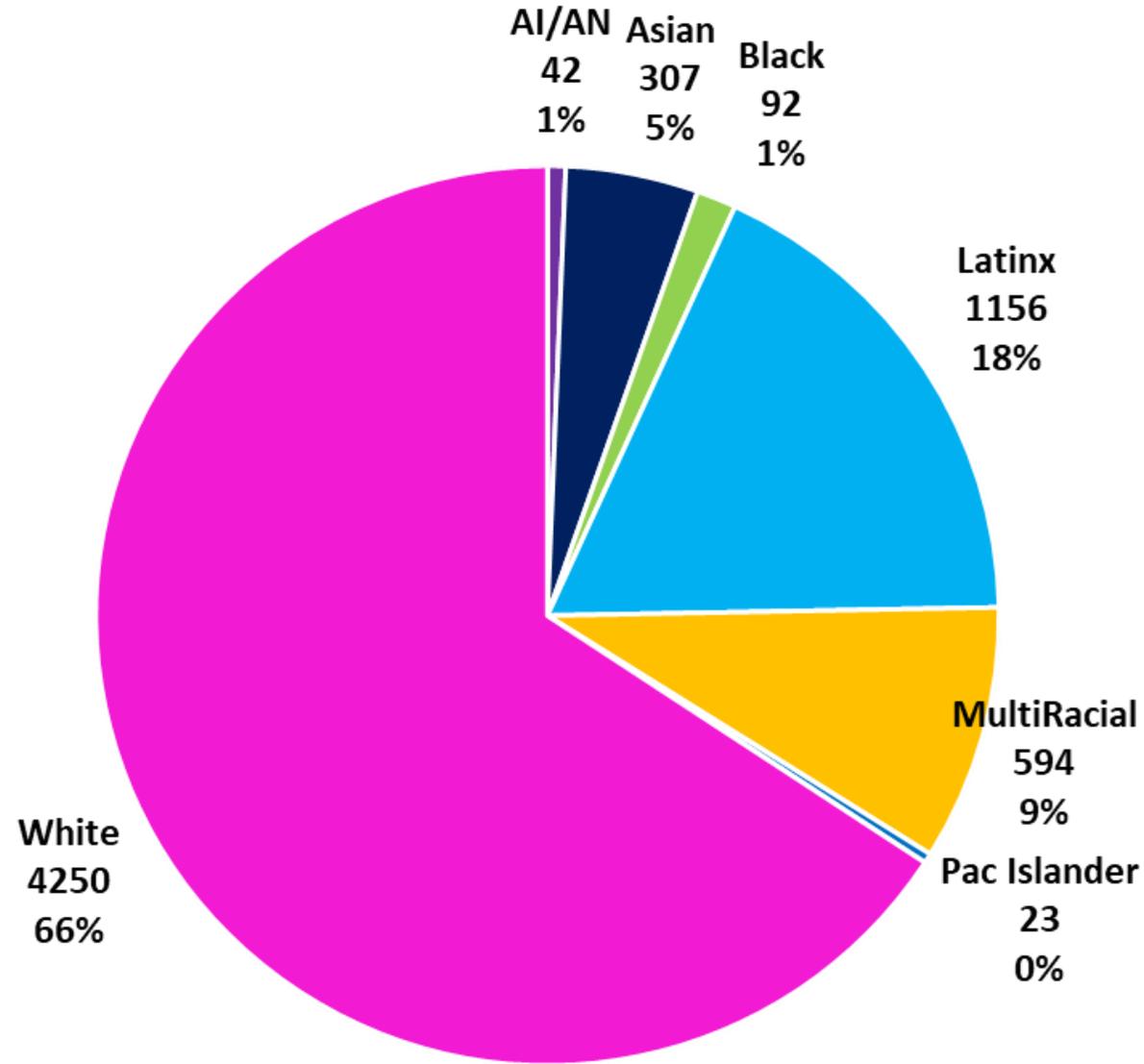
Beginning in January, 2021, a work group that included Black, Indigenous and People of Color including CSD staff, Health Navigators, DELTA community members, family liaisons, and interpreters and translators held several virtual meetings to review the current federal race/ethnicity categories and to consider how those could be expanded locally. The group utilized CSD's Equity Lens questions as well as the Courageous Conversations About Race Protocol to engage, sustain and deepen the collective dialogue about the impact of this project on the global majority (our historically marginalized students).

According to the National Forum on Education Statistics:

- The use of detailed racial/ethnic subgroups more fully acknowledge the heritage of students and families
- When disaggregated data more precisely describe the racial/ethnic makeup of communities, state and district administrators can better customize services to students and families
- The existence of more detailed racial/ethnic data helps monitor equity in educational resources and outcomes

Beginning in April 2021, new racial identity categories became an option for parents to select during spring new student enrollment. Summer 2021 registration provided parents the opportunity to adjust the racial identities they had previously entered for their child.

Bonus Tracks :: Race/Ethnicity Data



Total enrollment as of 2/11/2022 = 6,464

Chart shows the breakdown by Race/Ethnicity according to federal reporting categories



Bonus Tracks :: Race/Ethnicity Data

Ethnicity/Race

Hispanic/Latino?* Yes No

Observer Identified

Racial Identity (Check all that apply. If unable to find the race you most closely identify, check the box that is closest. You then have the option to specify your preferred race on the 'write in' line. At least one box MUST be checked.)*

American Indian or Alaskan Native

- American Indian or Alaskan Native
- American Indian
- Alaskan Native
- Oregon Tribes
- Central/South American - American Indian

Asian

- Asian
- East Asian
- South Asian
- Southeast Asian
- Oceania

Black or African American

- Black or African American
- Black
- African American
- Caribbean
- Latin American - Black
- Central African
- East African
- South African
- West African

Native Hawaiian or Pacific Islander

- Native Hawaiian or Pacific Islander
- Native Hawaiian
- Pacific Islander

White

- White
- Eastern European
- Latin American - White
- Middle Eastern
- North/South African - White

Write In:

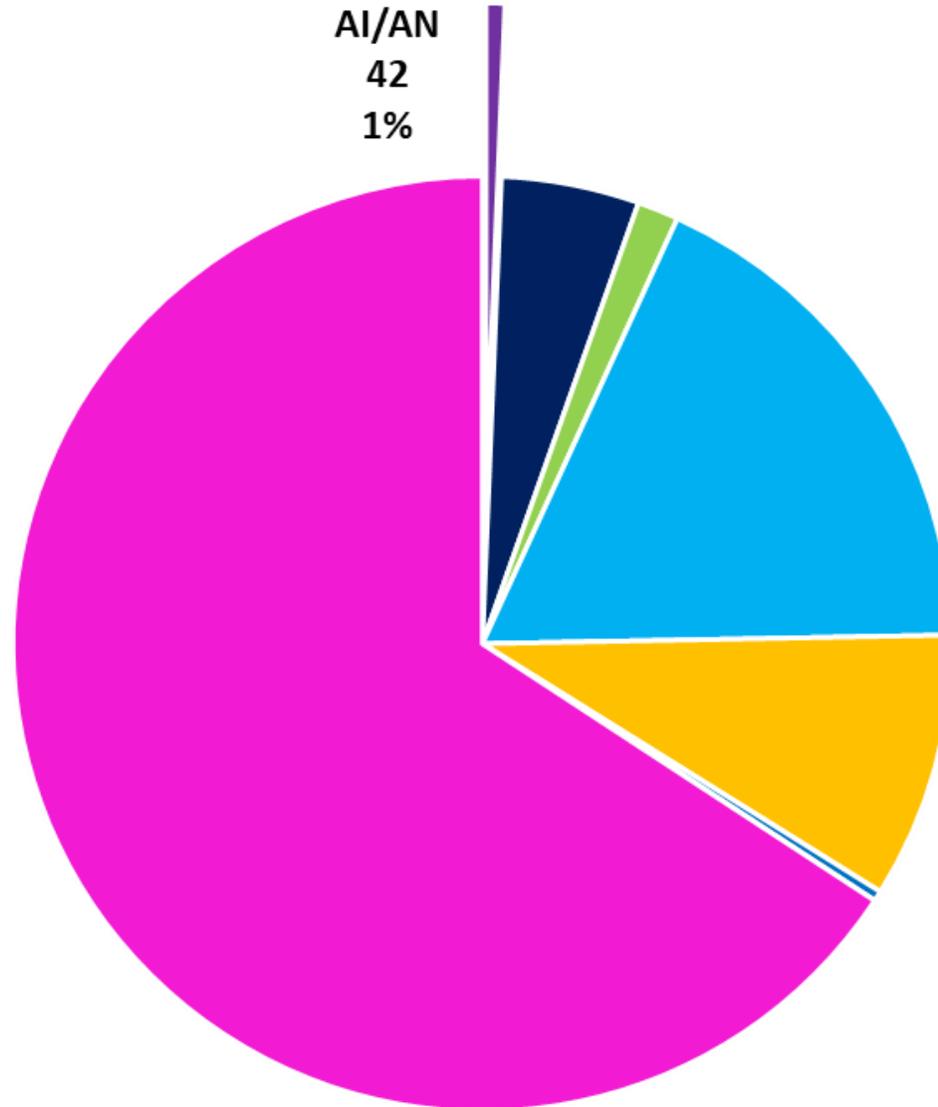
Student Information System (SIS) screenshot. In this example, the student is counted under Federal reporting as MultiRacial because 1) the Hispanic/Latino question is marked No, and 2) there are boxes checked under more than one Federal category. If Hispanic/Latino had been marked Yes, the student would be reported as Hispanic/Latino regardless of the boxes checked under Racial Identity. (This student also has identity information the parent chose to include via the Write In box.)

Bonus Tracks :: Race/Ethnicity Data :: American Indian/Alaskan Native

540 students indicated at least one racial identity under the American Indian/Alaskan Native group.

Of these 540,

- ★ only 42 are counted as AI/AN under Federal reporting guidelines
- ★ 343 are counted as Latinx
- ★ 155 are counted as MultiRacial.



Number of Responses per Category:

American Indian/Alaskan Native = 45

American Indian = 59

Alaskan Native = 389

Central/South American - Am. Indian = 12

Oregon Tribes = 61

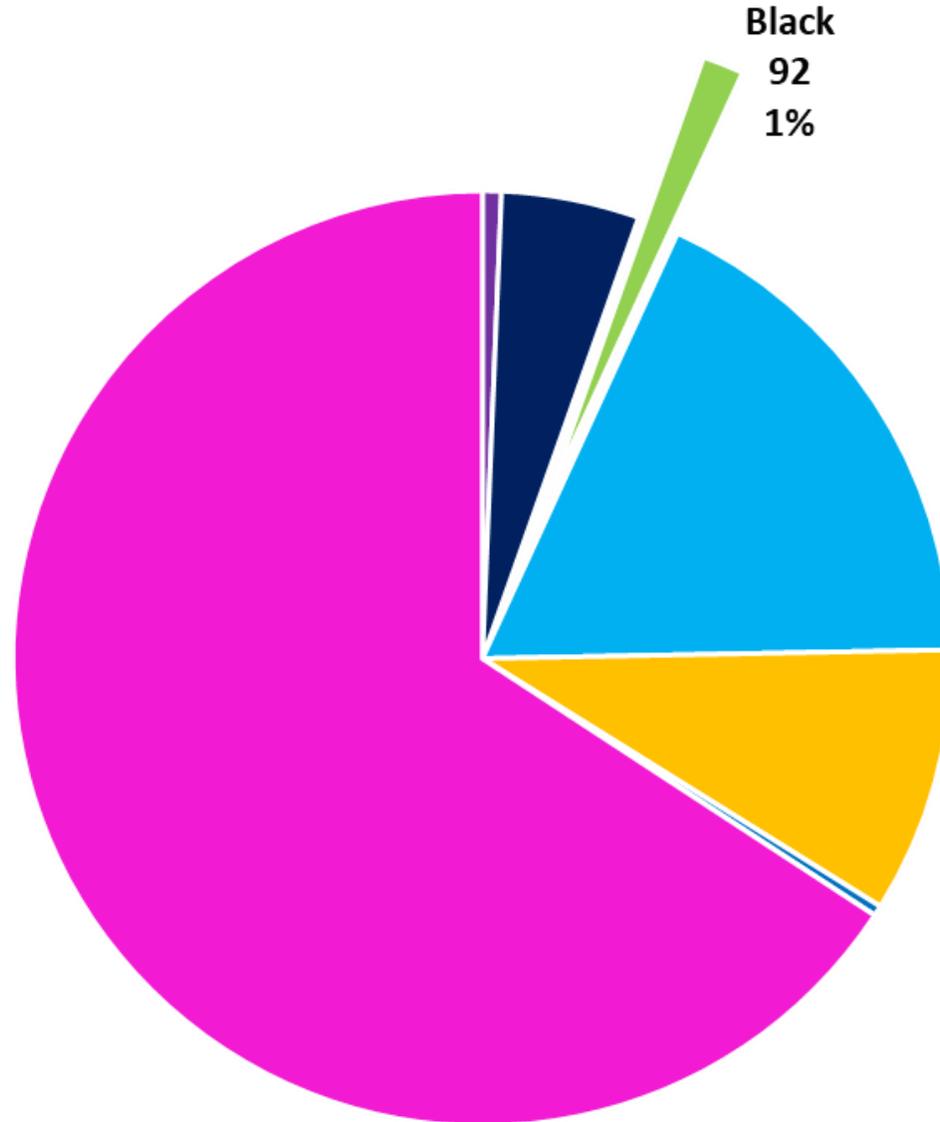


Bonus Tracks :: Race/Ethnicity Data :: Black/African American

324 students indicated at least one racial identity under the Black/African American group.

Of these 324,

- ★ only 92 are counted as Black under Federal reporting guidelines
- ★ 59 are counted as Latinx
- ★ 173 are counted as MultiRacial.



Number of Responses per Category:

Black/African American = 274

Black = 17

African American = 254

Caribbean = 12

Central African = 4

East African = 12

Latin American - Black = 18

South African = 7

West African = 10

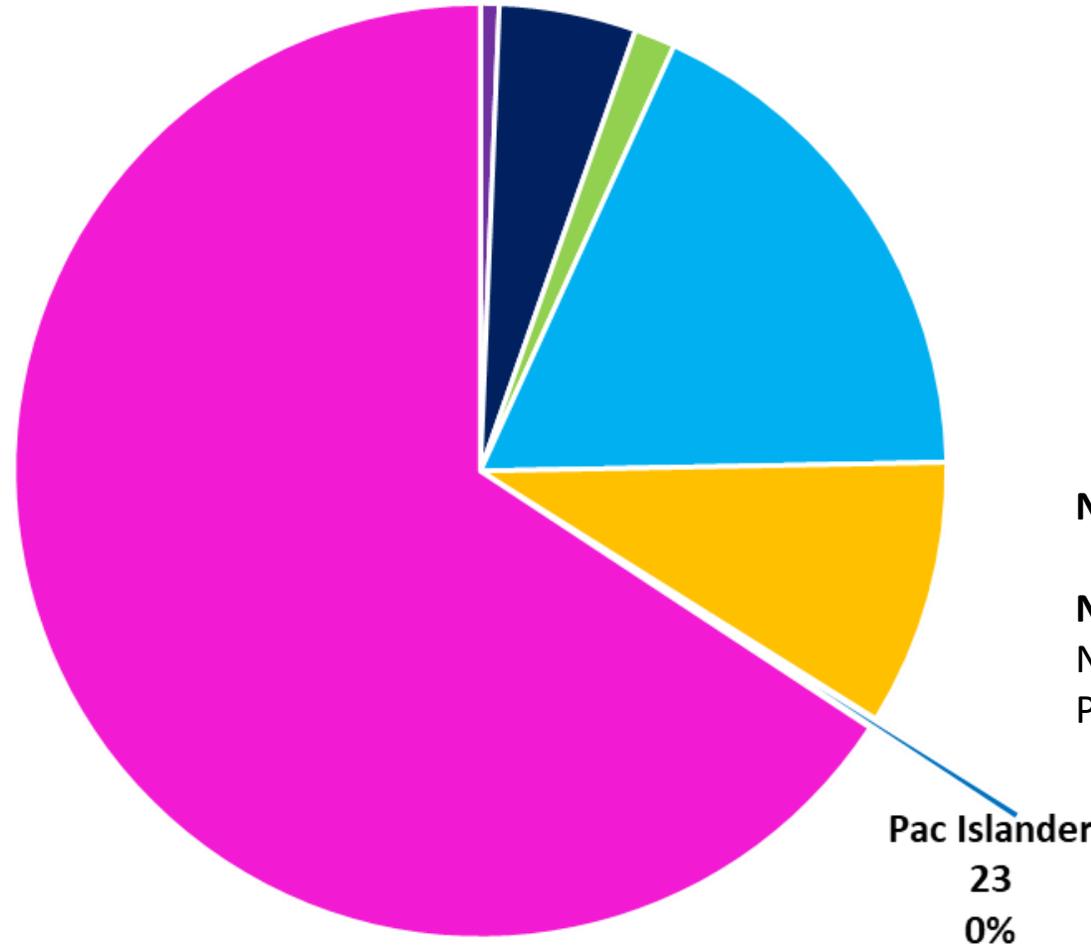


Bonus Tracks :: Race/Ethnicity Data :: Native Hawaiian/Pacific Islander

100 students indicated at least one racial identity under the Native Hawaiian/Pacific Islander group.

Of these 100,

- ★ only 23 are counted as NH/PI under Federal reporting guidelines
- ★ 18 are counted as Latinx
- ★ 59 are counted as MultiRacial.



Number of Responses per Category:

Native Hawaiian/Pacific Islander = 67
Native Hawaiian = 15
Pacific Islander = 27



VIII. RESOLUTION NO. 22-0204 — WOMEN'S HISTORY MONTH (8:35 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Position #4
Meeting Date: February 24, 2022

Resolution No. 22-0204 – Acknowledgment of Women’s History Month

ACTION REQUESTED

Background

In 1995, Women’s History Month was first proclaimed nationally. School districts throughout Oregon and across the nation have since proclaimed and celebrated Women’s History Month annually. The proposed resolution is to help create a platform to educate students about women and their contributions to the community and beyond, both past and present.

Involvement

Co-Vice Chair Luhui Whitebear (Sponsor), Director Tina Baker, Co-Vice Chair Shauna Tominey

Cost Impact

Minimal existing staff time.

ACTION REQUESTED

Adopt this resolution.

MOTION REQUESTED

“I move to adopt Resolution No. 22-0204 – Acknowledgement of Women’s History Month as submitted.

Corvallis School District 509J

ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

Resolution Number 22-0204

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by all people who identify as women and girls, which includes trans women and girls; and

WHEREAS the Corvallis School District affirms that students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, Women's History Month grew out of local efforts in Santa Rosa, CA began by the Education Task Force of the Sonoma County Commission on the Status of Women by establishing Women's History Week in 1978 for the Sonoma School District and community; and

WHEREAS, International Women's day has occurred globally since 1911 in an effort to celebrate the social, economic, cultural, and political achievements of women; and

WHEREAS, women historically have been denied rights to vote, own property, and serve in political offices and other leadership positions until the twentieth century; and

WHEREAS, trans women's identities have historically been criminalized and continue to be targeted by violence; and

WHEREAS, National Women's History Week was first proclaimed the Week of March 8, 1980; and

WHEREAS, Women's History Month has been proclaimed nationally since 1995; and

WHEREAS, women have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Women's History Month provides an opportunity to continue the District's growth in learning about the many contributions of all women to the nation, world, and local community; and

WHEREAS, education is a necessary component for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has made a commitment to equity and anti-racism; and

WHEREAS, The Corvallis School District has a responsibility to honor and respect the diverse histories of our community; and

WHEREAS, the Corvallis School District believes each and every student must be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs, and values within a school community.

Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **March 2022** as well as each March annually, as **Women's History Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade-appropriate ways as well as highlight the contributions of all women to the local community, nation, and beyond both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 24th day February, 2022.

Signed:

Attested:

Sarah Finger McDonald
Board Chair

Ryan Noss
Superintendent

**IX. RESOLUTION NO. 22-0205 — DEVELOPMENTAL DISABILITY AWARENESS
MONTH (8:55 p.m.)***



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Position #4 Meeting
Date: February 24, 2022

Resolution No. 22-0205 – Acknowledgment of Developmental Disability Awareness Month

ACTION REQUESTED

Background

In 1987 Developmental Disability Awareness Month was first proclaimed nationally. The proposed resolution is to help create a platform to educate students about people with disabilities and their contributions to the community and beyond, both past and present.

Involvement

Co-Vice Chair Luhui Whitebear (Sponsor), Director Tina Baker, Co-Vice Chair Shauna Tominey

Cost Impact

Minimal existing staff time.

ACTION REQUESTED

Adopt this resolution.

MOTION REQUESTED

“I move to adopt Resolution No. 22-0205 – Acknowledgement of Developmental Disability Awareness Month as submitted.

Corvallis School District 509J

ACKNOWLEDGEMENT OF DEVELOPMENTAL DISABILITY AWARENESS MONTH

Resolution Number 22-0205

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by people with disabilities; and

WHEREAS the Corvallis School District affirms that students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, Developmental Disability Awareness Month grew out of grassroots efforts advocating for human rights of people with disabilities in the 19th century; and

WHEREAS, people with disabilities have historically been subjected to institutionalization and eugenics practices in Oregon and nationally; and

WHEREAS, Fairhaven Training Center in Salem, Oregon was opened in 1907 as the “Oregon State Institution for the Feeble-Minded” through state legislation in order to institutionalize people with developmental disabilities, including children; and

WHEREAS, the Oregon Board of Eugenics was passed through state legislation in 1923 in an effort to sterilize people with disabilities, including developmental and mental health, as well as other members of society; and

WHEREAS, forced sterilization in Oregon occurred until 1981 and was not abolished by the Oregon State Senate until 1983; and

WHEREAS, National Developmental Disabilities Awareness Month was first proclaimed nationally in 1987; and

WHEREAS, people with disabilities of all kinds have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Developmental Disabilities Awareness Month provides an opportunity to continue the District's growth in learning about the many contributions of people with disabilities to the nation, world, and local community; and

WHEREAS, education is a necessary component for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has made a commitment to equity and anti-racism;
and

WHEREAS, The Corvallis School District has a responsibility to honor and respect the diverse
histories of our community; and

WHEREAS, the Corvallis School District believes each and every student must be celebrated
and appreciated for the distinct and vibrant contributions made by sharing cultures, language,
ideas, beliefs, and values within a school community.

Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **March 2022** as well as each March annually, as **Developmental
Disability Awareness Month** in the District and strongly encourage students, families, staff,
and community members to establish and participate in local celebrations;

and encourage all schools in the district to help highlight this month in grade-appropriate
ways as well as highlight the contributions of people with disabilities to the local community,
nation, and beyond both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn
Counties, Oregon, at its regular meeting this 24th day February, 2022.

Signed:

Attested:

Sarah Finger McDonald
Board Chair

Ryan Noss
Superintendent

X. **CONSOLIDATED ACTION (9:05 p.m.)***

A. Minutes

1. October 14, 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 6:30 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.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams Sami Al-Abdrabbuh, Chair Tina Baker Sarah Finger McDonald, Co-Vice Chair Terese Jones Luhui Whitebear, Co-Vice Chair Shauna Tominey	Ryan Noss, Superintendent

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 some Board members were attending in person, and some were attending via video or audio. He pointed out that board members might not be on the video all of the time due to connectivity issues, but they will be participating over audio. He noted how the public could access the agenda and supporting materials for the meeting.

Chair Al-Abdrabbuh stated that he is grateful that this technology makes it possible for more community members to view and participate in school board meetings, given the flexibility provided by Oregon law.

III. BOARD MEMBER REPORTS

Director Adams shared he emailed the Board a link to an Oregon School Boards Association webinar on the role of the Board regarding legal requirements for masks and vaccines for staff.

Co-Vice Chair Finger McDonald noted she had participated with Corvallis Public Schools Foundation (CPSF) The Long Talk, a program on anti-racism and skills to disrupt racism in our schools and community. She shared gratitude to the Foundation for the opportunity to participate in this compelling program.

Co-Vice Chair Whitebear shared that she attended the LGBTQ+ Affinity get-together with staff and wanted to recognize the great work being done in the LGBTQ+ community.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss introduced the 2021-22 student representatives. Student representatives provided updates from their schools.

Isaiah Toma shared it has been a great start to the school year at College Hill. This year is the first year of the construction program; besides core academics, students will learn the basics of woodworking, welding, and drafting. Next year they plan to build micro houses for people experiencing homelessness in the community.

Calvin Carleski shared that it has been an exciting start to the year at Crescent Valley as students dive back into academics, student clubs, a club fair during homecoming week, and athletic events.

Kate Voltz shared that the Core Council at Crescent Valley is forming committees to create a website and other projects. Freshman class officers were elected this week. Athletic events were Pink Out themed for Breast Cancer Awareness month.

Taylor Young shared that while most students at Corvallis High School feel okay about being back at school, anxiety is an issue. Staff and student leadership have been working to implement changes to ensure students feel they have a safe space. Students are requesting additional undercover seating. In a recent student survey, 85.7% of students surveyed support the idea of required vaccination once it is FDA approved for their age group; there is a plan to take another survey of the larger school population.

V. COVID-19 VACCINATIONS - INFORMATION AND DISCUSSION

Chair Al-Abdrabbuh provided background and opening remarks on this subject:

- On September 23, 2021, the Board passed a proclamation that commits Board members to the same requirements mandated by the state for staff and teachers. The proclamation supports Superintendent Noss in making every effort practical to protect students and staff of the district, coordinate with the local health authority, and remain compliant with state statutes, rules, and guidelines.
- As a next step, the Board directed Superintendent Noss to investigate and review the possibility of implementing a COVID-19 vaccine requirement for all its medically eligible students.
- As part of the school board norms and working agreement, the Board “actively listens to those sharing their points of view and is committed to ensuring all relevant qualitative and quantitative data and other sources of accurate information have been evaluated, shared, and understood before making a decision.” As such, in this meeting tonight, the Board will hear Superintendent Noss’s findings and recommendations on this subject, listen to a panel of public health experts, and listen to public input from those who registered in advance to provide public comment.

- The Superintendent's report is available to review on the school board website as part of the packet.

A. Introduction by Superintendent Noss

Superintendent Noss shared his recommendations regarding a COVID-19 vaccination requirement. (The report and slides are posted online with the informational packet for this meeting and will be filed with the official 2021-22 Board records.)

Superintendent Noss shared some of the considerations for his recommendations to the Board.

- Our mission is to educate children; we play an essential role in providing services across our communities.
- School vaccination requirements help safeguard children by ensuring they are protected and can stay in school.
- The impact for unvaccinated students when there is exposure; we are trying to avoid distance learning.
- There is concern about how holidays will impact case rates, especially for younger students that are not eligible for vaccination.
- Recognized that the impact of COVID-19 is likely to exacerbate long-standing racial inequities already affecting communities of color.
- Our partnership with Benton County Health Department and the data and recommendations they provide have helped inform this report's decisions.

B. Benton County Health Department Panel

The Benton County Health Department Panel was introduced and highlighted information from the slide presentation. (The slides are posted online with the informational packet for this meeting and will be filed with the official 2021-22 Board records.)

April Holland, Public Health Director

Dr. Bruce Thomson, Benton Co Health Officer

Dr. Adam Brady, Infectious Disease Specialist at Samaritan Health Services, Medical Director for Infectious Diseases, Chair COVID-19 Task Force

Rocío Muñoz, Health Equity Communications Manager for Benton County Health

Peter Banwarth, Epidemiologist for the Benton County Health Department

C. Board Discussion and Questions

Members of the Benton County Health Department Panel answered questions from the Board and Student representatives.

- Herd or population immunity refers to the threshold at which limited disease transmission due to a reduced number of hosts. About 65% of Benton County residents are fully vaccinated and enjoy good protection against severe illness and death. To reach herd immunity, we need to see numbers at 80% - 90%.
- Oregon State University provides a local example of vaccination success where 93% of students and 95% of faculty and staff are fully vaccinated. Their case rate is low, not zero, but very low.

- Benton County has the lowest pediatric case rate for hospital district two, including five counties.
- Student vaccination rates were low because it took longer to extend eligibility for 12-17-year-olds. There has been a sharp increase in vaccination rates with student-focused mass vaccination events.
- The risk of Myocarditis with the mRNA vaccines is low. Based on CDC information, there have been less than 1,000 cases with hundreds of millions of vaccinations given. Some of the highest estimates are 15 per 100,000 in the adolescent male cohort.
- Like any vaccination, there are potential side effects. There is a higher risk (150 per 100,000 cases) of Myocarditis in people hospitalized with COVID-19. Based on CDC modeling, the benefits of vaccination outweigh the risks, as most cases are mild or moderate, with more severe cases extremely rare.
- In addition to protecting from hospitalization and death, vaccination protects family members and community members. Vaccination also keeps students in school so that families don't have to take time off for quarantined children.
- Community members receive information from sources that may or may not be trustworthy. Work needs to be done in the community to dispel myths and encourage families to talk to physicians for a trusted source of information.
- From a public health perspective, the more people vaccinated, the healthier the community will be. While COVID-19 may be mild in most youth cases, there is no number of acceptable pediatric deaths, not to mention hospitalizations and the long-term effects of infection.
- The VAERS system is not intended to be used as a cause-and-effect system; it is a tool CDC uses as a flag, not evidence.
- Emergency approval does not mean a vaccine or treatment is experimental. Vaccines were tested rigorously; the FDA set a rigorous standard for approval with tens of thousands of people participating in clinical testing. mRNA technologies have been in the works for a long time, so they were ripe for approval.
- It's difficult to understand what proportion of unvaccinated people lies with a lack of confidence or access barriers to getting the vaccine. Seeing community leaders and family liaisons working together amplifies vaccine confidence from an equity perspective.

VI. PUBLIC COMMENT

Hilary Lindsey, Corvallis, a teacher, and parent in the District, read from a prepared statement (Ms. Lindsey's letter is posted online with the informational packet and will be filed with the 2021-22 Board records). Ms. Lindsey shared that past concerns with the Lifeskills program at Kathryn Jones Harrison elementary school had been addressed and that her daughter is thriving in the program. She shared a concern that the program would be dismantled.

Dr. Ian R Downie, 812 NW Polk Avenue, Corvallis, declined to state their name on the record. Shared concern about budgeting for virtual learning for unvaccinated students. Dr. Downie opined that the District might not be prepared for the community's attention to a vaccine requirement.

Peter Ringo, 360 SW Cummings Avenue, Corvallis, shared concerns about the risk of

Myocarditis and Parocarditis and that the vaccine is being administered to adolescents while studies are ongoing. Suggested the Board should provide assurances with a vaccine requirement.

Reverend Matt Gough, 395 NW Maxine Avenue, Corvallis, read from a prepared statement. (Reverend Gough's letter is posted online with the informational packet and will be filed with the 2021-22 Board records). Reverend Gough opined that many immunocompromised staff members and students go to school every day to learn and work at great risk to their own or someone in their household's health.

Lori Marshall, 1014 NE Angelee Place, Corvallis, shared she is opposed to a vaccine mandate for children as there is a 99.9987% chance of surviving. Ms. Marshall opined that regarding equity, we need to respect people; there has been a lot of messaging, and maybe we need to acknowledge it is heard and they have chosen not to be vaccinated. The Board should consider a year or two pause to see if we reach herd immunity.

Alex Gough, a Student, shared that he favors mandatory vaccination for medically eligible students 12 – 17 years old. COVID-19 has caused many children to suffer in our state. Students are already required to receive vaccinations with potential side effects; the COVID-19 vaccine has gone through extensive trials to ensure safety for youth. The vaccine allows students to return to normalcy.

Dave Eveland, 1128 SW Ivy Place, Corvallis, read from a prepared statement. (Mr. Eveland's letter is posted online with the information packet and will be filed with the 2021-22 Board records). Mr. Eveland opined that the vaccines seem an obvious way to keep kids in school, but mandates of vaccines would violate the human rights we treasure in Oregon. A mandate would violate informed consent and segregate, divide and create unequal opportunities for those students who chose not to get the vaccine.

Melissa Norland, 3700 NW Harrison Boulevard, Corvallis, read from a prepared statement. (Mrs. Norland's letter is posted online with the informational packet and will be filed with the 2021-22 Board records). Mrs. Norland opined that the mandate would be punitive and discriminatory to underserved that are unvaccinated. She encouraged the Test to Stay program to minimize quarantine times and stated that the COVID-19 vaccine does not keep people from getting COVID-19.

Brian Moore, 104 NE Powderhorn Drive, Corvallis, shared concerns regarding the decision of the School District to consider requiring experimental vaccinations. Mr. Moore shared data from VAERS, opining that there are high numbers of adverse side effects and deaths from the vaccine, probably higher than reported.

Brent Pawlowski, 3515 NE Canterbury, Corvallis, read from a prepared statement. (Mr. Pawlowski's letter is posted online with the information packet and will be filed with the 2021-22 Board records). Mr. Pawlowski voiced his opposition to a vaccine requirement and opined that the COVID vaccine does not prevent the disease; it reduces severe or life-threatening symptoms.

Andrea Pawlowski, 3515 NE Canterbury, Corvallis, voiced opposition to a vaccine mandate. Mrs. Pawlowski opined that it is not the job of the Board to take away the freedom of personal medical choice for families; it is to provide the best education for all students.

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

VII. COVID-19 VACCINATIONS - BOARD DIRECTION TO THE SUPERINTENDENT

Board members offered the following comments:

- Confidence in the Superintendent's ability to partner with Benton County Health Department in community engagement efforts around COVID as addressed in Board Goal number six.
- Would like more clarity around goals, key metrics, case rates, and vaccination rates.
- Focus on creating a culturally responsive effort to reach parity in our vaccination rate before we consider deployment of a vaccine requirement, ensuring equal access to health-preserving measures.
- The goal is to keep schools open and keep kids in school; there is science behind quarantine time for vaccinated versus unvaccinated people.
- Science shows spread happens differently in communities based on vaccination rates.
- We do not want to create an equity issue by imposing a vaccine requirement for a poorly served population.
- Our role as educators is to participate in outreach to families that are still hesitant about vaccination, get the information they need, and ensure they have access to vaccines.
- Vaccination rates need to increase across the whole school population, not just those that have been underserved.
- With outreach and education, we need a clear plan for identifying success and challenges.
- Thanks to the community for engaging; we may not have responded to everyone, but we read emails and value community input.
- Thank you to Superintendent Noss and the panel; it was good to see the data, and it helps to understand the correlation between COVID cases and vaccination rates in the District.
- Appreciation for Superintendent Noss's recommendations, prioritizing the relationship with community partnerships, and focusing on community vaccination education.
- Encourage the community to engage with the Board and read the Board packets; information is available the week before the Board meeting.
- We have heard support for vaccination from families regarding overall community health, keeping students in school, stopping COVID-19 spread, allowing immunocompromised students to return to school and get back to a more normal feel.
- We have heard from people who are opposed to a vaccination mandate: it is not the role of the Board or government, fear of vaccine safety, concern for inequities, and lack of information.
- We have heard of fears of segregation and isolation on both sides, concerns for students' mental health.
- We hear people saying wait to see what other districts do; acknowledge the different voices and sides of the conversation.
- We appreciate community engagement even when there isn't a clear consensus.
- Vaccine hesitancy is not a new concern, and we shouldn't assume we know or understand why someone is hesitant.
- We need to acknowledge that we don't understand the atrocities communities of color have historically endured in the name of medical science and other factors that may

contribute to vaccine hesitancy.

- Request that the community rise above racist or violent language; consider how it makes it difficult to engage in meaningful discourse.

Superintendent Noss offered comments including:

- The District is convening a group that includes people from the county, OSU, and our community, focusing on equity and seeing vaccination rates continue to improve, particularly for people of color, and ensuring their perspectives and language are represented in this work.
- We are working on how best to use the structures already in place in the community to engage families, acknowledging that the District offers a different relationship with families than the Health Department may have.

Chair Al-Abdrabbuh read [Goal #6](#) and summarized by stating that in ratifying Goal #6 - 2021-22 in response to COVID-19 tonight, the Board affirms the objective of public health and keeping students in school.

Chair Al-Abdrabbuh accepted Superintendent Noss's recommendations to the Board, focusing on equitable education and access to the vaccine for the community. Additionally, the Board would like to hear answers to questions and receive additional data from the panel before deciding how to move forward with a vaccine requirement.

Superintendent Noss summarized with comments including:

- He will continue to look at community engagement, information about the goal specifics, and continue working with the Health Department to gather data and information for the Board.
- The District will continue to work on outreach and engagement around Goal #6 of keeping our schools open and collecting data around the timeline of our efforts.

VIII. RESOLUTION NO. 21-1001 - LGBTQI2S+ HISTORY MONTH

The Board received a report on this topic prior to the meeting. (A copy of the resolution 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 adopt Resolution Number 21-1001 – Acknowledgment of LGBTQI2S+ History Month as submitted.

Co-Vice Chair Whitebear shared that even though we are halfway through the month, it doesn't mean we don't recognize and celebrate the LGBTQI2S+ community all month. As a member of the queer community, Co-Vice Chair Whitebear shared this resolution is important in recognizing students, staff, and families who identify as part of the LGBTQI2S+ community.

Director Adams thanked the sponsors of the resolution and praised the continued work of the Board for raising these recognition months and getting them on the Board calendar.

The motion was voted on and unanimously approved.

Co-Vice Chair Whitebear, Director Baker, and Director Tominey read the resolution aloud.

IX. RESOLUTION NO. 21-1002 - BUILDING RENAMING NEXT STEPS

The Board received a report on this topic prior to the meeting. (A copy of the resolution 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 Whitebear and seconded by Director Adams to adopt Resolution Number 21-1002 – Building Renaming Next Steps as submitted. The motion was voted on and unanimously approved.

X. APPROVE REVISIONS TO BOARD GOAL #6

The Board received a report on this topic prior to the meeting. (A copy of the document is posted online with the informational packet of this meeting and will be filed with the official 2021-22 Board records.) Chair Al-Abdrabbuh opined that this is an important duty of the Board. This revision clarifies that the goal is to keep kids in school and healthy.

MOTION:

It was moved by Co-Vice Chair Finger McDonald and seconded by Director Adams to approve the revisions to Board Goal #6 as submitted. The motion was voted on and unanimously approved.

XI. ADOPT 2021-22 BOARD NORMS

The Board received a report on this topic prior to the meeting. (A copy of the document 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 Baker to adopt the 2021-22 Board Norms. The motion was voted on and passed unanimously.

XII. ADOPT 2021-22 BOARD AND SUPERINTENDENT WORKING AGREEMENTS

The Board received a report on this topic prior to the meeting. (A copy of the document 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 Whitebear and seconded by Co-Vice Chair Finger McDonald to adopt the 2021-22 Board Norms. The motion was voted on and

unanimously approved.

XIII. 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 following items were approved:

A. Minutes

1. June 10, 2021 – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)

B. 2021-22 School Calendar Change for Bessie Coleman Elementary School – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)

C. 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.)

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. Virtual Charter School Enrollment – (This document is posted online with the informational packet of the meeting and will be filed with the official 2021-22 Board records.)

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

XV. BOARD MEMBER COMMENTS

Director Jones shared that she was proud to be a Board member when a staff member at Kathryn Jones Harrison Elementary School stopped and thanked her for the hard work of the Board, specifically around renaming schools in our community.

Director Adams shared the following:

- Acknowledgment of the hard work of District staff while working with the additional stresses from the ongoing pandemic.
- Encourage staff and families to take care of themselves, keep realistic expectations about

what is possible right now, and do the best they can in these circumstances.

Comments by Co-Vice Chair Whitebear included:

- Gratitude to the community for engaging with the vaccine conversation; it helps clarify where concerns lie.
- An expectation that as we continue to pass these resolutions for history and heritage months, the community will look at them as more than symbolic gestures and get ideas from what is written in them.
- There is still work to do in the District to ensure all people have a place; please help hold the Board accountable for our commitments.

Chair Al-Abdrabbuh shared that Board Chair Lauri Danzuka of the 509J District in Jefferson County was just chosen as Board Member of the Year for 2021; she will be the keynote speaker at the Caucus of Color annual meeting. Additionally, he expressed gratitude for the dedicated service of all Board members who work tirelessly for kids.

Student Representative Calvin Carleski expressed appreciation for the civil discourse regarding vaccine requirements. Additionally, he shared appreciation for all the behind-the-scenes work by teachers, staff, the community, and parents to keep students on track; he shared his newfound respect for the long hours the Board puts in for students in our community.

Comments offered by Director Tominey included:

- Gratitude to the student representatives; they bring such a meaningful set of voices to the Board and the community.
- We must find new ways to engage with students, staff, and family members with current safety measures.
- Educators are tackling challenges every day with higher rates of stress and burnout. The Board needs to be accessible and stay connected to ensure there are policies and procedures to support staff.

XVI. ADJOURNMENT

There being no further business before the Board, Chair Al-Abdrabbuh adjourned the meeting at approximately 10:35 p.m.

Sarah Finger McDonald, Board Chair*

Ryan Noss, Superintendent

*Chair at the time the minutes were submitted for approval.

Prepared By: Kim Nelson

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2. October 21, 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 6:32 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>
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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, but they will be participating over audio. She noted how the public could access the agenda and supporting materials for the meeting.

III. CORVALLIS PUBLIC SCHOOLS FOUNDATION WORK SESSION

The Board was joined by Corvallis Public Schools Foundation (CPSF) Executive Director Liv Gifford and Trustees Ashlee Chavez, Rick Wallace, Mindy Hamlin, Tammy Jaquith, Mike Sheets, Emily Barton, Wanda Arp, and Salaam Althahabi. (The work session agenda and slide presentation are posted online with the informational packet and filed with the official 2021-22 Board records.)

The CPSF Board and District staff members shared information and answered Board questions regarding highlights of the past six months.

Superintendent Noss thanked Liv Gifford, CPSF Director, for her leadership, supporting CPSF growth, and supporting the District.

IV. PUBLIC TESTIMONY ON THE STUDENT INVESTMENT ACCOUNT ANNUAL REPORT

There was no public testimony.

V. STUDENT INVESTMENT ACCOUNT (SIA) ANNUAL REPORT

Olivia Meyer Buch, Finance and Operations Director presented the report and shared that she worked with Assistant Superintendent Harder and District staff answering the questions in the report. They added additional progress markers, which were optional. (The report is posted online with the informational packet and filed with the official 2021-22 Board records.)

District staff and the Board shared the following comments:

- The report requirements highlight our District's structures around community engagement; it documents there is engagement in the community even with the challenges of the pandemic.
- Equity Design groups, budgeting, and use of Youth Truth Survey highlight the District community engagement work.
- LBL ESD acquired Thought Exchange this year, a new way to interact with the community; it is a survey that allows free form written exchange to help collect more data.
- The Student Investment Account provided a huge change in public education funding and it is essential to District work; it highlights some things that wouldn't be possible without the support of the community and local business.
- Despite being in a pandemic, this report shows the thoughtfulness and diligence of the District that aligns with the District's strategic priorities.
- School principals will share more details about how the investments are utilized in their School Improvement Plan reports scheduled for upcoming Board meetings.

VI. BOND UPDATE

Kim Patten, Director of Facilities and Transportation, and Dale Kuykendall, Senior Project Manager for Wenaha Group referred to a report the Board received prior to the meeting. Additionally, they played an informational video with construction updates. (The report and slides are posted online with the informational packet for this meeting and will be filed with the official 2021-22 Board records.)

Ms. Patten and the Board shared the following comments following the report:

- Thank you to families, staff, and students for their patience and resilience with the delays and challenges with supply chain disruptions across the District.
- Appreciation for the sustainability planning with the Bond work throughout the District.

- Amazing to realize we have reached the 50% milestone in our Bond process and to reflect on where we were, what we have accomplished, and the path ahead of us.
- Excited about the energy dashboard and hope that there will be the option to export data for students and community members.
- Batteries for the solar will be housed in self-contained enclosures hardwired to the buildings.
- Exciting to read the new school names in the report.
- Seeing how many projects are almost complete It's incredible. Excited to see how much has changed since we were last able to see the buildings and how students are enjoying the spaces; it could not happen without the community investment.
- There is ongoing discussion regarding site-level work with weather challenges; some things may be put off until spring.
- Thank you to Ms. Patten and Mr. Kuykendall, and all who have worked to make this project happen.
- The raised beds at Garfield are wonderful, allowing students to see what is happening below ground.

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

VII. RESOLUTION NO 21-1003 - NATIVE AMERICAN HERITAGE MONTH

(A copy of the resolution 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 Luhui Whitebear and seconded by Chair Al-Abdrabbuh to adopt Resolution Number 21-1003 – Acknowledgement of Native American Heritage Month as submitted.

Co-Vice Chair Whitebear offered the following comments:

- As an Indigenous person with children in the District understands how hard it is to be represented in public education.
- Appreciate everyone's patience as we wanted to ensure people understood the history nationally and locally.
- The Board must continue to do this work to ensure our students, staff, and families know they are valued.

Chair Al-Abdrabbah offered the following comments:

- Appreciation for Co-Vice Chair Whitebear's leadership and co-sponsors Director Baker and Director Tominey's work on this resolution; it is a deliberate action to celebrate Native American Heritage month 2021 and every November into the future.
- We need to continue the work in our District and share it outside our community to encourage others to do so.

Director Adams opined that it is the role of the Board to set the tone for the District, the work we are doing now creates the culture for future Boards and the community. This work will

perpetuate; Boards of the future will observe Native American Heritage Month and the other cultural celebrations on our calendar annually.

Director Tominey offered the following comments:

- I am grateful for the opportunity to work with Co-Vice Chair Whitebear and Director Baker on this resolution.
- This action is grounded in a long history reflected in the resolution, we are hopeful that people will be encouraged to learn even more than what was written.
- There was great care spent on every word to ensure the identities of students, educators, and community members were affirmed and recognized as a part of the resolution.

Director Jones expressed hope that the resolution's sentiment finds its way into our curriculum. Parents will be confident that the important message and truths it represents will be advanced even further in classrooms.

Co-Vice Chair Finger McDonald echoed the importance of the work and the wording that went into acknowledging these days and months; they provide an educational opportunity. These resolutions force us to recognize the heritage of the various cultures in our community.

Co-Vice Chair Whitebear clarified that in the resolution when using the terms Indigenous and Native American identities, the terminology is grounded in United States-based demographic and political identities. Some identities are called out and then expanded on to include other Native American and Indigenous identities to honor how sovereignty comes into conversations.

The motion was voted on and unanimously approved.

Co-Vice Chair Whitebear, Director Jones, and Director Tominey read the resolution aloud.

VIII. DIVISION 22 REPORT AND ACTION

Assistant Superintendent Harder presented the report as submitted in the Board packet. (The report is posted online with the informational packet for this meeting and will be filed with the official 2021-22 Board records.)

Chair Al-Abdrabbuh referred to the report that was submitted to the Board and stated that even though the state did not require testing, the District standards remain high. Students must satisfy essential skills by completing required credits to graduate.

Assistant Superintendent Harder provided the following responses to the Board:

- Students must still complete required credits in specific categories to graduate.
- The state legislature removed essential skills testing requirements and will determine if the testing will continue in the future.
- The District will fully comply with Division 22 standards by this time next year.
- We send corrective actions to the Oregon Department of Education to get back in compliance; they have to approve the plan, and we complete the corrective actions.

- The public can email questions regarding the report or have an opportunity for public comment at the December 16, 2021 Board meeting.
- We are out of compliance with state testing, Oaks testing, Smarter Balance testing, and extended testing for students with disabilities. As a District, we continued with testing at the local level; students received report cards and received credits for the work they completed.
- The information regarding why we opted out of state testing last year is available in previous Board minutes.
- The markers for dyslexia are built into STAR assessments used for Kindergarten through fifth grade and provide excellent data regarding how our students are doing and where gaps in learning may be found.
- Response to Intervention (RTI) teams at every elementary school will be looking at assessment results to determine where interventions are needed.

MOTION:

It was moved by Director Adams and seconded by Director Jones to approve the Division 22 report for submission to ODE and published on the District website. The motion was voted on and unanimously approved.

IX. BOARD POLICY DA - FISCAL POLICIES

Olivia Meyers Buch, Finance and Operations Director, presented the report as submitted in the Board packet; there is no action requested. (The report is posted online with the informational packet for this meeting and will be filed with the official 2021-22 Board records.)

Director Adams shared his appreciation for the board's work with Policy DA; it reflects the sober and risk-averse approach this Board and the District take to fiscal matters, particularly the District's reserve funds. Additionally, he opined that the reserve funds were crucial for staff retention during the recession and that the Board should retain them where they are.

Superintendent Noss opined that this policy review is essential as it kicks off and informs the budget process.

X. ENROLLMENT UPDATE

Olivia Meyers Buch, Finance and Operations Director, presented the Enrollment Update. Additionally, she played an informational video with enrollment data. (The report and slides are posted online with the informational packet for this meeting and will be filed with the official 2021-22 Board records.)

District staff and Board members offered the following comments:

Superintendent Noss shared that he recently met with superintendents across the region and the decreasing enrollment numbers are consistent with what is happening statewide. As enrollment decreases statewide, we will probably see funding per the Average Daily Membership (ADM) increase. Additionally, he highlighted that our teacher-to-student ratio is excellent right now,

which is vital with students returning this year after a year and a half pandemic.

Director Adams opined that declining enrollment is a structural problem in our community as housing is expensive, with an average sale price of \$440,000. This data is a warning sign for our community; the Board has a role in advocating for families.

Co-Vice Chair Whitebear offered the following comments:

- It is challenging to know why families may no longer be in Corvallis; housing costs, remote work, being welcoming as a predominantly white town, and many other factors beyond our control.
- It isn't easy to think about declining enrollment and how it may affect the budget; we want to recognize that, especially if it is a trend across the state.
- This is a complicated conversation as some things are out of our control; some young people choose not to have kids due to climate change, affordability, and other concerns.

Ms. Meyers Buch offered additional information regarding enrollment forecasting, including:

- There is a historical context with most grades as students move year to year. For instance, the ninth-grade class is always larger than the eighth-grade class as students tend to move from private school or homeschool into high school.
- Kindergarten is more challenging because while we look at data for birth rate numbers for the county and zip code, a lot can change in six years.
- We look at the data and trends over the last ten years to help get an estimate, but that is challenging with declining birth rates in the state.
- We anticipated a larger kindergarten class this year, thinking that families may have held students back due to the pandemic; that did not happen, which reflects in a smaller than anticipated kindergarten class this year.
- Offering our Corvallis Online option helped our enrollment numbers; districts that didn't offer an online option have seen a more significant decline in enrollment.
- We know there is a general decline in enrollment statewide, and funding numbers don't change, so the per-student amount will probably go up. We will not project what enrollment numbers will do to our bottom line until the state recalculates their estimates once all Districts throughout the state have submitted their enrollment projections.
- We budget for reserve FTE so that if we have more students than planned, we can quickly deploy additional resources for staffing.

Chair Al-Abdrabbuh offered the following comments:

- The enrollment report should be shared with the city council, mayor, and commissioners.
- We hear from land use hearings and people who lobby against land use development that schools don't have the capacity for more students; that is a myth. Our doors are open, we want to welcome more students, but families can't afford home prices.

Ms. Meyers Buch and Superintendent Noss offered additional comments in response to Board member questions:

- Enrollment at Bessie Coleman and Kathryn Jones Harrison Elementary Schools has been declining consistently over the past five years. There is new housing in that area, but it has not translated to students, possibly due to cost.
- There were many calls at the beginning of the year from families expressing anxiety about sending kids back to school before a vaccine, especially at the elementary age.

XI. BOARD MEMBER COMMENTS

Comments offered by Director Adams included:

- While watching another school board meeting, he witnessed a superintendent break down over the stress on staff.
- Directors Adams and Tominey met with Superintendent Noss for a small group meeting last week and discussed how difficult it is for staff in the second year of the pandemic; the pressure and stress are tremendous right now.
- Director Tominey suggested partnering with the Chamber of Commerce and finding ways to support District staff. Superintendent Noss reached out to the Director of the Chamber of Commerce, and there are plans in the works.

Director Jones offered the following comments:

- A shout-out for bicycle education; staff at Garfield pulled it off without volunteers.
- At the last Board meeting commented that the Board had received emails with racist references; expressed appreciation that messages were much more intentional this week.
- It was implied or stated in communication the Board has received that the vaccination plan assumes that communities of color are unable to understand this information or that they are uneducated. To clarify, that is not what the plan is about; it is in response to state and national trends regarding lower vaccine rates in certain populations. We intend to ensure that we leave no unanswered questions or unknown resources for responding. It's not a statement about what people can understand; COVID is not concerned with ethnic or racial backgrounds. It will go where it can find a host.
- The Board is happy to participate in dialogue, but please do not knowingly share misinformation.

Co-Vice Chair Whitebear offered the following comments:

- On Oregon State University's COVID dashboard out of over 4000 COVID-19 tests, there are only 58 positive cases with 93% and 94 % vaccination rates with students and staff, respectively. She opined that the higher percentage of vaccination rates in Corvallis also correlates to Benton county numbers. The goal would be to see Corvallis vaccination rates increase to 93% and see COVID-19 cases decrease significantly.
- After hearing concerns from students in the District regarding classroom comments and climates; hoping to hear some updates from SAFE. As a Board and District, we need to continue addressing racialized, gender, and identity-based comments that can lead to bullying.

Chair Al-Abdrabbuh shared the following comments:

- In response to Co-Vice Chair Whitebear's comments, encouraged people to use the Every Student Belongs Incident form to help the District collect data, respond to and prevent issues.
- Apologies to the community for the delayed response to Board emails. There has been a

high volume of community engagement, and the Board chair must respond first to emails to the Board.

- I've had many vital and emotional conversations in the past week with friends, family, and constituents regarding vaccination on both sides of the vaccine conversation. We will continue to listen and have difficult conversations; students' emotional and physical health is at stake.

Co-Vice Director Whitebear shared that along with the solemn and difficult vaccine conversation there is also positive work happening including the Bond update, partnership with the foundation, and what that means for students.

Director Jones acknowledged the leadership roles of Chair Al-Abdrabuuh, Co-Vice Chair Finger McDonald, and Co-Vice Chair Whitebear in responding to people in the community. Additionally, she expressed gratitude to the community for their patience with delayed responses.

Co-Vice Chair Finger McDonald acknowledged the work of District staff for providing the Board with all of the information in the packets.

XII. ADJOURNMENT

There being no further business before the Board, Co-Vice Chair Finger McDonald adjourned the meeting at approximately 10:05 p.m.

Sarah Finger McDonald, Board Chair*

Ryan Noss, Superintendent

*Chair at the time the minutes were submitted for approval.

Prepared By: Kim Nelson

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3. November 8, 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 7:40 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> Sami Al-AbdRabbuh, Chair Tina Baker Sarah Finger McDonald, Co-Vice Chair Terese Jones Shauna Tominey Luhui Whitebear, Co-Vice Chair</p> <p><u>BOARD MEMBERS EXCUSED</u> Vince Adams</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent</p>
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A quorum was present, and due notice had been published.

- II. EXECUTIVE SESSION (6:30 - 7:30 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) to consider records that are exempt by law from public disclosure.**

III. 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 Adams was excused.

IV. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION:

It was moved by Co-Vice Chair Finger McDonald and seconded by Director Jones that in response to Cristian Gonzalez's request for Board review of her complaint, the Board take no further action and defer to Assistant Superintendent Harder's June 1, 2021 decision regarding Ms. Gonzalez's April 7, 2021 complaint. The motion was voted on and unanimously approved.

V. BOARD MEMBER COMMENTS

There were no Board member comments.

VI. ADJOURNMENT

There being no further business before the Board, Chair Al-Abdrabbuh adjourned the meeting at approximately 7:43 p.m.

Sarah Finger McDonald, Board Chair*

Ryan Noss, Superintendent

*Chair at the time the minutes were submitted for approval.

Prepared by: Kim Nelson

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UNADOPTED MINUTES

B. Addition of Position to the Non-Represented Salary Schedule



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Olivia Meyers Buch, Finance and Operations Director
Lauren Wolfe, Business Services Manager
Meeting Date: February 24, 2022

Addition of Position to the Non-Represented Employee Salary Schedule: Payroll & Benefits Specialist

ACTION REQUESTED

Background

The district currently has a payroll & benefits specialist position in the classified bargaining agreement. Based on the work of this position, such as serving as a liaison to district administrators in providing information and recommendations regarding employee benefits for contract negotiations and serving as one of the district representatives on the Joint Benefits committees, there is a need to move the position into the non-represented group.

The board approves salary schedules for employee groups; however, the Non-Represented Employee Salary and Benefit Agreement does not currently have a salary range for this position. Therefore, we are asking the board to approve this addition.

The proposed salary range for this position is \$57,349 - \$64,886, which is comparable to what the current position is making.

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Payroll & Benefits Specialist	260	\$57,349	\$58,783	\$60,253	\$61,759	\$63,303	\$64,886

ACTION REQUESTED:

Approve the addition of the Payroll & Benefits Specialist position and salary range to the Non-Represented Employee Salary and Benefit Agreement.

MOTION REQUESTED:

“I move to add the Payroll & Benefits Specialist position and salary range to the Non-Represented Employee Salary and Benefit Agreement.”

C. Resolution No. 22-0202 — LBL ESD Local Service Plan Resolution



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: February 24, 2022

Resolution No. 22-0202 – Reaffirm Year Two of the 2021-23 Linn Benton Lincoln Education Service District Local Service Plan

ACTION REQUESTED

Background

The Board had received information about this request at its February 3, 2022 meeting.

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 is now being asked to adopt a resolution for the second year.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.

ACTION REQUESTED

Adopt Resolution No. 22-0202

MOTION REQUESTED

“I move to adopt Resolution No. 22-0202 to Reaffirm Year Two of the 2021-2023 Linn Benton Lincoln Education Service District Local Service Plan.”



Corvallis

SCHOOL DISTRICT

Resolution No. 22-0202 **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 district's 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.

Adopted February 24, 2022 by the Corvallis School District Board of Directors.

Sarah Finger McDonald, Board Chair
Corvallis School District

Linn Benton Lincoln ESD Board Chair

XI. BOARD MEMBER COMMENTS (9:15 p.m.)*

XII. ADJOURNMENT (9:35 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