

6:30 PM

Thursday, October 13, 2022

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

Meeting Details: Thursday, October 13, 2022, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

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. **ACKNOWLEDGMENT OF INDIGENOUS PEOPLES' DAY**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Position #6
Meeting Date: October 8, 2020

Resolution Number: 20-1002 **Indigenous Peoples' Day**

ACTION REQUESTED

Background

In October of 2015, Corvallis was one of the two cities that first proclaimed Indigenous Peoples' Day as the second Monday of October in the State of Oregon. Further, the State of Oregon is one of the several states that does not recognize Columbus Day and formally began proclaiming Indigenous Peoples' Day as the second Monday of October for the entire state in 2017. Additionally Oregon Senate Bill 13 was passed in 2017 to include Native American curriculum in all Oregon public schools.

Some teachers in the District continue to teach a romanticized version of Christopher Columbus around the second Monday of October each year despite the lack of recognition of Columbus Day by the State of Oregon. Further, for the past five years, the City of Corvallis has issued a proclamation that states it "strongly encourage[s] community members, schools, businesses, public and private organizations, and other community partners to join communities across America in recognizing and promoting the wellbeing and understanding of the contributions of our Indigenous communities." As a School District within Corvallis that values equity and is committed to anti-racism, it is time to answer to the call made by the City of Corvallis.

The proposed resolution seeks to align the District's understanding and recognition of Indigenous Peoples' Day with that of both the city and the state. It also seeks to help create a platform to educate students about Indigenous peoples and their contributions to the community and beyond, both past and present.

Involvement

Director Luhui Whitebear (Sponsor), Director Tina Baker, Director Terese Jones

Action Requested

Approve Resolution 20-1002: Indigenous People's Day.

Motion Requested

"I move to approve Resolution 20-1002: Indigenous People's Day."

Corvallis School District 509J

Resolution Number 20-1002

ACKNOWLEDGEMENT OF INDIGENOUS PEOPLES' DAY

WHEREAS, Christopher Columbus, a man who is inaccurately described as having “discovered” the Americas, came upon land that was already inhabited by Indigenous Peoples; and

WHEREAS, Columbus’ voyage to the Americas led to the introduction of transatlantic slavery, land dispossession, and genocidal acts against Indigenous Peoples; and

WHEREAS, The City of Corvallis and current day Benton County are on lands fully inhabited by the Kalapuya people before removal for settlers; 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 an opportunity to uniquely reach and educate children as touchstone in the community; 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 recognizes and acknowledges the significant contributions made in our community by Indigenous People and commits to ensure greater understanding of these contributions by all students through Oregon SB-13 curriculum; and

WHEREAS, The idea of Indigenous Peoples’ Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

WHEREAS, The State of Oregon does not formally recognize Columbus Day; and

WHEREAS, The City of Corvallis has proclaimed the second day of October as Indigenous Peoples’ Day in Corvallis since 2015; and

WHEREAS, The State of Oregon has proclaimed the second day of October as Indigenous Peoples’ Day in Oregon since 2017;

WHEREAS, This day should be recognized for the Indigenous peoples of the Americas.

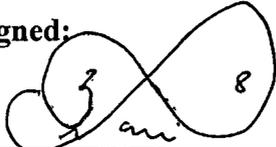
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

do hereby proclaim **Monday, October 12, 2020** as well as the second Monday of October annually, as **Indigenous Peoples' Day** in the District and strongly encourage families, staff, and community members to join in existing local Indigenous Peoples' Day celebrations;

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

Adopted this day October 8, 2020

Signed:

 8 Oct, 2020

Sami Al-Abdrabbuh
Board Chair

Attested:



Ryan Noss
Superintendent

- III. **EXECUTIVE SESSION (5:15-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192-660(2)(f) for the purpose of discussing records that are exempt by law from public inspection.**
- IV. **ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION**
- V. **BOARD MEMBER REPORTS (6:40 p.m.)***
- VI. **SUPERINTENDENT'S REPORT (7:00 p.m.)***



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the October 13, 2022 meeting.

Welcome Student Representatives

Tonight we welcome our high school student representatives who will join us this school year. Welcome to Celia Frazier and Daemien Rooks from College Hill, Lucy Brown and Emily Matsuba from CHS, and Charlotte Patel and Zoe De Amicis from CV.

I want to thank our student representatives for their willingness to interact and participate in our school board meetings. These students lead busy lives; between the rigor of high school academics, extracurricular activities, family, and friends, they are keeping a number of plates spinning. As you know, I believe listening to our student's voices is vital at all levels of our organization, and our student representatives will play an important role in our school board.

I am excited to welcome these students to our board!

Communications Audit Survey

On Monday, the Corvallis School District communications department launched the survey for their communications audit. This first step is determining if staff, families, and community members are getting the information they want and need from our district.

Communications staff sent messages to staff, families, and community members to invite them to participate in the survey. The online survey is available in English, Spanish, and Chinese, and paper copies of the surveys are available at the district office. Participation takes less than 15 minutes and is completely anonymous. Information about the surveys was posted on the district website and social media, and a press release was shared with local media.

As of today, we have received 346 family, 99 staff, and 37 community member surveys. We must hear from as many people as possible. This input is critical to ensure broad perspectives and diverse feedback are considered as we develop communication strategies and build trust. Staff will share reminder messages this week and next and continue to promote the surveys.

The community survey can be accessed [on the district website](#).

Letitia Carson Renaming Celebration

Next Thursday, October 20, a renaming celebration will be held at Letitia Carson Elementary. Community members are invited to attend the ceremony from 5:00-5:30. After the ceremony, community members can tour the school. The ceremony will include students, staff, and community members.

This ceremony will also be an opportunity to recognize two of Letitia's descendants who have graced the school with their incredible artwork. I was fortunate last month to go with Letitia Carson

Principal Eric Beasley to the Crow's Shadow Institute of the Arts in Pendelton to meet with James and Joey Lavadour to pick up the artwork that will be displayed at Letitia Carson.

OSBA Fall Regional Meeting

The Oregon School Boards Association is meeting with board members across Oregon. These meetings focus on the current work of OSBA and school districts across Oregon's planning for the upcoming legislative session. Our regional meeting will be held at the Greater Albany Public Schools Office next Monday from 5:45-7:45. I will be in attendance, and I hope board members are also able to attend.

Joint Meeting with the School Board and Corvallis Public Schools Foundation Board

Members of the Corvallis Public Schools Foundation will be joining us at our next board meeting. Sarah Finger-McDonald and I have met Interim Executive Director Angela Hibbard and Chair Rebecca Gose to plan our agenda. The meeting will provide an opportunity to hear from foundation members on our current school board goals, and the school board will have a chance to provide input into the foundation's process for hiring a new executive director.

The relationship between our boards is critical in aligning community support with the school board's goals.

A. Introduction of Student Representatives

VII. **PUBLIC COMMENT (7:15 p.m.)***

NOTE: To indicate your desire to comment, please arrive several minutes before the meeting begins, and complete a request card; then, turn it in to the Board Secretary before the meeting begins. See attached guidelines for providing input to the School Board.

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

VIII. **DUAL LANGUAGE IMMERSION (DLI) UPDATE (7:45 p.m.)***



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Marcianne Rivero Koetje
Meeting Date: October 13, 2022

Dual Immersion Program

NO ACTION REQUIRED

Dual Immersion Program Background

Our Dual Immersion Program (DLI) began in 2001. Our DLI schools include Garfield Elementary, Lincoln Elementary, Linus Pauling Middle School, and Corvallis High School. DLI provides a unique and integral opportunity for our students to maintain or acquire Spanish while learning grade-level content. Our goal is to support and inspire students to take pride in their bilingualism and diverse identities while learning academic content that is culturally relevant and socially just. Our program goals are aligned and consistent with the research and guidance from the publication Guiding Principles of Dual Language Education (Howard et al., 2018). Our DLI goals include the following:

- Bilingualism and biliteracy
- Grade-level academic achievement
- Cross-cultural competence

Over the last twenty-two years, the Corvallis School District has been committed to equity through the continual development and support of the Dual Immersion Program. Our district recognizes the essential importance of the following:

- Preserving languages and cultures – Building upon the linguistic and cultural capital of our communities, and preserving the rich heritage
- Narrowing the performance and opportunity gap between Emergent Multilingual and English-dominant learners
- Preparing students for success in school and acquiring lifelong and essential skills
- Promoting and educating a multilingual/multicultural global perspective in all our learners

Dual Immersion Program Structure

In the elementary school setting, K-2 grades are taught 70% in Spanish. In the 3-5 grades, students are taught 50% in Spanish. Students learn foundational and transferable skills before 2nd grade. Throughout elementary school, the Spanish-English partnership is essential. Students learn both languages, and their instruction is mutually supportive and beneficial. After elementary school, in grades 6 - 12, Spanish instruction is taught in designated classes, which include social studies and Spanish language arts.

At all levels, there is a strong focus for students to produce in Spanish. Our educators utilize effective teaching strategies from pedagogical best practices in culturally responsive teaching (Hammond, 2015) and sheltered instruction (Howard et al., 2006) to support students in speaking and writing Spanish, as well as listening and reading.

Dual Immersion Program Demographics and Outcomes

Demographics

Overall student enrollment in the Corvallis School District is 6,348. Of those students, 1,297, or 20% of our student population, are enrolled in our DLI program (722 at elementary and 575 at secondary). Of the DLI students, 46% identify as Latinx. Of all of our students who identify as Latinx, 53% of those students are participating in DLI.

Race and Ethnicity and Special Programs

Overall, 46% of our students participating in the DLI program identify as Latinx, 43% as white, 6% as multi-racial, 1% as Black, 1% as Asian, and 1% as American Indian/Alaskan Native. Students participating in special programs in DLI include 25% multilingual learners (students who qualify for English Language Development services), 11% are students with disabilities and 35% qualify for free or reduced lunch.

Seal of biliteracy

The Oregon Department of Education (ODE) created the Oregon State Seal of Biliteracy (OSSB) to recognize, honor, and value the many languages students bring to their classrooms. This award recognizes student literacy in reading, writing, listening, and speaking in one or more World Languages, in addition to English. Corvallis was one of four districts that piloted the program with ODE in 2014. Since then, 448 seals have been earned and awarded over the past eight years. We expect to award an additional 90 seals to students in last year's graduating class. For the 2020-21 collection, we awarded seal certificates to 5 partner languages (Spanish, Chinese, French, Italian, and Portuguese).

Promising Outcomes for Latinx Students

Our DLI program aims to enrich opportunities for our students to excel in their unique identities as bilingual, biliterate, and multicultural competent individuals. Over the last six years, we have witnessed the academic growth in our Latinx students, the students whom this very program was designed to support.

On Track to Graduate

- In the 2021-22 school year, 83% of Latinx 9th-grade students were on track to graduate.

Graduation Rates

- 2014 graduation rate for Latinx students was 65% and has grown to 92% in 2021.

Post Secondary

- Of the 2014 Latinx graduates, 59% were enrolled in a postsecondary option in the first year after high school.
- Of the 2021 Latinx graduates, 68% were enrolled in a postsecondary option in the first year after high school.

Dual Immersion K-12 Guide For Educators

During the 2021-22 school year, our DLI/ELL TOSAs and Equity Coordinator set out to document and articulate the program structure in a newly published DLI Quick Guide. This unifying document was developed with the voices and expertise of the DLI educators in our schools. The purpose of the guide is to provide new and existing staff with essential and research-based information about our K-12 program, which includes:

1. Overview of our K-12 program
2. Commonly used terms
3. Placement for students in the DLI program
4. Assessment in the DLI program
5. Program agreements
6. DLI program overview
7. Classroom planning
8. Student skills progression and standards

While this guide serves to align the structure and processes of our DLI program, it is a fluid document where future updates, course offerings, and program logistics will be updated.

I look forward to having our DLI administrators share additional information about their schools and for the board to hear from one of our DLI graduates who is now a DLI teacher in the program.



Dual Language Immersion (DLI)

QUICK GUIDE

Corvallis School District 509J

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OVERVIEW

DLI Philosophy

The Dual Language Immersion Program in the Corvallis School District provides a unique opportunity for our students to maintain or acquire Spanish while learning grade level content. Our goal is to inspire students to take pride in their bilingualism and diverse identities, while learning academic content that is culturally relevant and social justice-oriented.

Program goals and objectives

Consistent with the publication by the Center for Applied Linguistics, our goals include:

- Bilingualism and biliteracy
- Grade level academic achievement
- Sociocultural competence

Since 2001, Corvallis School District is committed to the continual development of the Dual Immersion Program as the district recognizes the essential importance of:

- Preserving languages and cultures – Building upon the linguistic and cultural capital of our communities, and preserving rich heritage
- Narrowing the performance gap between English Language Learners and English dominant learners
- Preparing students for success in school and to acquire life skills
- Promoting and educating a multilingual/multicultural citizenry - To fully participate in local and global communities

Pedagogical basics:

- **Be faithful to the language of instruction**, use Spanish during designated Spanish time, and English during designated English time. Teachers may want to define a way for students to request a brief language change in order to meet a need. For example, teachers may wish to designate a corner of the classroom for language breaks, or issue a “change language pass”, etc.
- **Avoid translation for students.** Instead, rephrase, use scaffolds, visual supports, and body language to help facilitate comprehension and increase language acquisition.
- **Model Spanish as a lingua franca.** Speak Spanish as much as possible outside the classroom, with colleagues, in meetings, and anywhere students may observe you. English is the dominant language of Corvallis, so we must demonstrate authentic, social, and professional uses of Spanish.

- In elementary school settings, **K-2 grades are taught 70% in Spanish**. Students learn foundational and some transferable skills before 2nd grade. English reading literacy starts in 2nd grade.
- Throughout elementary school, **the Spanish-English partnership is essential**. Students learn both languages, and their instruction is mutually supportive and beneficial.
- After elementary school, in grades 6 - 12, Spanish instruction becomes more isolated, and is taught in designated classes. It is important **these classes focus intentionally on Spanish**.
- At all levels, it is essential that students *produce* Spanish. They must be supported in speaking and writing Spanish, as well as listening and reading. The productive skills can be challenging, and are slower to develop, but they must be emphatically reinforced. Celebrate all student production of Spanish, and find ways to motivate and reward students for producing Spanish (high fives, working toward a class prize, etc.)

Commonly Used Terms

1. **Dominant Language**

- a. The dominant language is the language with which a bilingual or multilingual speaker has greatest proficiency, uses more often, or prefers to use. This is not necessarily the language first learned in life.
- b. The dominant language of a society is the language most relied upon for communication in that society.
- c. Students may be described as “English dominant” or “Spanish dominant” to denote their preferred language.

2. **Heritage Speaker**, Cristina M.M. Flores

- a. An individual who is exposed to two or more languages in childhood due to migration (in our case, Spanish).
- b. Language of society is their dominant language while the language of origin/of the family is the heritage language/minority language.
 - i. **Example:** children from Portuguese families growing up in Germany; children from Latin American families growing up in the USA.
- c. Heritage speakers are bilingual individuals though levels of bilingualism may vary.
- d. They grow up in an asymmetrical environment:
 - i. The language spoken in their home is not the dominant language of the society – and normally not the dominant language of the heritage speaker.

3. **Simultaneous bilingualism / simultaneous bilingual**

- a. Simultaneous bilinguals are children who are exposed to more than one language prior to age three. They develop two or more languages equally, or nearly equally, through exposure and frequent opportunities to use each language.

4. **Sequential bilingualism / sequential bilingual**

- a. Sequential bilingualism occurs when a child begins learning a second language after the first language is at least partially established.

5. **L2, and L2 learner**

- a. A person's second language, or L2, is a language that is not the first language of the speaker, but is learned later (usually as a language of another nation, but it can be another language used in the speaker's home country).
- b. L2 learner is often used to describe students who are acquiring a second language in a non-immersion setting, such as Spanish 1, etc.

6. **EB** (Emerging bilingual) / **EM** (Emerging Multilingual)
 - a. Asset-based terms to refer to students who are in the process of developing one or more language
7. **EL** (English Learner) / **ELL** (English Language Learner)
 - a. Legal designations of students who qualify for English Language Development services
8. **ELD** (English Language Development) / **AELD** (Academic English Language Development) / **SLD** (Spanish Language Development)
 - a. Instruction designed specifically for language learners to develop their listening, speaking, reading, and writing skills in academic English or Spanish, respectively.
9. **ESL** (English as a Second Language) / **ESOL** (English to Speakers of Other Languages)
 - a. Terms used to describe instruction designed specifically for language learners to develop English; these terms are not commonly used in Corvallis School District.
10. **Avoiding the term “native speaker”**
 - a. Both linguists and non-linguists use the term “native speaker” to describe someone who grew up speaking a particular language and who is fully proficient in that language.
 - b. This term is linked to linguistic nationalism, prestige hierarchies, cultural privilege, and power. It does not accurately reflect the complicated reality of languages or their acquisition, and it falsely connotes authority. It is not a specific term.
 - c. We strive to use more precise terminology to describe student language realities.
11. **Translanguaging**, Drs. Yvonne and David Freeman
 - a. Translanguaging is a normal practice in bilingual communities, wherein bilinguals use all their linguistic and cognitive resources to make sense of language and the world surrounding them. Bilingual or plurilingual people do not separate their languages, but rather use them all together.
 - b. Research in sociolinguistics and neurolinguistics has shown that bilinguals do not have two separate languages ([Grosjean, 2010](#); [Bialystok, 2011](#)). Instead, they have what is now referred to as one linguistic repertoire that consists of features of the languages they speak. Bilinguals are not simply two monolinguals in one person. Rather, they are individuals whose language includes features (phonological, morphological, syntactic, and pragmatic) of all the languages they speak.
 - c. The term translanguaging comes from a holistic view of bilinguals. This view recognizes that bilinguals have just one language system, not two or more.

12. Codeswitching

- a. Code-switching occurs when a speaker alternates between two or more languages (linguistic codes) in the context of a single conversation or situation. Multilinguals sometimes use elements of multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic code in a manner consistent with the syntax and phonology of each variety. Code switching used to be regarded as a weakness, but it is now understood to be an element of translanguaging, and it demonstrates high levels of bilingual competence. In our program we try to encourage students to gain proficiency in each language, to the extent that they are able to converse in either one without switching codes. However, we should never penalize or embarrass students around this practice.

13. Bridging

- a. Bridging describes the intentional instruction in dual language when teachers bring the two languages together, guiding students to engage in contrastive analysis of the two languages and transfer the academic content they have learned in one language to the other language.
- b. More information can be found in the [bridging explained](#).

Placement for students in the DLI Program

Elementary Schools

1. Garfield Elementary School and Lincoln Elementary School are both neighborhood schools. This means they are the designated elementary schools for students living in the corresponding boundaries and starting school in Kindergarten or Grade 1.
2. Families from other boundaries wishing to enroll in the DLI program must be granted a transfer.
 - a. Kindergarten and Grade 1 transfers are automatically granted for students who speak Spanish as a dominant language, or for students who are already bilingual in Spanish and another language. The DLI schools actively recruit these students.
 - b. Kinder and Grade 1 transfer requests for students who do not speak Spanish will be granted on a space-available basis, with special consideration for heritage speakers, or students who have older siblings at the school.
 - c. Families who live within a DLI boundary, but who do not want to participate in DLI, may be granted a transfer to a different elementary school or to their partner school if there is room available. Garfield is partnered with Leticia Carson Elementary, and Lincoln is partnered with Adams Elementary.
3. Once students enroll in the DLI program, they have permanent rights to attend the secondary DLI schools, Linus Pauling Middle and Corvallis High, even if they withdraw from DLI.
4. Students who enroll after Grade 1 (2nd grade and above) will be assessed for appropriate placement. The assessment will include a standardized evaluation (IPT, STAMP, or other approved method), and an interview with the student, family, and the administration. ***Students must have an appropriate level of proficiency in Spanish to enroll after Grade 1***, otherwise they will struggle to be successful, and will compromise the success of other students and teachers.
5. Students enrolling at Grade 2 and above who do not qualify for DLI will be offered placement in another elementary school.

Secondary Schools

1. Students wishing to enroll in the DLI program beginning at Grade 6 and above will be assessed using the STAMP evaluation. This is a standardized, norm-referenced language assessment (STAMP refers to Standards-based Measurement of Proficiency).
2. Students and families will also interview with an administrator or program coordinator.
3. The STAMP evaluation may be waived for students who are newly arrived immigrants from Spanish-speaking countries who have been educated in Spanish, and have Spanish as a dominant language.
4. Program expectations will be clearly outlined for students and families enrolling late.

Assessments in the DLI Program

Students are regularly assessed in both languages in the DLI program. Assessments are used to evaluate student proficiencies and needs. It is essential that we use assessments in order to make data-driven decisions for our students and programs and so we can:

1. Plan according to student levels, differentiating instruction to meet their students' needs
2. Recommend students for increased and specific intervention as necessary
3. Communicate to parents and families regarding student progress, growth, and readiness

A simplified version of the assessment schedule is as follows. These expectations are *in addition* to the expectations we have for our English Only schools.

KINDER

FALL, WINTER, SPRING

- STAR Spanish CBM - Combinaciones de letras
- STAR Spanish CBM - Palabras con sílabas simples

GRADE 1

FALL, WINTER, SPRING

- STAR Spanish CBM - Palabras con sílabas compuestas
- STAR Spanish CBM - Pasajes para lectura en voz alta (STAR Spanish CBM measures will be based on proficiency - If students reach the benchmark on Pasajes para lectura en voz alta they do not need to complete the other measures in Winter and Spring.)

GRADES 2 - 5

FALL, WINTER, SPRING

- STAR Spanish Reading
- STAR Spanish Math

GRADES 3

- STAMP in February (tentative timeline)

GRADES 5

- STAMP in April (tentative timeline)

Middle School:

- STAR Spanish Reading, grades 6 - 8 (all DLI students), Fall
- STAMP, Grade 8, Spring

High School:

- AP Spanish Language and Culture College Board exam, used as criteria for earning the seal
- STAMP - As needed to earn the Oregon Department of Education Seal of Biliteracy

Program Agreements

For Teachers: To ensure a consistent and comprehensive DLI experience, we ask teachers to adhere to the following parameters:

1. **Aligned core curriculum.** In order to have a solid program, we must have consistency and continuity. One way to achieve this is by using a common curriculum resource. Please use our selected curriculum resources, (i.e., Benchmark Adelante in the elementary). From the ten units provided, select seven to teach per year, preferably in consecutive order, to build on skills, and spiral content. Scaffold, modify and supplement readings, activities and assessments so that they are appropriate for you and your students. Adhering to these themes will help us stay aligned, both vertically and horizontally, and ensure that we are teaching core, grade-level content.
2. **Much more than teacher talk.** Incorporate language learning pedagogies and strategies, like GLAD, SIOP and Bridging. Students need scaffolds for learning. There should be modeling, visuals, student engagement, and a clear focus on language objectives.
3. **Spanish and English work together.** Concepts should overlap for transfer between languages.
4. **High expectations for all students in both English and Spanish.**
5. **Backward design planning.** When you plan, start with the end in mind. What do you want students to learn, and what will they do with it? After you know that, determine what they will need to know conceptually and linguistically. See what readings the curriculum resource offers, and what you have to supplement. Plan mini-language lessons and practice around what they will need to do the task/assessment.
6. **Teach *applied* grammar.** Rather than discrete grammar drills, determine language objectives for your lessons. Draw attention to the concepts during the lessons so that students see them in context. Grammar practice is appropriate and beneficial if it has an authentic use.
7. **Stay in language.** While we embrace bridging and translanguaging, teachers should maintain use of only one language for instruction during the bulk of a lesson or unit.
8. **Demonstrate pride** in bilingualism and cross-culturalism. Facilitate the development of cross-cultural awareness and respect, and offer all students a place of belonging.
9. **Communicate with families.** Give honest, specific, data driven feedback to families. Families need to know how their students are doing in DLI at all stages, *especially* if there are difficulties.

For Administrators and Teachers on Special Assignment: To ensure a consistent and comprehensive DLI experience, we ask administrators and TOSAs to adhere to the following parameters:

1. **Support alignment.** Administrators and TOSAs must support teachers in the instruction of the core curriculum. Administrators will ensure that teachers are using the designated resources and adopted curricula, and that grade level teams are aligned.
2. **Provide input and development for best practices.** Specialists and administrators will be intentional in supporting common strategies, such as GLAD and bridging, to make sure teachers can meet students where they are, and help them access core content.
3. **Enforce and respect policies.** Administrators and TOSAs will stick to established policies, especially regarding late entry and early exits of the DLI program.
4. **Support and motivate students in working towards bilingual literacy.** Administrators and TOSAs will model the value of bilingual literacy, and interact with students as bilinguals. Do not default to the dominant language of any student, but rather encourage bilingual interactions, and language production in Spanish.
5. **Strive to support students producing language.** When interacting with students, make every effort to help students produce the appropriate language, and celebrate it.
6. **Demonstrate pride** in bilingualism and cross-culturalism. Facilitate the development of cross-cultural awareness and respect, and offer all students a place of belonging.
7. **Facilitate protected time for teacher collaboration.** In order to have high levels of achievement and an aligned program, administrators and TOSAs will facilitate and participate in the development of scope and sequence articulation, as well as identifying and procuring materials.
8. **Increase visibility.** Especially at Linus Pauling and Corvallis High, where non-DLI students and DLI students are both present, it is imperative to elevate the visibility of Spanish, bilingualism, cross-culturalism, and the DLI program as a whole.
9. **Expand offerings.** Our program must have quality course offerings that allow students to fully develop bilingual skills, and increase critical thinking skills. At the secondary levels we have a long-term goal to offer DLI courses in more subjects (math, science, etc.)
10. **Communicate with families.** Give honest, specific, data driven feedback to families. Families need to know how their students are doing in DLI at all stages, *especially* if there are difficulties.

For Students and Families: It is important to note the combination of our students and families in our DLI schools. Some come to our program intentionally, and some come due to their school boundary. We encourage the following:

1. **Maintain communication.** Families and schools will communicate about the DLI program and the expectations for all parties, including what the school commits to, and what we hope parents and families commit to. Families will feel valued, and that their feedback is welcome.
2. **Understand the program.** Students and families will know the DLI program offers instruction in Spanish at 70% of the school day from Kindergarten through Second grade and English instruction at 30%. The instructional day shifts to 50% Spanish and 50% English in 3rd, 4th, and 5th grades.
3. **Understand the rate of progress.** Research shows it takes five to seven years to acquire a second language, and continual enrollment in the program is necessary to guarantee academic success.
4. **Embrace opportunities for involvement.** Parents will be offered meetings, workshops, volunteer opportunities, and other methods of partnership with the schools and the DLI program. Engaging in these opportunities promotes success and mutual understanding.
5. **Keep a positive attitude.** Bilingual and biliterate development take time. By maintaining a positive attitude, students and families support language acquisition and literacy development, and help ease frustration.
6. **Explore suggested resources.** Encourage bilingualism and language development outside the classroom.

Supporting bilingualism outside of school

The next page provides a list of suggested resources and practices for families who want to support bilingualism outside of the school setting.

Families who speak only English or other non-Spanish languages at home can still participate in the validation of Spanish, as well as provide their students with access to Spanish, and opportunities to practice reading, writing, listening, and speaking.

Suggestions for promoting Spanish at home

1. Incorporate the language into a daily routine

- a. Count in Spanish as you clean up books, or climb stairs, or during handwashing
- b. Learn a song in Spanish to sing at the same time every day (when getting up, or going to bed, riding in the car, etc.)
- c. Practice vocabulary for daily routines such as getting dressed (clothes and body parts), schedule words and time words (we get up at seven, we go to school at 8, after breakfast we get dressed, etc.)
- d. Use Spanish when cooking or at mealtimes (Food vocabulary, please, thank you, I like, I want more, etc.)
- e. Let your student teach you new words, and practice looking up words together

2. Listen to music in Spanish

- a. Use streaming services to find playlists of songs in Spanish (Alexa, Spotify, Apple Music, Pandora, etc.)
- b. Check out Spanish music from the library

3. Read and listen to books in Spanish

- a. Check out books and audiobooks in Spanish from the library
- b. If you can read the physical book along with the audiobook, even better
- c. If you have an older child in Dual Immersion have them read to the younger one in Spanish, or have your student read to you
- d. Look for books that have both Spanish and English side by side and read together

4. Watch tv and movies in Spanish, or download a game in Spanish

- a. Change the language audio on streaming services such as Netflix, Amazon, Disney, etc to hear and read the Spanish version
- b. Check out Spanish language movies from the library
- c. YouTube has many Spanish language learning channels such as *El perro y el gato from HBO Latino*, *Rockalingua*, *A tiempo kids*, *CNTV Infantil*, *Mundo Zamba*, *Once Niños*, *Vamos Go Noodle*, and more.

5. Watch for community events

- a. Spanish story time at the library
- b. Classes
- c. Go to Spanish-speaking restaurants, stores, and events. Even if you don't speak Spanish, you can show your student that Spanish is used everyday, all around us.

6. Have a scavenger hunt using Spanish vocabulary

- a. A simple list of pictures and their names in Spanish to look for while driving or walking

Dual Language Immersion Program Structure Overview

Primary Schools: K - 5

Garfield Elementary School	Lincoln Elementary School
<p>Classrooms may be “<i>self-contained</i>” or “<i>team taught</i>”. The self-contained classroom has one bilingual teacher for one grade-level class of students.</p> <p>Team taught classrooms have two teachers, and two grade-level classes of students. Students alternate between the teachers, using English with one teacher, and Spanish with the other.</p> <p>In both systems, instructional content is shared across the languages, taught in both, and not divided by subject.</p>	<p>Classrooms may be “<i>self-contained</i>” or “<i>team taught</i>”. The self-contained classroom has one bilingual teacher for one grade-level class of students.</p> <p>Team taught classrooms have two teachers, and two grade-level classes of students. Students alternate between the teachers, using English with one teacher, and Spanish with the other.</p> <p>In both systems, instructional content is shared across the languages, taught in both, and not divided by subject.</p>
<p>Instructional Day Language Use</p> <p>K- 2 grades: 70% Spanish, 30% English</p> <p>3 - 5 grades: 50% - 50%</p>	<p>Instrucional Day Language Use</p> <p>K- 2 grades: 70% Spanish, 30% English</p> <p>3 - 5 grades: 50% - 50%</p>
<p>Specials (art, music, pe, library):</p> <p>Library: Spanish and English</p> <p>Art: Spanish</p> <p>Music: English, culturally responsive</p> <p>PE: Spanish and English</p>	<p>Specials (art, music, pe, library):</p> <p>Library: Spanish and English</p> <p>Art: English, culturally responsive</p> <p>Music: English , culturally responsive</p> <p>PE: English, culturally responsive</p>
<p>Bilingual support staff:</p> <ul style="list-style-type: none"> ● office ● health navigation ● community liaisons 	<p>Bilingual support staff:</p> <ul style="list-style-type: none"> ● office ● health navigation ● community liaisons
<p>Other notes: Arabic speaking students and families Arabic Club</p>	<p>Other notes:</p>

- All students are assessed at the end of 5th grade, before continuing to middle school.
- All students retain the right to attend LPMS and CHS, even if they exit the DLI program.

See next.

Secondary Schools: 6 - 8 (middle) and 9 - 12 (high)

Linus Pauling Middle School	Corvallis High School
Students have Spanish instruction in their designated DLI classes only. English is used in the non-DLI classes. There is very limited partnership between Spanish and English language instruction.	Students have Spanish instruction in their designated DLI classes only. English is used in the non-DLI classes. There is very limited partnership between Spanish and English language instruction.
Instructional Day Language Use Ranges from 20- 30% Spanish, depending on the student's grade level and schedule. Language Arts and Social Studies in Spanish.	Instrucional Day Language Use Ranges from 15 - 50% Spanish, depending on the student's grade level and schedule. Language Arts and Social Studies in Spanish.

Pathways for students in middle and high school:

In fifth grade all students are administered the STAMP test. This is a standardized, norm-referenced language assessment (STAMP refers to Standards-based Measurement of Proficiency). Reading and listening are machine-rated, while speaking and writing are human-rated. The scores are based on the ACTFL scale (American Council on the Teaching of Foreign Languages).

Based on the STAMP assessment and teacher recommendation, students will be recommended for one of two pathways in 6th grade.

Linus Pauling	6th grade	7th grade	8th grade
DLI Pathway:	Geografia del hemisferio occidental	Historia del hemisferio oriental	Historia de los EEUU
	Lectoescritura 6	Lectoescritura 7	Lectoescritura 8
L2 Acquisition Pathway:	Spanish 1	Spanish 2	Spanish 3

At the end of 8th grade, all students are assessed again with the STAMP test. Their results, in combination with teacher recommendations and student interest, determine the placement for 9th grade. This placement may be to continue with L2 Spanish, and non DLI courses.

Pathways at Corvallis High School:

	9th grade	10th grade	11th grade	12th grade
DLI Social Studies in Spanish	Historia y cultura 9	Historia y cultura 10	**Historia de EEUU (in development)	
	AND	AND		
DLI Spanish Language Arts	Lengua 9	Lengua 10		DI Curso Culminante
	OR	OR		
	AP Spanish Language	Honors Literature and Film in Spanish	Honors Spanish Literature and Culture	

High school DLI students take 6 total credits over the course of four years (each class is a 1-credit, year long course). All classes bear graduation credits for either World Language, Electives, or Social Studies. In 2022-2023, CHS will reduce the number of classes students can take from 8 to 7, which will likely shift DLI requirements. We may move to a requirement for 5 credits in DLI, with at least 1 credit each year.

College Now credit is available through Linn Benton Community College, through Spanish 203, the equivalent of two years of college level Spanish.

DLI School Teams and the DLI Advisory Group

In order to maintain a consistent and comprehensive program, programmatic decisions must be made collaboratively. In the primary schools, grade level teachers work together, and at least one teacher per grade level serves as a point of contact and representative for their group. In the secondary schools, teachers collaborate and have a designated program coordinator for each school (Linus Pauling and Corvallis High). These designated teacher representatives will be invited to participate in the DLI Advisory Group, which comes together to evaluate proposals, changes, or observations that bear implication for the DLI program. Administrators and other specialists are also represented in the DLI Advisory Group.

Classroom Planning

What is effective DLI teaching?

This is an abbreviated version of [*Adapting the Sheltered Instruction Observation Protocol \(SIOP\) for Two-Way Immersion Education: An Introduction to the TWIOP*](#) (Howard, Sugarman, Coburn)

Preparation

1. Clearly state (orally and in writing) content objectives for students.
2. Clearly state (orally and in writing) language objectives for students.
3. Clearly state (orally and in writing) cultural objectives for students. Work to develop complementary or overlapping cultural objectives across languages.
4. Choose content concepts appropriate for age and educational background level of students.
5. Use supplementary materials to a high degree to make the lesson clear and meaningful (e.g., graphs, models, visuals).
6. Adapt content (e.g., text, assignment) to all levels of student proficiency.
7. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice for reading, writing, listening, and speaking.

Building Background

8. Explicitly link concepts to students' backgrounds and experiences.
9. Explicitly link past learning and new concepts.
10. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

11. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
12. Explain academic tasks clearly.
13. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

14. Provide ample opportunities for students to use learning strategies (e.g., problem solving, predicting, estimating, organizing, summarizing, categorizing, evaluating, self-monitoring).
15. Use scaffolding techniques consistently throughout the lesson.
16. Use a variety of question types including those that promote higher order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

17. Provide frequent opportunities for interaction and discussion about lesson concepts both between teacher and student and among students, and encourage elaborated responses.
18. Use group configurations that support the language, content, and cultural objectives of the lesson, and provide sufficient scaffolding (such as participation structures and language frames) to enable students to interact effectively.
19. Provide sufficient wait time for student responses throughout the lesson.
20. As appropriate, allow students to clarify key concepts in L1 for strategic purposes with an aide, peer, or L1 text.

Practice/Application

21. Provide hands-on materials or manipulatives for students to practice using new content knowledge.
22. Provide activities for students to apply content, language, and cultural knowledge in the classroom.
23. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

Lesson Delivery

24. Support the content objectives of the lesson.
25. Support the language objectives of the lesson.
26. Support the cultural objectives of the lesson.
27. Engage students 90 to 100% of the period (i.e., ensure all students are taking part and on task throughout the lesson).
28. Pace the lesson according to the students' ability level.

Review/Assessment

29. Give a comprehensive review of key vocabulary.
30. Give a comprehensive review of key content concepts.
31. Provide feedback to students regularly on their output (e.g., speech, writing).
32. Conduct assessments of student comprehension and learning throughout the lesson on all lesson objectives (e.g., spot checking, group response).

Backwards design

Most simply put, backwards design refers to the practice of identifying desired outcomes (what we want students to learn and demonstrate at the end of a unit, level, or program), and planning backwards from there (how will we help students arrive successfully at that outcome).

Backward design begins with the students and focuses on standards-based goals for learning.

Through deliberate planning, educators guide students to think critically, solve problems, and interact with one another and with the educator to meet desired goals.

Educators utilize key concepts of backward design when they:

- Use standards to design instruction, and inform desired outcomes.
- Design assessments for programs, levels, and instructional units based on standards.
- Use standards to design instructional tasks that move students toward the learning target.
- Communicate the targets and proficiency outcomes to students, parents, administrators, colleagues and others.
- Guide students to set and self-assess their learning goals.

Basics of backwards design:

1. Use standards to identify what students should know and be able to do by the end of the learning cycle.
2. Design at least one assessment to measure that learning. A variety of assessments to demonstrate proficiency can be part of culturally responsive teaching.
3. Plan a sequence of lessons that will prepare students to successfully complete the assessment, and demonstrate proficiency.

Culturally responsive teaching

Culturally Responsive Teaching, also called Culturally Relevant Teaching, refers to the deliberate practice of connecting school and non-school contexts for students. It uses the background, knowledge and experiences of the students to inform lessons and methods.

Teachers create learning environments that are authentic, culturally relevant, and that build upon the language, experiences, learning styles, and strengths of the students.

In DLI, culturally responsive teaching means using Bridging (using both languages) to support learning.

Culturally responsive teachers empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. (Ladson-Billings)

This type of schooling is culturally appropriate, culturally congruent, culturally responsive, and culturally compatible. All students come from a different place; educators must be conscious and intentional about adding value for *all* students.

To be culturally responsive, all students must:

1. Experience academic success
2. Develop and/or maintain cultural competence
3. Develop a critical consciousness to challenge the status quo of current social order¹

Basics of Culturally Responsive Teaching:

1. Engage with all students to build relationships early in the school year.
 - a. Learn names, backgrounds, and interests
 - b. Build community by working together to create classroom norms, post these
 - c. Create a collective agreement along the lines of “This is a classroom of diverse learners, engaged and agreeing to respect, interest, and sharing.”
2. Represent all students in classroom materials
 - a. Make sure images include the same diversity present in the classroom - all students should see themselves reflected and represented in texts, visuals, and other materials.
 - b. Design lessons specifically about culture, in which students learn and share about the variety of cultures in their learning communities.
3. Create a physically inviting environment
 - a. Use posters and other visible materials to represent students and their experiences
 - b. Design spaces where students feel comfortable (take a break from desks, stretch, stand, or have a private moment)
 - c. Emphasize collectivity in the classroom
4. Use a variety of teaching and learning methods
 - a. Design lessons and tasks for diverse learning styles and student backgrounds
 - b. Identify a variety of ways in which students may demonstrate proficiency, use multiple assessments
5. Validate translanguaging, code-switching and student language use, while using bridging strategies for critical language awareness and metalinguistic understanding

¹ Ladson-Billings

The Bridge and Bridging From Beeman and Urow, *Teaching for Biliteracy*

Teaching for biliteracy has three parts: Spanish instruction, the Bridge (both languages side by side), and English instruction.

The Bridge occurs once students have learned new concepts in one language. It is the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences in the phonology (sound system), morphology (word formation), syntax and grammar, and pragmatics (language use) between the two languages, that is, to undertake contrastive analysis and transfer what they have learned from one language to the other.

The Bridge is also the instructional moment when teachers help students connect the content-area knowledge and skills they have learned in one language to the other language. The Bridge is a simple but powerful concept: with strategic planning, the Bridge allows students who are learning in two languages to strengthen their knowledge of both languages.

The Bridge is a tool for developing metalinguistic awareness, the understanding of how language works and how it changes and adapts in different circumstances. An important aspect of the Bridge is that it is two-way. It goes from Spanish to English and from English to Spanish. It recognizes that because bilinguals transfer what they have learned in one language to the other language, they do not have to learn content in both languages, even when they are tested only in English. For example, if students study math only in Spanish, the Bridge provides opportunities for them to attach English to that math content without relearning the math concepts and skills again in English.

For many years in the United States we have taught students to keep their two languages separate. One reason for this practice is to avoid devaluing Spanish, which often occurs when English comes into Spanish learning time. While the potential for devaluing Spanish and thus limiting students' ability to reach deep levels of learning in Spanish is a consideration that must be addressed, keeping the two languages separate has had the unfortunate effect of emphasizing to students that what they know in one language cannot be used in their other language. We have also assumed that students have engaged in contrastive analysis on their own. But not all students know, for example, that pairs of words like *energía*—energy are cognates. Recent research has shown that bilingual students who receive instruction in how their two languages are similar and different engage more regularly and successfully in cross-linguistic transfer, the application of a skill or concept learned in one language to another language, than do bilingual students who do not receive such instruction and that bilingual students who understand how their two languages are similar and different achieve higher levels of academic success.



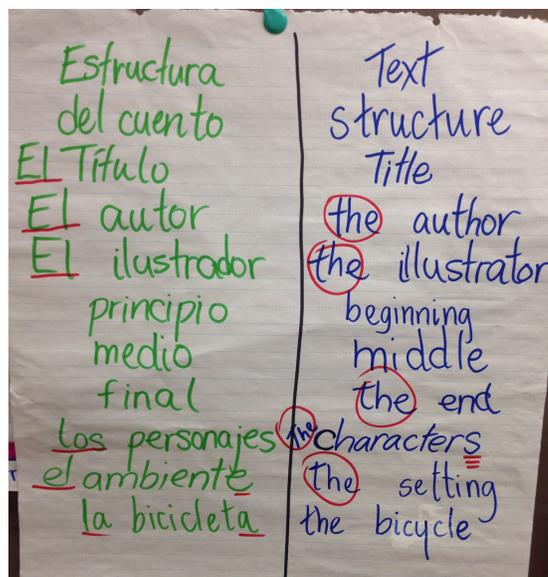
What is it? The Bridge is the instructional moment in teaching dual language when a teacher brings the two languages together, guiding students to engage in comparing and contrasting the two languages.

Why do it? Bridging helps students to transfer the academic content they have learned in one language to the other language. It involves the use of cross-linguistic strategies and leads to the development of metalinguistic awareness.

The Bridge is...	The Bridge is <i>not</i> ...
<ul style="list-style-type: none"> ● Interactive and student centered ● The opportunity to put new labels on learned concepts ● A planned third linguistic space where Spanish and English are brought together for contrastive analysis of languages ● Flexible, and can be adapted to a variety of program models ● The beginning of English literacy instruction 	<ul style="list-style-type: none"> ● A list of words provided by the teacher ● Translation ● Flip-flopping, concurrent translation, or haphazard ● A packaged program ● The entirety of English literacy instruction

Steps for Language Bridging:

1. Review the language of instruction
2. Elicit key words from students
3. Practice terms in the other language
4. Match words to the other language
5. Metalinguistic focus (talk about the differences in spelling/pronunciation, look for patterns)



DLI Skills Progression [Snapshot of Essentials - please see note at the end]

	K - 2	3 - 5	6 - 8
READING	<ul style="list-style-type: none"> ● Answer questions about text in order to identify main idea and details ● Identify themes and infer meaning (simple) ● Ask questions about a text ● Retell a story with main idea and key details ● Compare and contrasts texts ● Letter names and sounds ● Sounding out simple text ● Phonics, decoding ● Read emergent texts to develop fluency and comprehension skills. ● Demonstrate understanding of the organization and basic features of print. <p><i>English reading starts in 2nd grade</i></p> <p>English 2nd grade; letter sounds that do not transfer from Spanish, short vowels, blends, digraphs, trigraphs.</p>	<ul style="list-style-type: none"> ● Ask and answer questions, referring to the text ● Retell/Summarize with main idea and key details ● Make inferences from text details ● Compare, contrast texts ● Synthesize texts ● Cite text ● Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> ● Identify, summarize, and analyze text themes and ideas ● Develop an understanding of a topic/theme from text and other media ● Cite text to support interpretations ● Compare and contrast themes ● Analyze text: characters, relationships, plot, setting, author's perspective, theme, legitimacy of claims, text features ● Determine vocabulary and analyze word choice
WRITING	<ul style="list-style-type: none"> ● Spell words phonetically, working towards standard spelling ● Use capital letters, spaces, punctuation ● Narrate, using drawing/dictation ● Write about a topic, including details, facts and definitions ● Simple spelling patterns ● Basic punctuation <p>(No English writing in K - 1)</p>	<ul style="list-style-type: none"> ● Practice the writing process: editing and revision ● Write a variety of texts: fiction, non-fiction, narrative, opinion, informative, letters, poetry ● Punctuation. Use capitals letters, periods, commas, quotations, apostrophes, standard spelling, text emphases (i.e., bold, italics) ● Write well organized paragraphs on single topic, moving toward essay writing ● Practice paraphrasing text from books and media to write informative texts ● Use quotes and evidence from sources to support writing; cite sources appropriately ● Spelling patterns, word work ● Dictation ● Avoid Google Translate 	<ul style="list-style-type: none"> ● Writing process; edit and revise ● Write a variety of texts: fiction, non-fiction, narrative, opinion, informative, letters, poetry ● Write in a style that is thorough, clear, coherent, well-organized, appropriate ● Establish a formal writing style; use formal and informal styles appropriately ● Punctuation continues ● Write informative texts, using synthesized research and supported arguments; cite sources appropriately ● Use technology and media to conduct research; evaluate legitimacy of sources ● Paraphrase text from books and media to write informative texts ● Avoid Google Translate

	K - 2	3 - 5	6 - 8
SPEAKING AND LISTENING	<ul style="list-style-type: none"> • Group and pair conversation • Use social language (greetings, how to invite, how to ask for things, etc.) • Use basic classroom phrases • Use words and phrases to talk about curricular themes • Clarify meaning (“What does -- mean?”, etc.) 	<ul style="list-style-type: none"> • Initiate and sustain collaborative discussion • Use social language • Use classroom phrases • Use words and phrases to talk about curricular themes in an academic way • Clarify meaning • Circumlocution • Summarize and paraphrase • Dictation • Avoid Google Translate 	<ul style="list-style-type: none"> • Use social and classroom phrases in Spanish • Conduct collaborative and respectful discussion • Ask and answer specific, detailed questions relevant to the materials; add pertinent points to the topic of discussion • Summarize, paraphrase and explain information from conversation, materials and different forms of relevant media • Make presentations with sequential progression that supports the topic. Incorporate technology/media. Speak clearly and confidently. • Use formal and informal speech appropriately • Avoid Google Translate
THEMES	<p>Alphabet, Colors, Members of the Community, Human body, Animals</p> <p>Express opinion, Make declarations, Themes from curriculum, Math vocabulary</p>	<p>Social relationships, Narration in the past, Narrative stories,</p> <p>Animal Habitat, Technology, Inventions, Insects,</p> <p>General science, Government, Themes from curriculum, Math vocabulary</p>	<p>Verb conjugations, literary analysis</p> <p>Geography, World History</p> <p>US History and Government</p> <p>Themes from curriculum</p>

* **Note:** This skills progression overview is a general guide for understanding. This representation is to orient educators as to what students do as they move through our DLI program. ***This is not a comprehensive list of standards, content, or skills.*** Our list of K-5 priority standards follows in this document. Each school and grade level will have specific guiding standards. Additionally, we recommend consulting:

Common Core State Standards in Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Spanish Language Version

Find it online at: <https://commoncore-espanol.sdcocoe.net/CCSS-en-Espanol/SLA-Literacy>

Or simply enter “Common Core en Español” into a browser search.

ELEMENTARY PRIORITY STANDARDS: SPANISH & ENGLISH LANGUAGE ARTS
(These are the priority standards *only*)

Kinder

Reading Foundational Skills

- K.RF.4 Read emergent texts to develop fluency and comprehension skills.
 K.RF.4a Read emergent texts with one-to-one correspondence with purpose and understanding.

Language

- K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 K.L.5 With guidance and support, explore word relationships and nuances in word meanings.
 K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Reading Informational Text

- K.RI.1 With prompting and support, ask and answer questions about key details in a text.
 K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
 K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic
 K.RI.10 Actively engage in group reading activities with purpose and understanding.

Reading Literature

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
 K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.
 K.RL.10 Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

- K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Writing

- K.W.8 Begins in grade 4
 K.W.9 Begins in grade 3

GRADE 1**Reading Foundational Skills**

1.RF.4 Demonstrate understanding of the organization and basic features of print.

Language

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

1.L.5 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Reading Informational Text

1.RI.1 Ask and answer questions about key details in a text.

1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.RI.9 Identify basic similarities in and differences between two texts on the same topic.

1.RI.10 With prompting and support, read and understand informational texts appropriately complex for grade 1.

Reading Literature

1.RL.1 Ask and answer questions about key details in a text.

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RL.10 With prompting and support, read and understand prose and poetry of appropriate complexity for grade 1.

Speaking and Listening

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Writing

1.W.8 Begins in grade 4

1.W.9 Begins in grade 3

GRADE 2**Reading Foundational Skills**

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Language

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.

2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.*

Reading Informational Text

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Writing

2.W.8 Begins in grade 3

2.W.9 Begins in grade 4

GRADE 3

Reading Foundational Skills

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Language

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from an array of strategies.

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Reading Informational Text

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Literature

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Speaking and Listening

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Writing

- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.9 Begins in grade 4

GRADE 4**Reading Foundational Skills**

4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Language

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4.L.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic .*

Reading Informational Text

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Writing

- 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE 5**Reading Foundational Skills**

5.RF.4 Read with sufficient accuracy and fluency to support comprehension.

Language

5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Reading Informational Text

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Literature

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Speaking and Listening

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Writing

- 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

DLI Board K-12 DLI Program

October 13, 2022



And the Dual Immersion program

59 Languages of Origin

Spanish, 689

Chinese, Mandarin,
100

Arabic, 78

Korean,
45

Mam, 31



- English
- Spanish
- Chinese, Mandarin
- Arabic
- Korean
- Mam
- Vietnamese
- French
- Russian
- German
- Japanese: Nihongo
- Portuguese
- Urdu
- Persian
- Pushto
- Thai
- Bengali: Bangladesh
- Italian
- Tagalog
- Tamil

Metas - Goals

Bilingüismo y alfabetización dual - Bilingualism and biliteracy

Logro académico de nivel de grado - Grade level academic achievement

Aptitud sociocultural - Cross-cultural competence

- 2001** Garfield Implements DLI K-1
- 2004** Lincoln implements DLI
- 2006** DLI begins at 6th grade
- 2009** DLI begins at 9th grade
- 2010** DLI Task Force
- 2011** Board approves DLI School-Wide at Garfield and Lincoln
- 2013** First DLI Graduating Class Earns the Seal of Biliteracy
- 2015** ODE awards CSD with \$120,000 K-12
Biliteracy Pathways Grant



2017-22

Robust focus on program improvements

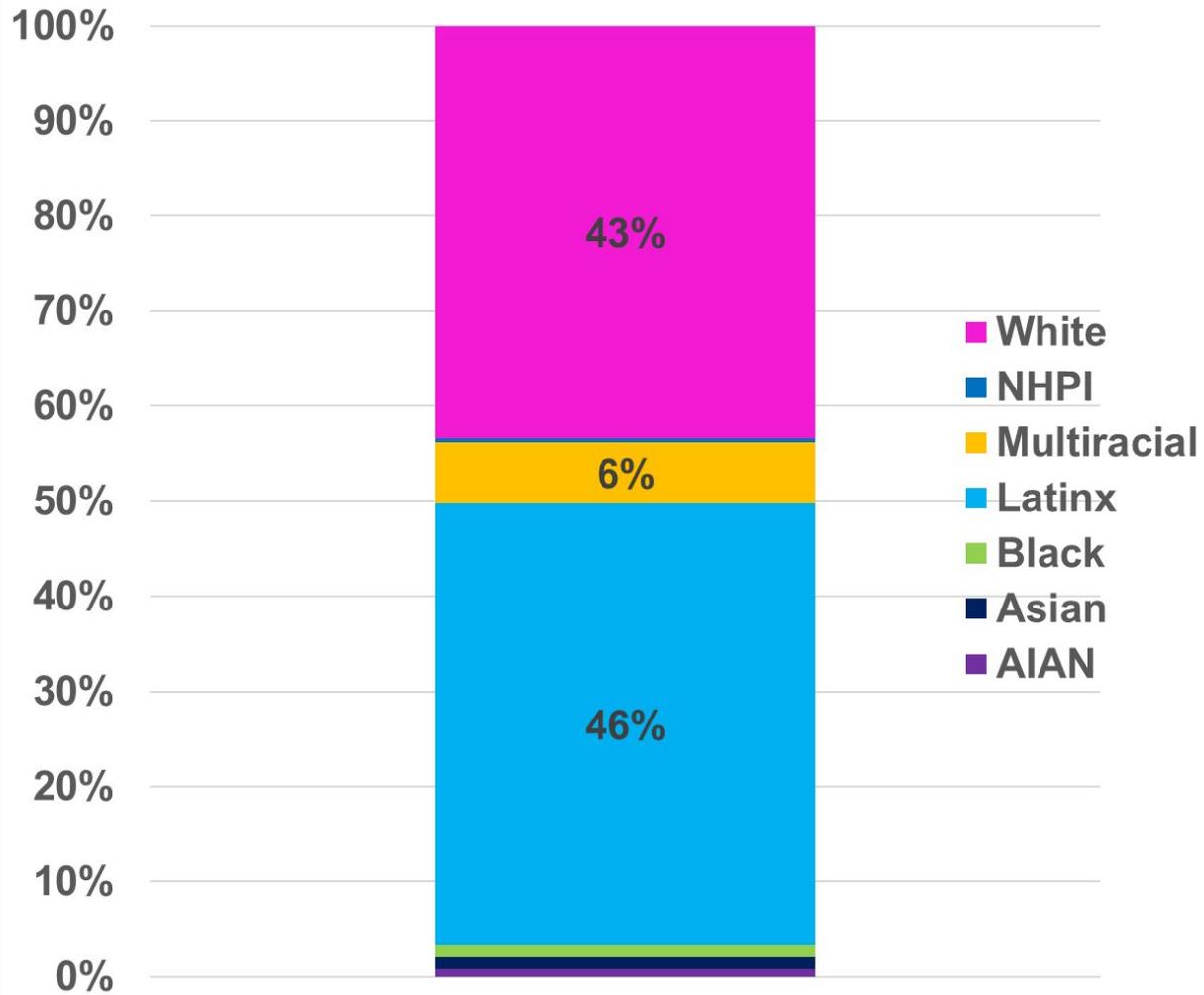
- Consultation with Rosa Molina
- Collaborative Co-Teaching
- K-2, 70-30 model
- K-5 Curriculum adoption
- Increase in hiring and retention of bilingual staff
- Cross-district collaboration
- Family Involvement
- Middle School Alignment
- Expansion of High School Offerings
- Hiring ELL/DLI TOSA
- Ballet Folklorico at Lincoln
- Mariachi Band at LP

Who is participating in our Dual
Language Immersion?

1297 Students participated in Dual Language Immersion in 2021-2022.

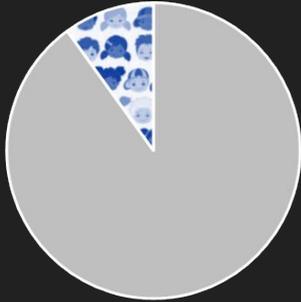
722 Students at the Elementary Level

575 Students at the Secondary Level



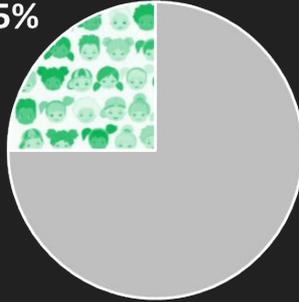
SpEd

10% SpEd



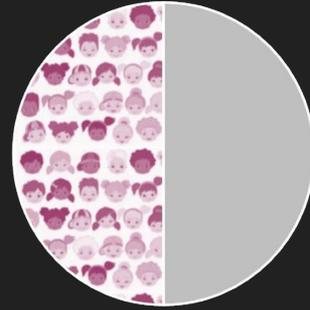
ELL

25% ELL



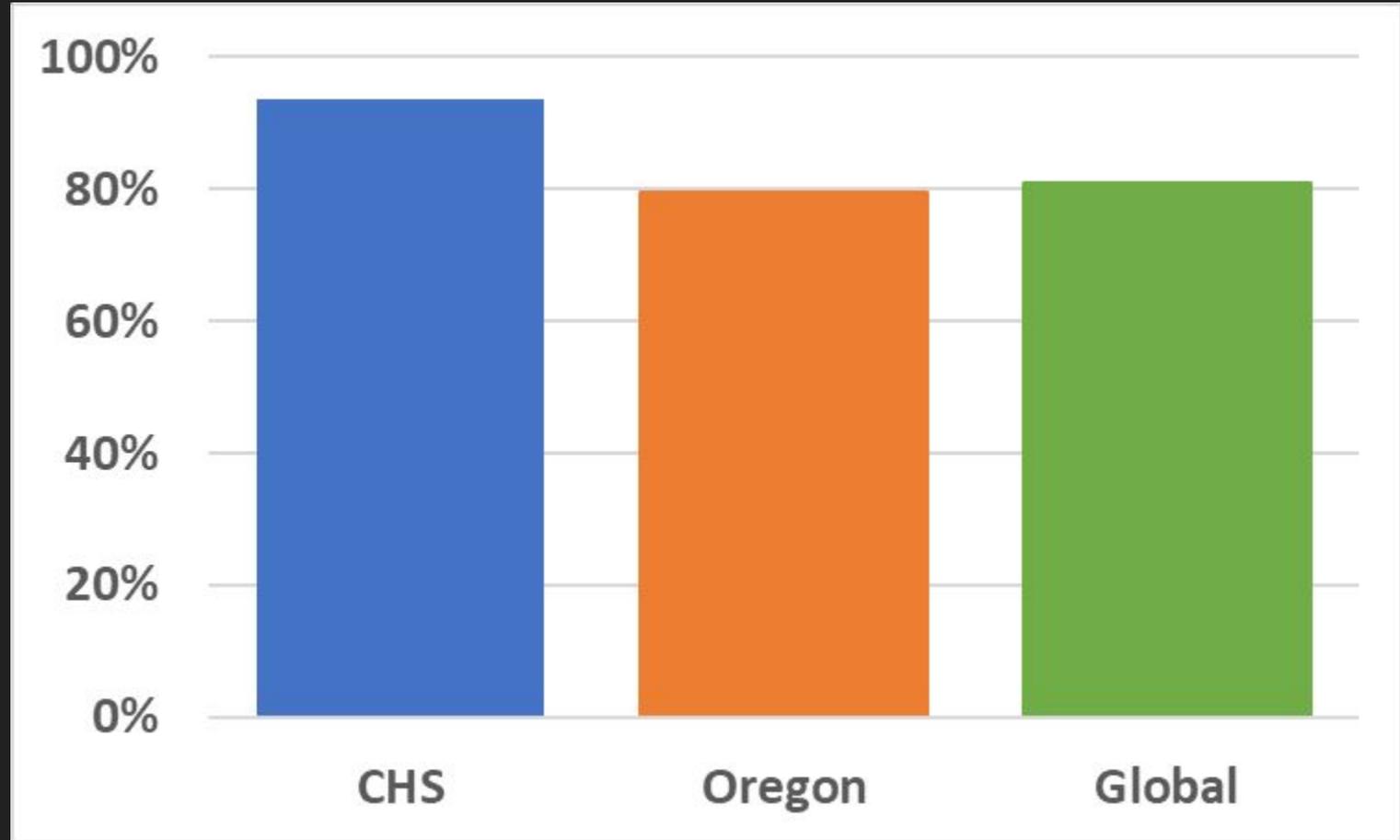
FRL

50% FRL

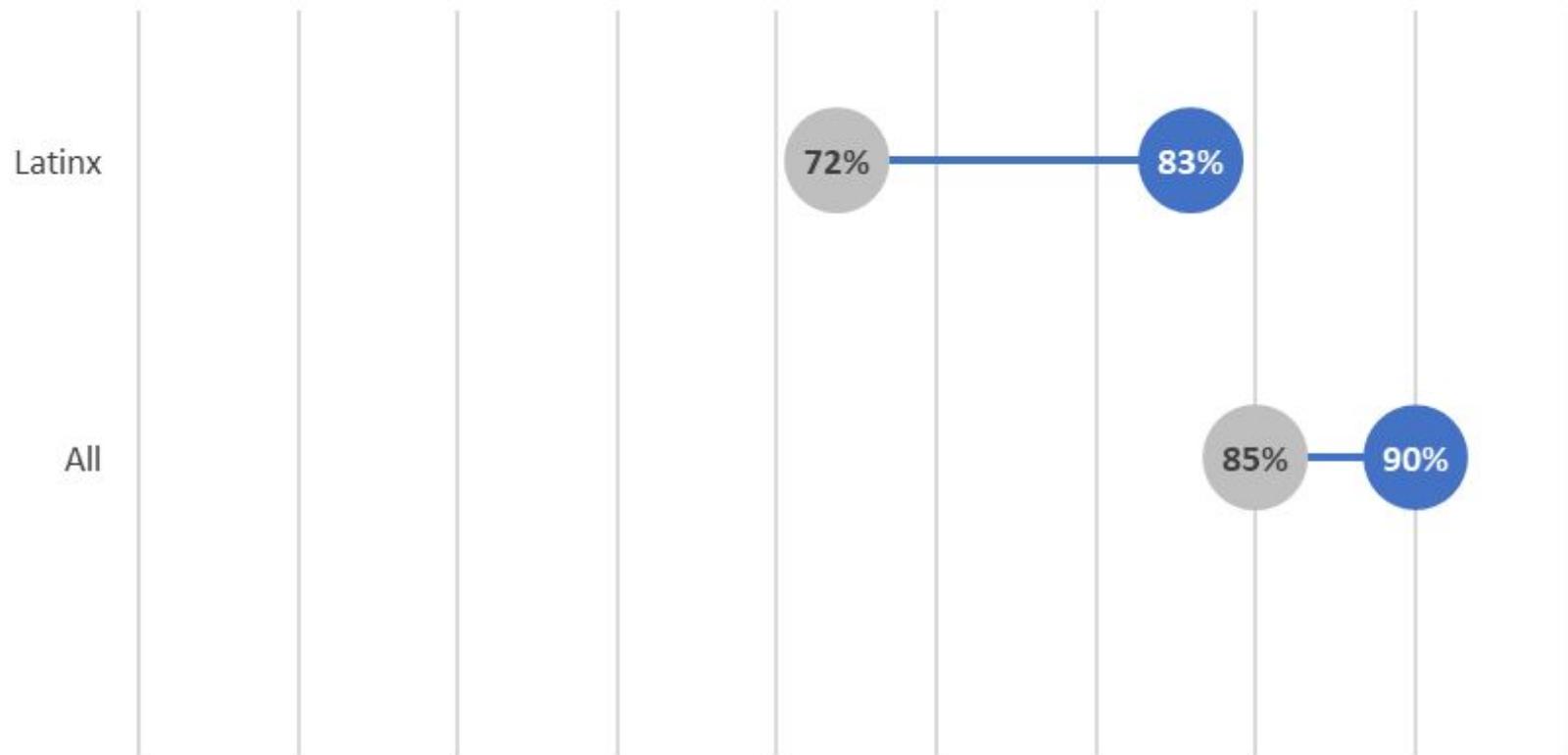


How are students doing?

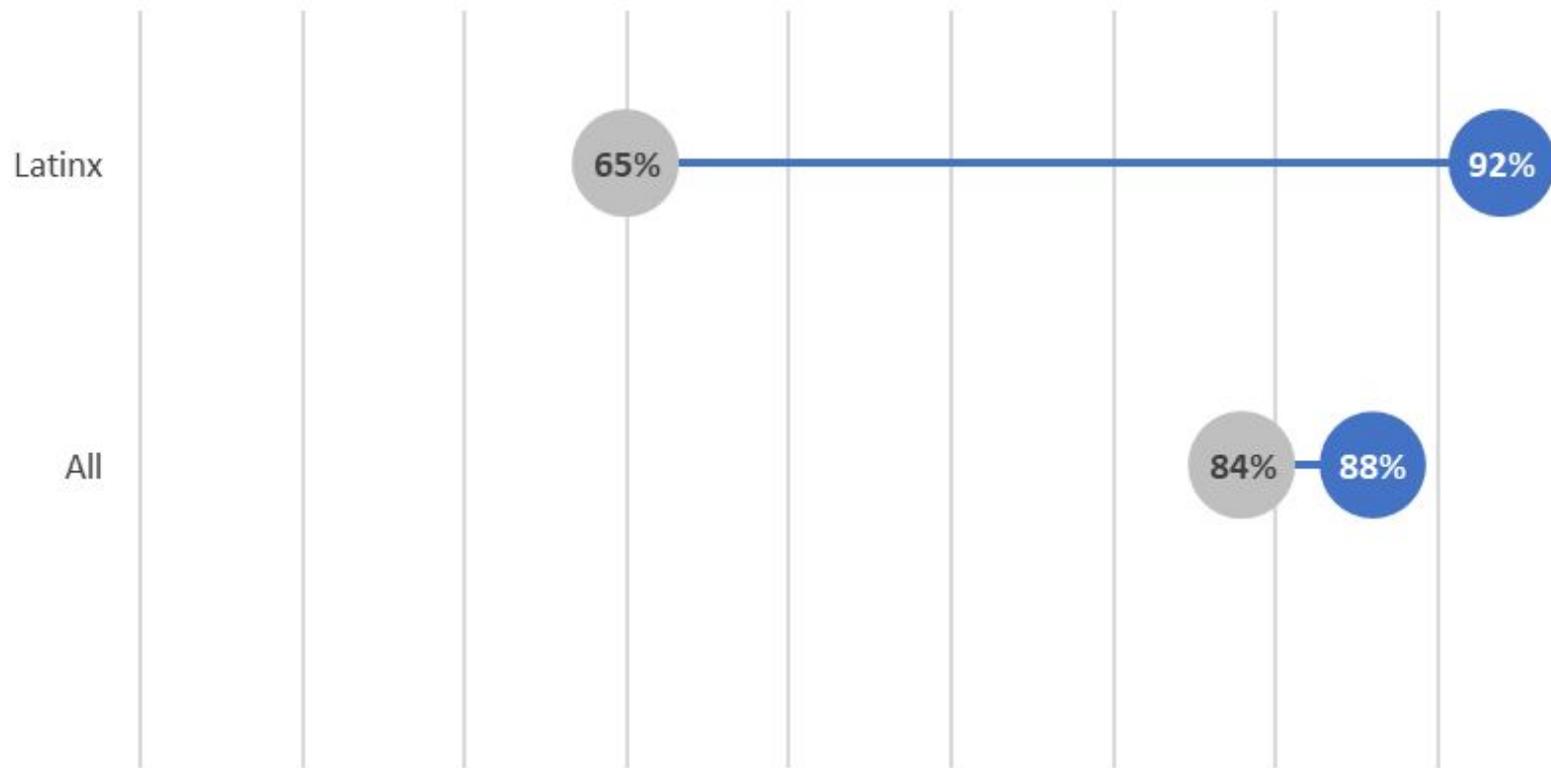
% of students who received a 3 or higher on the Spanish AP Test 2021-2022



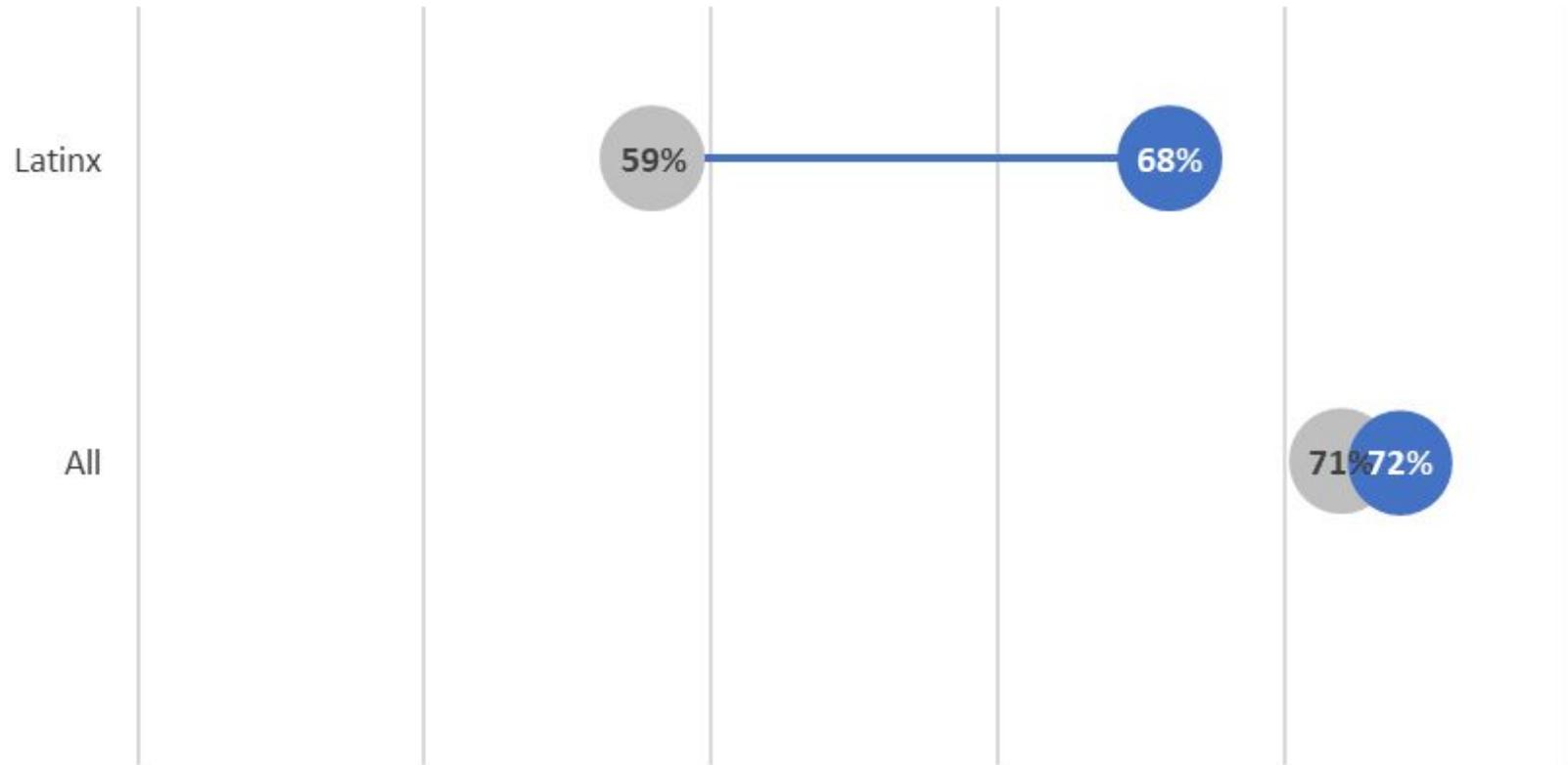
Increase in 9th graders on track to graduate from 2013/14 to 2021/22



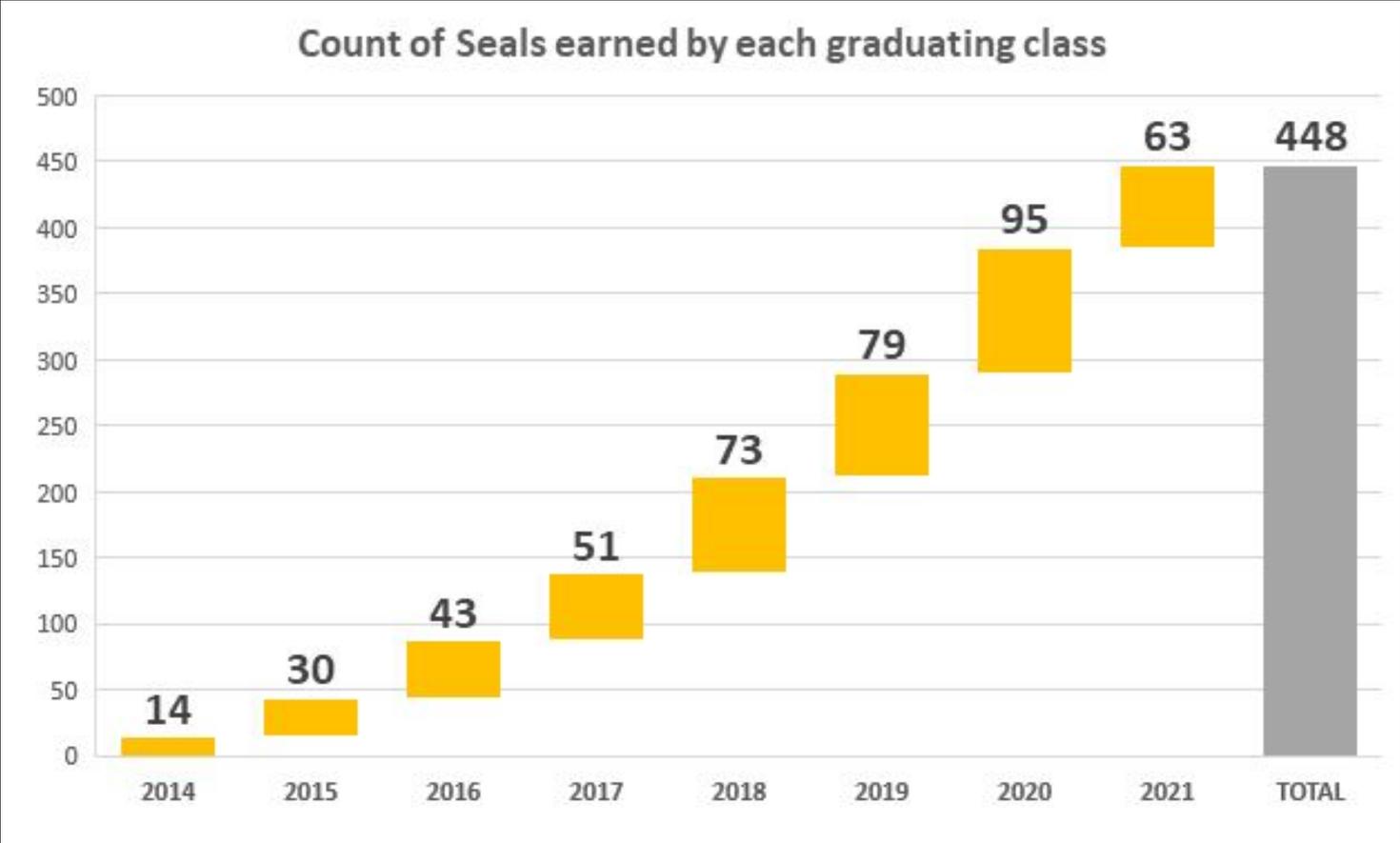
How Graduation Rates have changed from 2014-2021



How has post-secondary enrollment in the first year after graduation changed from 2014-2021



Oregon State Seal of Biliteracy



CSD K-12 DLI Pathway

7 Years

Elementary School

Kinder 70/30

1 70/30

2 70/30

3 50/50

4-5 50/50

3 Years

Middle School

Two courses in Spanish
Minimum

4 Years

High Schools

Two courses in Spanish
Minimum

College and
career ready



About Garfield Elementary

- Current school enrollment: 382

DI demographics - 100% of students in the program

- Kindergarten - 70 students
- First grade - 71 students
- Second grade - 72 students
- Third grade - 55 students
- Fourth grade - 55 students
- Fifth grade - 59 students



About Garfield Elementary

Students: 49% Latino / 40 % white / 2 % black / 2% Asian/Pacific Islander 1% American Indian/Alaska Native and 7% Multi-racial

Teachers: 50% Latino 50% white

- SAFE Group
- Mariachi experience
- Monthly Guatemalan night
- Leadership team is now the Equity Team
- 68% of students at Garfield demonstrated above average growth in reading in one language or the other based on STAR
- 92% of students and staff feel that people at their school value people of different races and ethnicities.
- Systemic focus on recreating a feeling of connection



About Lincoln Elementary

- Current school enrollment: 338

DI demographics - 100% of students in the program

- Kindergarten - 65 students
- First grade - 63 students
- Second grade - 52 students
- Third grade - 61 students
- Fourth grade - 41 students
- Fifth grade - 56 students



Students 31% Latino / 58% white / 1% black / 1% Asian/Pacific Islander/ 1%Native American/Alaskan/ 8%Multiracial

Teachers 45% Latino / 45% white / 5% black / 0% Asian/Pacific Islander/
5%Native American/Alaskan/ 0% Multiracial

About Lincoln Elementary

*Student ENGAGEMENT score is in the 97th percentile (*Youth Truth Survey, 2022*)

*Baile folclórico music groups begin.

*SAFE group established.

*Laja Twinning Project (*Aves Compartidas*) continues 4th year partnership with Lincoln & Garfield.

*Student BELONGING and INSTRUCTIONAL METHODS reported in the 87th percentile (*Youth Truth Survey, 2022*)

*71% of students with above average growth in Spanish and/or English Reading (*STAR SLA/ELA 2022*) .



About Linus Pauling Middle

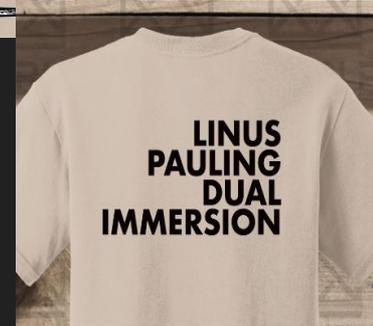
Current school enrollment: -772

- 6th grade - 113 students
- 7th grade - 101 students
- 8th grade - 106 students

Mariachi Band-established 21-22 school year
Elective offering-World Peace Games in Spanish
End of the year DLI celebration
STAMP

LP Student Demographic

White- 60%, Hispanic-26%, Multi Racial-9%, Black-2%, Asian-2%
American Indian/Alaska Native-1%

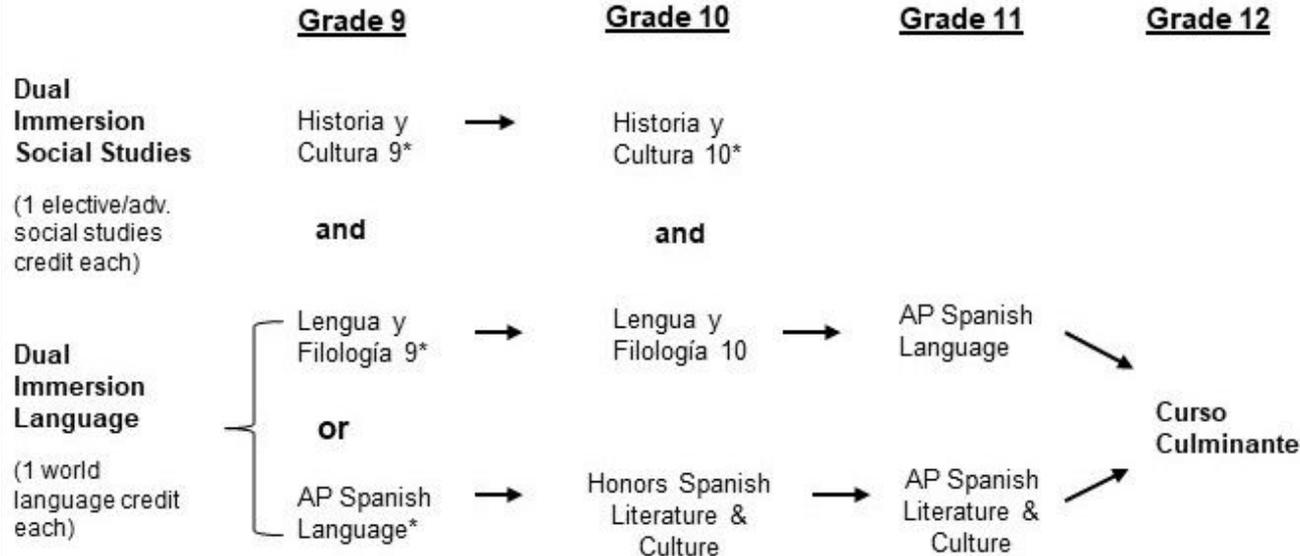


Dual Immersion Course Sequence at Linus Pauling

	6th grade	7th grade	8th grade
Social Studies	Geography of the Western world	History of the Eastern world	US History
Spanish Language Arts	6th grade Spanish Language Arts	7th grade Spanish Language Arts	8th grade Spanish Language Arts
Spanish	First year Spanish	Second year Spanish	Third year Spanish

About Corvallis High School

High School Sequence for Dual Immersion



*DI placement determined by STAMP test results and oral/written language assessment

DLI Graduates

2014: 14

2015: 20

2016: 30

2017: 29

2018: 33

2019: 42

2020: 53

2021: 42

2022: 50

2023: 65 (Projected)



Celebrating Our Students and Graduates

Address to School Board

I am Gustavo Esparza, I live in Corvallis and have a brother at Corvallis High School who is soon to graduate. I am a recent graduate of Oregon State University, class of 2022. The main reason why I'm here today is to talk about the importance of the Corvallis School District's Dual Immersion Program to my success in life. As some of you know, I am a Class of 2017 graduate of Corvallis High, earning my Oregon State Seal of Biliteracy, aka el Sello Bilingue, after 13 years of being in the DI program.

I want to give a quick shoutout to my parents. With all due respect to Franklin, which is a three minute walking distance from my current home of 22 years, I am thankful that my parents were informed about the Dual Immersion program in 2004, still in its infancy, and made the choice to send me farther away to Garfield instead. I had the delight of having great teachers and staff willing to help out students succeed, building up skills academically and socially in both English and Spanish.

Having a core group of students in a class allowed for a sense of familiarity, transitioning from Garfield to Linus Pauling, and from LP to CHS. It was great being in an environment where classmates truly cared about the successes and well-being of fellow peers. Many of my friendships throughout my school years began and were strengthened with fellow students of the DI program, not just in my grade but in grade(s) below. I was appreciative of the time I had outside the home to converse and work on my Spanish skills with my classmates and friends. Class material allowed me to not just appreciate Latin American cultures and identities, but other World cultures. I am happy that many of my friends are not American born or raised, as I can learn customs, traditions, norms from cultures that are not American based.

The opportunity to learn from multiple teachers that embraced the DI program and its multiculturalism was something I never took for granted. All of them are great advocates and care about the wellbeing of their students, inside and outside the school setting. (I can name all of them, and they know who they are, but I only got a limited amount of time). Their ability to appreciate different perspectives has influenced me to do the same.

Present-day me is balancing multiple jobs, all relating to helping out others, communicating with different groups of people offering different perspectives. At the grocery store I work at, I'm one of the few people of color that work there, in addition to being one of the few Spanish-speaking workers there. There are instances where I have to play the translator role for customers, and I'm happy that my bilingual skills come in handy.

They also are helpful when coordinating a project for high schoolers, on behalf of Casa Latinos Unidos. It is called Jovenes en Accion, or Youth in Action, where a group of students of the Latino community will learn research steps towards creating an action plan toward an issue that students care about and are impacted by. In addition, I'm also at OSU as an academic counselor for EOP (Educational Opportunities Program), playing a small role in assisting first-year students from traditionally underrepresented backgrounds in maneuvering through university life. I can thank the DI program for teaching me not just the strengths of bilingualism, but teaching me the importance of leadership, advocacy, empowerment, empathy, creativity, teamwork, compassion and more.

Don't just look at me as to why the program is a success. There are many stories out there that highlight why the DI program has played a role in the life successes of former students. Take Malia Bauder for example, from the class of 2015. She is currently in Seattle, working in the healthcare field as a genetic counselor. Her tasks include creating resources, translating

documents and counseling patients in the hospital setting. Being able to speak Spanish fluently allows the Spanish-speaking patients she interacts with to feel comfortable and connect with her on a deeper level. Malia is super grateful for the DI program, and I can (probably) assume the same thing for her 2 younger siblings, (Nash and Shelby).

The DI program was also of great help to one of my longest-tenured friends. Chris Polanco, class of 2018, attributes the DI program to helping him learn English. It also assisted in his transition from knowing only Mexican culture to also learning American culture. He is on track to graduate from OSU in the spring of 2023, majoring in Business Information Systems, and had spent the summer interning at Deloitte as a financial advisory intern. After graduation, Chris has a job lined up as a risk and financial advisory analyst. He credits his present and future job outlook on the time spent in the DI program.

Now, if I had unlimited time I could go all day highlighting the stories of my friends making it big in the world, crediting the DI program for teaching them bilingual and multicultural skills. The Dual Immersion program has been a success, and I hope to see it continue growing in the upcoming years, producing more quality people who are motivated and determined to make a positive impact in the world. Thank you for listening!

Good evening,

My name is Ana Maria Nunez Guzman and I am one of the Dual Immersion teachers at CHS. I currently teach DI Lengua y Filologia (language arts) for freshmen and sophomores. This is my third year as a Dual Immersion teacher.

I have been part of the Dual immersion program for many years. First as a student and now as a teacher. I had the amazing opportunity to be enrolled in the program back in 2003 when I started kindergarten at Garfield Elementary. In 2015 I graduated from CHS and I earned the biliteracy seal from the state. I still remember the day when we had our interviews. I remember standing in front of the panel which included our Teacher Amanda Filloy. It was a bit terrifying but we had been preparing for that day for a long time. I also remember receiving the news that I had passed the test therefore earning the biliteracy seal.

The DLI program has impacted me in many different ways. It opened the door to many opportunities. I was able to continue learning in my native language Spanish as I developed my second language, English. Thanks to the ability of being able to learn in two languages I have been able to effectively communicate, interact and help many individuals. By being part of the DLI program I was able embrace my bilingualism and biculturalism. It gave me a deeper understanding and connection to my community and issues we face. I was able to learn from teachers who were passionate and who cared about their students. I formed many connections with my peers and teachers that have lasted for many years.

Because of my amazing teachers at Garfield, Linus Pauling and CHS I decided to become a teacher. They were my role models and I looked up to them.

And now I have the honor to teach and support my students as they continue to learn and develop their language skills. I get to work each day with some of the most creative, funny, and caring students. I see them helping each other with their grammar practice or with their reading comprehension. Every day I get to see how my students embrace being bilingual and most importantly how they are accepting and respectful of the many cultures that coexist within our classroom.

At times it can be difficult especially when developing a new curriculum and trying to find the resources necessary to teach engaging lessons. But with the support of colleagues and mentors everything is possible. I am thankful for having the privilege of being a part of the DLI program as a student and now as a teacher because I have a greater understanding of all the effort that my teachers put into teaching.

IX. DIVISION 22 REPORT AND ACTION (8:05 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: October 13, 2022

Division 22 Standards for 2021-2022 School Year

ACTION REQUESTED

Background

School district superintendents are required to provide a Division 22 Report to their local school board regarding the district's standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules [581-022-2305](#).

By November 1, 2022, school district superintendents are to report to their local School Board on the district's compliance with all Division 22 Standards in effect for the 2021-2022 school year and to post the Division 22 Community Report for the 2021-2022 school year on their district website. ODE also recommends that superintendents inform School Boards if there have been any recent changes in policy or practice that may take the district out of compliance with any of the Division 22 Standards during the current school year (2022-2023).

A new format for the Division 22 Compliance Report has resulted in standards being grouped by category. Previously, the rules were listed in order by rule number. ODE is hopeful that grouping by category will increase understanding for school board members, district staff, parents, and students of what the standards are and what role they play in the state's delivery of educational services.

After completing the local reporting process, districts will complete and submit to the Oregon Department of Education (ODE) the annual Elementary and Secondary Schools Assurance Form by November 15, 2022.

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Division 22 Rule Waivers and Modifications for the 2021-22 School Year

The following rules were waived in their entirety:

- **581-022-2115 Assessment of Essential Skills**
- **581-022-2130 Kindergarten Assessment**

Modifications were made to the following rules as described below:

- **581-022-2263 Physical Education Requirements:** Grades 6 - 8 have an increased requirement since last school year. For schools who have a 5-day school week, students in grades 6 - 8 must have 180 minutes/week of Physical Education. This will increase to 225 minutes/week for the 2022-2023 school year.

Compliance Overview

Corvallis School District is in full compliance with Division 22 Standards for the 2021-2022 school year. Looking ahead to compliance for the 2022-2023 school year, here are standards that will need extra scrutiny and planning.

- Physical Education for Grades 6 - 8
 - Requirements for the 2022-2023 school year are set at 225 minutes per week
- Talented and Gifted Programs and Services/Talented and Gifted Identification of Students
 - Revisions and updates to TAG related board policy and administrative regulations will be sent to you for review and approval this school year in order to meet requirements set out by Division 22.

ACTION REQUESTED

Approve the Division 22 report for submission to ODE and to be published on the District website. Authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours.

MOTION REQUESTED

"I move to approve the Division 22 report for submission to ODE and to be published on the District website and authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours."

Corvallis School District

Report on Compliance with Public School Standards

2021-22 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Corvallis School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2021-22 school year. For each rule reported as out of compliance, Corvallis School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

X. ADOPT BOARD & SUPERINTENDENT WORKING AGREEMENTS AND BOARD NORMS (8:25 p.m.)*

A. Adopt 2022-23 Board and Superintendent Working Agreements



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: School Board Director Vincent Adams and Superintendent Ryan Noss

Meeting Date: October 13, 2022

Board and Superintendent Working Agreements

ACTION REQUESTED

Background

The Board and Superintendent Working Agreements are reviewed annually. On October 13, 2022, Director Adams and Superintendent Noss will make recommendations for edits, if any, and the Board will be asked to adopt the 2022-23 working agreements.

ACTION REQUESTED:

Adopt the 2022-23 Board and Superintendent Working Agreements.

MOTION REQUESTED:

“I move to adopt the 2022-23 Board and Superintendent Working Agreements [*as submitted/as revised*].”



BOARD AND SUPERINTENDENT WORKING AGREEMENTS

2021-22

(Adopted 10-14-21)

A. Purpose of Agreements

The Board of Directors is the governing body for the School District. To effectively meet the District's opportunities, the School Board and Superintendent must function together as a cohesive leadership team. The following are the group agreements for the Board and Superintendent to support a collaborative relationship.

B. Board Job Description and Relationship with the Superintendent

1. Act as trustees of the district seeking to make decisions in the best interest of all students in the community.
2. Collaborate with the Superintendent, set the long-term direction of the district through the mission, vision, goals, and priorities.
3. Govern through policymaking, planning, and oversight, while acting as financial stewards of the district, including setting expectations, aligning resources with priorities, planning for fiscal sustainability, and monitoring progress.
4. Conduct district business with care and respect, fostering board unity, and assisting in gaining acceptance and support in the community by openly sharing district progress and celebrating student success.
5. Understand that as an individual, a Board member has no authority. It is when acting through a majority that the Board has influence.
6. Supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
7. As able, engage and volunteer in learning activities at the board, district, community, state, and national levels.
8. As a cohesive leadership team, work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.

9. Respect the Superintendent's responsibility to manage the day-to-day operations of the district and to direct employees in District and school matters.

C. Role of Board Leadership

1. Manage the Board's processes; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process, and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Board members will communicate with one another should an issue or problem develop between them. The chair may need to communicate with individual Board members as mediator and to express expectations under policies, working agreements, and group operating norms.
4. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
5. Set strategic priorities for Board professional development annually.
6. A Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent

1. The superintendent is the chief executive officer charged by the board to be the operational and instructional leader of the school district.
2. The superintendent will invest in the relationship with, and the capacity of, members of the board.
3. Work with the board to establish strategic priorities for the District.
4. Prepare annual goals for the board's consideration.
5. Serve as the chief advisor of the board by providing relevant qualitative and quantitative data and other sources of accurate information to board members so that comprehensive evidence-based decisions can be made.
6. Communicate with board members promptly and effectively by informing the board of all emergent information including relevant trends, anticipated media coverage, or vital external or internal change.
7. The Superintendent or designee will schedule times for a maximum of three Board members to meet with the Superintendent or designee for information sharing sessions and questions. Answers to questions will be shared with the entire Board and meeting participants will not deliberate towards a decision.

B. Adopt 2022-23 Board Norms



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: School Board Director Vincent Adams
Meeting Date: October 13, 2022

2022-23 Board Norms

ACTION REQUESTED

Background

Board Norms are reviewed annually. At the August 11, 2022 meeting, after reviewing the 2021-22 Board Norms there was consensus that Director Adams would solicit feedback from the Board and create a draft of an updated document for review. On September 29, 2022, Board members reviewed the initial draft and made recommendations for edits. Attached is the 2022-23 Board Norms draft, with edits. The Board will be asked to adopt the 2022-23 Board Norms.

ACTION REQUESTED:

Adopt the 2022-23 Board Norms.

MOTION REQUESTED:

"I move to adopt the 2022-23 Board Norms *[as submitted/as revised]*."



Corvallis

SCHOOL DISTRICT

DRAFT Board Norms 2022-23

(Revised 9/29/22)

The Corvallis School Board also has Board and Superintendent Working Agreements, which provide guidance regarding meeting operations and communication.

A. How We Approach Board Work

1. The board commits to conducting its work with care and respect. Comments and actions that cause harm based on people's identities will not be tolerated.
2. The board will value the lived experiences of students, families, staff, community, and board members in its deliberations. Members will express what they have learned from the experiences of others.
3. Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.
4. Allow all members time to express themselves without feeling rushed. Members will be succinct to maintain opportunity for all to express themselves.
5. Allow moments of silence between commentaries to provide time to consider the discussion.

B. How We Meet

1. As practicable, board meetings will start and end on time. The board will use time to engage in relevant and topical discussion based on the agenda topics.
2. In business meetings, members will be allowed to speak twice to matters being voted on, and no member may speak a second time until all members have had an opportunity to be heard. Additional time can be allowed at the discretion of the chair, and members will defer when the chair indicates it is time to move on with the agenda.
3. The board will utilize work sessions to allow time for members to process complex or contentious topics, and learn from staff.
4. Facilitate input and comments from the public to the time allotted for public testimony. If needed, the board will utilize work sessions and other forms of engagement to hear from the community.

C. How we Engage District Staff

1. The Board sees every person in a school building as an educator of students. The board will respect and rely on the professional expertise of district staff.
2. Be cognizant of limitations of resources and time when requesting action from staff. Information requests that demand significant staff effort to fulfill will be aligned with the District Goals and approved by the Board.

D. How We Communicate

1. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A statement will be added to the bottom of the board chair's email. The footnote will state, "*The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair.*"

All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond.

2. When a single Board member receives a communication from a member of the public, to their individual email address, that Board member may respond to that patron. The Board member may also elect to forward the email and response to the Board Chair or full Board.
3. Responses to community communications should occur within 36-72 hours of receipt of the communication. If response within this timeframe is not feasible, the chair will delegate a Board member to respond.
4. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.

XI. CONSOLIDATED ACTION (8:40 p.m.)*

A. Minutes

1. September 8, 2022

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 6:36 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Sarah Finger McDonald, Chair Luhui Whitebear, Co-Vice Chair Shauna Tominey, Co-Vice Chair Sami Al-Abdrabbuh Terese Jones Vincent Adams Tina Baker</p> <p><u>BOARD MEMBERS EXCUSED</u></p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director</p>
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II. EXECUTIVE SESSION

The Board met in Executive Session at 5:00 p.m. under ORS 192.660(2)(d) - Consult with persons designated to carry on labor negotiations, ORS 192.660(2)(f) - To consider records that are exempt by law from public inspection.

III. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION:

It was moved by Director Adams and seconded by Director Jones that in response to Rebecca Williams's request for Board review of her complaint, the Board take no further action and defer to Assistant Superintendent Harder's July 7, 2022 decision regarding Ms. Williams' May 27, 2022 complaint. The motion was voted on and unanimously approved.

MOTION:

It was moved by Director Adams and seconded by Director Al-Abdrabbuh that in response to Nancy Rohn's request for Board review of her complaint, the Board take no further action and defer to Assistant Superintendent Harder's July 21, 2022 decision regarding Ms. Rohn's June 19, 2022 complaint. The motion was voted on and unanimously approved.

IV. BOARD MEMBER REPORTS

Chair Finger McDonald shared that she and Directors Baker and Al-Abdrabbuh attended the Welcome Back Rally for District staff at Crescent Valley High. The energy in the room was inspirational; having staff back together felt good after not being able to gather the last couple of years during the pandemic. Additionally, she shared that it was exciting to see the land acknowledgment mural funded through a grant students applied for from the Corvallis Public Schools Foundation.

Co-Vice Chair Tominey shared that the student grant recipients had voiced how exciting it was to receive the funds for the mural and what it meant to them to create something beautiful that would spark conversations for future students that had not happened in the past. She also shared that she recently attended her 25th class reunion at Crescent Valley High school, that it was exciting to share the land acknowledgment mural, and that the mural did spark conversation with past students.

Co-Vice Chair Whitebear expressed excitement for the SAFE mural at Corvallis High School. She shared that it was amazing to see the effort students put into creating art that is inclusive and super cool; an outstanding job.

Director Jones stated that Linus Pauling Middle School got off to a great start and expressed gratitude to the facilities staff for the hard work of getting buildings ready for students.

Director Al-Abdrabbuh offered the following:

- A reminder for Board members to register for the Oregon School Boards Association (OSBA) annual convention, which will be held November 10 - 13; it is the first in-person convention since the pandemic's start.
- My time is winding down as the President of the Oregon School Board Color Caucus.
- I have been encouraged by colleagues to run for two leadership positions - President-Elect of the Oregon School Boards Association and for a pacific region vacancy on the National School Boards Association Board of Directors.
- I would appreciate Board support as both positions would provide opportunities to bring Corvallis and Oregon voices, advocating for better funding for education to ensure we meet kids' needs.

V. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report and provided a few highlights from the second annual Health and Resource Fair, the staff Welcome Back Rally, and the first week of school. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

VI. PUBLIC COMMENT

Rebecca Williams, 435 NW 13th Street, Corvallis, read from a prepared statement (Ms. Williams' letter is posted online with the informational packet and will be filed with the 2022-23 Board records). Ms. Williams opined that the orchestra program has declined with the loss of a full-time orchestra position.

Nancy Rohn, 810 SE Park Avenue, Corvallis, read from a prepared statement (Ms. Rohn's letter is posted online with the informational packet and will be filed with the 2022-23 Board records). Ms. Rohn opined that the orchestra program requires specialized instruction and that a full-time orchestra position should be reinstated

Becky Dubrasich, 3900 SW Research Way, Corvallis, shared concerns that COVID-19 vaccine exemptions are not accepted for volunteers. Ms. Dubrasich opined that COVID-19 vaccines do not prevent transmission of the COVID-19 virus and that it is discriminatory that exemptions are not allowed for volunteers.

VII. BOND UPDATE

Facilities and Transportation Director Kim Patten and Wenaha Group Senior Project Manager Dale Kuykendall referred to a report provided to the Board before the meeting and gave a slide presentation. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

VIII. CONSOLIDATED ACTION

MOTION:

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

- A. Minutes** – August 11, 2022, and August 18, 2022 (The documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)
- B. Licensed Personnel Action** (The documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

IX. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

X. BOARD MEMBER COMMENTS

Director Adams reminded the Board to respond to the survey for the Board Goals document.

Co-Vice Chair Whitebear expressed excitement to see everyone back in school. Additionally, she looks forward to hearing from the community, staff, and students in the coming year.

Director Jones reminded parent-teacher groups to contact the Board if they would like Board members to attend meetings.

Chair Finger McDonald shared the following comments:

- Please let the board secretary know if you plan to attend the OSBA annual convention.
- The Board was asked to consider endorsing ballot initiative M114 to require permits to

purchase firearms in Oregon. Board leadership determined endorsement falls outside the Board's scope.

- Contact me for information on how you can endorse the measure as a Board member.

XI. ADJOURNMENT

There being no further business before the Board, Chair Finger McDonald adjourned the meeting at 7:51 p.m.

Sarah Finger McDonald, Board Chair

Ryan Noss, Superintendent

Prepared By: Kim Nelson

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UNADOPTED

2. September 29, 2022

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 7:11 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Sarah Finger McDonald, Chair Luhui Whitebear, Co-Vice Chair Shauna Tominey, Co-Vice Chair Sami Al-Abdrabbuh Terese Jones Vincent Adams Tina Baker</p> <p><u>BOARD MEMBERS EXCUSED</u></p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director</p>
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II. ACKNOWLEDGEMENT OF HISPANIC HERITAGE MONTH

Board members took turns reading aloud Resolution Number 21-0901 – Acknowledgement of Hispanic Heritage Month, celebrated each September 15 through October 15. (The document is posted online with the informational packet of this meeting.)

III. EXECUTIVE SESSION

The Board met in Executive Session at 5:30 p.m. under ORS 192.660(2)(f) - To consider records that are exempt by law from public inspection.

IV. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION:

It was moved by Director Adams and seconded by Director Whitebear to have the matters raised in Mr. Cates’ complaint heard before the Board. The motion was voted on and unanimously approved.

V. ACTION ON BUDGET COMMITTEE VACANCIES

(The document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

MOTION:

It was moved by Director Jones and seconded by Director Baker to identify three full-term openings and one one-year appointment on the 2023 Budget Committee and approve the recruitment schedule as presented by staff. The motion was voted on and unanimously approved.

VI. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) WORK SESSION

Chair Finger McDonald welcomed Kristen Miles from the Oregon School Boards Association (OSBA). Ms. Miles facilitated the first of four work sessions scheduled for the Diane Efseaff Scholarship program. (The slides are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Superintendent Noss and the Board reviewed information from the Board Retreat. Additionally, Superintendent Noss shared information regarding the upcoming community engagement process that will be facilitated by East Consulting & Associates. (The documents and slides are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Co-Vice Chair Tominey joined the meeting at 7:32 p.m.

Ms. Miles, Superintendent Noss, and the Board continued the discussion regarding next steps, desired outcomes, and the current schedule for the remaining work sessions, which include January 25, 2023, February 23, 2023, and May 4, 2023.

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

VII. BOARD NORMS – FIRST READ

Director Adams presented revisions to the Board Norms. He shared that the response to the Board Norms survey was used in revising the Board Norms document and that there are substantial changes in the rewrite and how the document is structured while working to capture the tone and culture of this Board and the work of the Board. (The document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

The Board discussed edits to sections B1, B2, B3, C1, and C2. Director Adams will bring the revised Norms back for action at the October 13, 2022, business meeting.

VIII. BOARD MEMBER COMMENTS

Director Jones shared that the girls’ and boys’ Linus Pauling Middle School cross country teams have won both of their meets. Additionally, she gave a shout-out to the coaching staff for keeping 80 students motivated and feeling accomplished.

Co-Vice Chair Whitebear shared the following:

- Thank you to school staff for facilitating all the back-to-school nights and engaging with families.
- A reminder to the community to respect school zone speeds with students back in school.

Co-Vice Chair Tominey shared gratitude for the Cheldelin Middle School staff and leadership for hosting their back-to-school night this evening. It was a joyful event and an excellent opportunity to tour the school and see the classrooms.

Chair Finger McDonald reminded Board members that Board member reports at the beginning of business meetings should be relevant to the board member’s role. The Board member comments shared at the end of the meeting are typically more casual.

Co-Vice Chair Whitebear shared that the Indigenous Peoples Day proclamation will be read at the October 13, 2022, Board meeting. Additionally, she shared that the City of Corvallis proclamation signing will be at LaSells Stewart Center on October 10 at 5:30 p.m.; it is a partnership between Oregon State University and the City of Corvallis and will be open to the public.

IX. ADJOURNMENT

There being no further business before the Board, Chair Finger McDonald adjourned the meeting at 8:47 p.m.

Sarah Finger McDonald, Board Chair

Ryan Noss, Superintendent

Prepared By: Kim Nelson

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B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 13, 2022

Licensed Personnel Action

ACTION REQUESTED

1. Issue:

a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status	Notes
McDonald, Scot	Assistant Principal/Athletic Director	1.00	Crescent Valley High School	9/26/2022	Temporary Administrator	Taking a leave from his current teaching position.
Brown, Aislyn	District Media Specialist	1.00	District Office	9/19/2022	Temporary Teacher	
Burns, Abigayle	Kindergarten Teacher	1.00	Adams Elementary School	9/26/2022	Temporary Teacher	
Gevatosky, Mary	Special Education Teacher	1.00	Linus Pauling Middle School	9/26/2022	Probationary Year 1	
Volk, Alanna	Art/Elementary Specialist	0.60	Franklin K-8	10/3/2022	Temporary Teacher	

b. Resignations

Name	Position	FTE	Building	Effective	Notes
Bland, Darren	Assistant Principal/Athletic Director	1.00	Crescent Valley High School	9/23/2022	Resignation

MOTION REQUESTED:

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

XII. CONSOLIDATED INFORMATION (8:50 p.m.)*

A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Jennifer Duvall, Director of Human Resources
 Meeting Date: October 13, 2022

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Name	Preferred Name	Position	Hrs/FTE	Building	Start Date	Contract Status
Chavez, Mercedes	Maribella	Educational Assistant 2	6.50	Mt. View Elementary School	10/03/2022	Regular/Probationary
Cisneros May, Esther	Clarissa	Educational Assistant 2 - Bilingual	6.00	Garfield Elementary School	09/22/2022	Regular/Probationary (3 hrs) & Temp/Limited Term (3 hrs)
Lopez, Erika		Educational Assistant 2 - Bilingual	6.50	Garfield Elementary School	10/12/2022	Regular/Probationary
Mason, Mark		Maintenance 1 - Custodial	8.00	Corvallis High School	09/26/2022	Regular/Probationary
Paterson, Amber		Educational Assistant - WINGS	4.00	Crescent Valley High School	09/12/2022	Temporary / Limited-Term
Salinas, Jacob		Educational Assistant 2	7.00	Cheldelin Middle School	09/19/2022	Regular/Probationary
Valentines Hernandez, Tzitziki	Kiki	Educational Assistant 2 - Bilingual	6.50	Garfield Elementary School	09/20/2022	Regular/Probationary
Vogler, Suzette		Food Service Assistant	4.00	Central Kitchen	10/05/2022	Regular/Probationary



Corvallis

SCHOOL DISTRICT

Name	Preferred Name	Position	Hours	Building	Start Date	Contract Status
Young, Keaton		Maintenance 1 - Custodial	4.00	Corvallis High School	09/26/2022	Regular/Probationary
Lane, Joshua	Josh	Educational Assistant 2	7.00	Crescent Valley High School	09/26/2022	Regular/Probationary
Ritter, Anna		Student and Family Advocate 2	4.00	Kathryn Jones Harrison Elementary	09/21/2022	Regular/Probationary
Trejo, Ricky		Student Behavior Support 1	7.00	Cheldelin Middle School	09/27/2022	Regular/Probationary
Sriram, Radhika		Human Resources & Payroll Technician	8.00	District Office	09/27/2022	Regular/Classified
Locey, Brett		Educational Assistant Life Skills	7.00	Kathryn Jones Harrison Elementary	09/19/2022	Regular/Classified
Hudson, Eve	Ezra	Educational Assistant 2	7.00	Cheldelin Middle School	09/26/2022	Regular/Probationary
Bond, Ian		Maintenance 1 - Custodial	8.00	Linus Pauling Middle School	10/10/2022	Regular/Probationary
Strickler, Josalyn		Educational Assistant 2	6.50	Muddy Creek	9/26/2022	Temporary / Limited-Term
Spaulding, Keith		Maintenance 1 - Custodian	8.00	Adams / Mt. View Elementary School	10/24/2022	Regular/Probationary
VanDevelder, Gabrielle		Student Behavior Support 1	7.50	Linus Pauling Middle School	09/19/2022	Temporary / Limited-Term



Corvallis

SCHOOL DISTRICT

Name	Preferred Name	Position	Hours	Building	Start Date	Contract Status
Souther, Julianna		Educational Assistant 2	6.50	Adams Elementary School	10/10/2022	Regular/Probationary
Dray, Emily		Assessment Technician (4) / Career Center Specialist (4)	8.00	Corvallis High School	09/29/2022	Regular/Probationary
Laureano, Christina		Administrative Assistant 1	3.00	Linus Pauling Middle School	09/28/2022	Temporary / Limited-Term
McGillivray, Jamison		Educational Assistant 2	7.00	Linus Pauling Middle School	09/29/2022	Regular/Probationary
Goodman, Jordan		Maintenance 2 - Groundskeeping Crew Member	8.00	District Office / Facilities & Maintenance	10/17/2022	Regular/Classified
Saeed, Aafia		Educational Assistant 2	3.50	Garfield Elementary School	10/10/2022	Regular/Probationary
Williams, Marlon		Maintenance 1 - Custodian	4.00	Lincoln Elementary School	10/12/2022	Regular/Probationary
Lopez Hernandez, Nicole		Student and Family Advocate 1	7.00	Garfield Elementary School	10/12/2022	Regular/Probationary
Arriza, Ryan		Fiscal Clerk 1	8.00	District Office	10/12/2022	Regular/Probationary
Little, Madison	Maddie	Educational Assistant 2	4.00	Letitia Carson Elementary	10/12/2022	Regular/Probationary
Lands, Donald		Warehouse Delivery	6.00	Food & Nutrition Services	10/10/2022	Regular/Probationary



Corvallis

SCHOOL DISTRICT

Name	Preferred Name	Position	Hours	Building	Start Date	Contract Status
Houck, Deborah		Food Service Specialist	6.00	Philomath Elementary School	10/10/2022	Regular/Classified
Garcia, Duncan		Educational Assistant 2	6.50	Garfield Elementary School	10/13/2022	Regular/Probationary

Termination/Resignation/Layoff/Retirement

Name	Position	Hrs/FTE	Building	Effective	Reason
Robbins, Amanda	HR Specialist	1.00	District Office	11/17/2022	Resignation
Paik, Nicole	Educational Assistant 2	6.50	Kathryn Jones Harrison Elementary	09/09/2022	Resignation
Cooke, Monica	Educational Assistant 2	6.50	Adams Elementary School	09/12/2022	Resignation
Schlundt, Monica	Educational Assistant Life Skills	7.00	Linus Pauling Middle School	09/23/2022	Resignation
Bittner, Annalissa (Annie)	Student and Family Advocate 2	4.00	Letitia Carson Elementary	11/11/2022	Resignation
Altuhov, Melinda	Food Service Assistant	4.00	Central Kitchen	09/30/2022	Resignation
Hughey, Joanna	Food Service Assistant	6.00	Central Kitchen	09/01/2022	Resignation



Corvallis

SCHOOL DISTRICT

Name	Position	Hrs/FTE	Building	Effective	Reason
Giles, Maddilyn (Maddi)	Educational Assistant 2	6.50	Mt. View Elementary School	10/02/2022	Resignation
O'Neill, Meghan	Educational Assistant 2	6.50	Letitia Carson Elementary	10/18/2022	Resignation
Liang, Lynn	Food Service Assistant	4.75	Corvallis High School	10/18/2022	Resignation
Vogler, Suzette	Food Service Specialist	5.50	Central Kitchen	10/05/2022	Resignation
Mobley, Avery	Info Svcs Tech Support 1	8.00	Cheldelin Middle School	10/18/2022	Resignation
Ritter, Anna	Student and Family Advocate 2	4.00	Kathryn Jones Harrison Elementary	11/04/2022	Resignation

[For your information](#)

Name	Position	FTE	Building	Effective	Reason

B. Unaudited Financial Statements

1. June 2022 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 13, 2022

June Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending June 30, 2021 and June 30, 2022 follow this report. Year-to-date operating revenues through the end of June 2022 total \$84.4 million or 102.6% of total budgeted operating revenues as compared to \$80.6 million or 100.1% through the end of June 2021.

Total resources are projected to be \$3.7 million more than budgeted, primarily due to an increase in state funding per pupil and a higher than projected beginning fund balance. The beginning fund balance reflects an increase of \$1.6 million over the adopted budget. Overall, total operating revenues in 2020-21 were 100.1% of budget while total operating expenditures were 91.4% of budget.

Year-to-date operating expenditures through the end of June 2022 total \$84.6 million or 97.6% of total budgeted operating expenditures as compared to \$78.8 million or 91.4% through the end of June 2021. Projected underspending in 2021-22 is expected to be approximately 2.4% of the adopted budget.

Projected resources and requirements through June 31, 2022 result in an ending fund balance of \$14.3 million, or 17.0% of projected operating revenues. The projected ending fund balance reflects a small decrease in fund balance, or operating deficit, of \$0.2 million. All General Fund reserves are projected to be at the designations outlined in board policy on June 31, 2022.

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

Supplementary Materials

1. Statements of Resources and Requirements as of June 30, 2021 and 2022
2. Schedule of Investments as of June 30, 2022
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of June 1 – June 30, 2022

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of June 30, 2021 and 2022 Respectively (Unaudited)

General Fund

	FY 2020-21					FY 2021-22				
	Amended	Actuals Thru	% of	Projected Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	6/30/2021	Budget	6/30/2021	Budget	Budget	6/30/2022	Budget	6/30/2022	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 38,680,046	\$ 38,513,035	99.6%	\$ 38,513,035	99.6%	\$ 37,769,442	\$ 38,627,176	102.3%	\$ 38,627,176	102.3%
Property Taxes Levied by District	30,973,627	31,096,320	100.4%	31,096,320	100.4%	31,981,778	32,539,634	101.7%	32,539,634	101.7%
Other Local Revenues	904,846	1,119,373	123.7%	1,119,373	123.7%	952,538	1,297,718	136.2%	1,297,718	136.2%
Local Option Taxes Levied by District	8,080,492	8,117,815	100.5%	8,117,815	100.5%	8,351,253	8,634,694	103.4%	8,634,694	103.4%
State School Fund - Prior Year Adjustment	(737,225)	(774,224)	105.0%	(774,224)	105.0%	-	(69,456)	-	(69,456)	-
Other Revenues	2,641,500	2,524,433	95.6%	2,524,433	95.6%	3,239,596	3,389,998	104.6%	3,389,998	104.6%
Total Operating Revenues	\$ 80,543,286	\$ 80,596,752	100.1%	\$ 80,596,752	100.1%	\$ 82,294,607	\$ 84,419,765	102.6%	\$ 84,419,765	102.6%
Beginning Fund Balance	\$ 12,679,136	\$ 12,679,136	100.0%	\$ 12,679,136	100.0%	\$ 12,941,586	\$ 14,494,452	112.0%	\$ 14,494,452	112.0%
TOTAL RESOURCES	\$ 93,222,422	\$ 93,275,888	100.1%	\$ 93,275,888	100.1%	\$ 95,236,193	\$ 98,914,217	106.0%	\$ 98,914,217	103.9%
REQUIREMENTS										
Salaries	\$ 41,671,984	\$ 40,414,104	97.0%	\$ 40,414,104	97.0%	\$ 42,590,462	\$ 42,775,333	100.4%	\$ 42,775,333	100.4%
Associated Payroll Costs	25,470,225	24,080,561	94.5%	24,080,561	94.5%	25,516,519	24,254,496	95.1%	24,254,496	95.1%
Purchased Services	12,425,872	8,887,170	71.5%	8,887,170	71.5%	13,106,303	11,521,104	87.9%	11,521,104	87.9%
Supplies and Materials	4,514,057	3,371,090	74.7%	3,371,090	74.7%	3,801,952	4,194,575	110.3%	4,194,575	110.3%
Capital Outlay	125,000	218,660	174.9%	218,660	174.9%	100,000	113,535	113.5%	113,535	113.5%
Other Objects	1,948,662	1,809,852	92.9%	1,809,852	92.9%	1,563,382	1,745,041	111.6%	1,745,041	111.6%
Total Operating Expenditures	\$ 86,155,800	\$ 78,781,437	91.4%	\$ 78,781,437	91.4%	\$ 86,678,618	\$ 84,604,084	97.6%	\$ 84,604,084	97.6%
Contingency	2,013,582	-	-	-	-	2,057,365	-	-	-	-
Rainy Day Reserves	1,987,321	-	-	-	-	4,114,730	-	-	-	-
Unappropriated Reserves	3,065,719	-	-	-	-	2,385,480	-	-	-	-
TOTAL REQUIREMENTS	\$ 93,222,422	\$ 78,781,437		\$ 78,781,437		\$ 95,236,193	\$ 84,604,084		\$ 84,604,084	
ENDING FUND BALANCE		\$ 14,494,452		\$ 14,494,452		\$ 14,310,133	\$ 14,310,133		\$ 14,310,133	
Contingency				2,014,919	2.5% *				2,110,494	2.5% *
Rainy Day Reserves				4,029,838	5.0% *				4,220,988	5.0% *
Unappropriated Reserves				8,449,695	10.5% *				7,978,650	9.5% *
* Percent of Operating Revenue				14,494,452	18.0%				14,310,133	17.0%

Corvallis School District 509J
Schedule of Investments
June 30, 2022

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	01/06/21	08/15/22	586	0.052%	\$102.33	2,900,000
	11/23/21	09/08/22	289	0.071%	\$100.07	5,000,000
	01/06/21	09/15/22	617	0.058%	\$102.43	2,900,000
	01/06/21	10/15/22	647	0.064%	\$102.32	2,900,000
	01/06/21	11/15/22	678	0.063%	\$102.90	2,900,000
	01/06/21	12/15/22	708	0.063%	\$103.03	2,900,000
	01/21/22	02/28/23	403	0.498%	\$99.59	3,000,000
	10/15/21	02/28/23	501	0.129%	\$100.00	2,900,000
	01/21/22	03/31/23	434	0.527%	\$99.52	3,000,000
	12/16/21	03/31/23	470	0.289%	\$99.79	2,900,000
	12/02/21	05/15/23	529	0.290%	\$99.76	5,000,000
	06/16/22	06/15/23	364	2.790%	\$97.51	3,000,000
US Government-Sponsored Enterprises:						
	01/06/21	07/13/22	553	0.055%	\$100.22	3,000,000
	09/15/21	10/13/22	393	0.041%	\$100.13	5,000,000
	12/02/21	12/09/22	372	0.137%	\$101.77	5,000,000
	09/15/21	01/23/23	495	0.065%	\$100.08	2,900,000
	01/24/22	01/24/23	365	0.500%	\$100.00	4,000,000
	05/06/22	11/06/23	549	2.349%	\$96.92	5,000,000
Total Investments Outside of Local Government Investment Pool:						\$ 64,200,000
Local Government Investment Pool:				Average Annualized Rate		
General Account				1.15%	\$	3,139,262
Debt Service Account - GO 2018 Bond Series				1.15%		13,535,470
Debt Service Account - GO 2020 Bond Series				1.15%		22,781,340
Total Investments Inside of Local Government Investment Pool ¹						\$ 39,456,072
Total Investments						\$ 103,656,072

¹ The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$52,713,000.

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	37.9%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	24.0%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	38.1%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 6/30/22:

3 Month U.S. Treasury Yield Curve Rate	1.78%
3 Month Jumbo Certificate of Deposit Rate	0.50%

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
100 - General Fund	
Audit Services	
PAULY, ROGERS AND CO. P.C.	12,225.00
Cash Donations to Other Agencies	
CITY OF CORVALLIS - PARKS & RECREATION	100,000.00
Computer Software	
EDNETICS INC	1,166.00
FRONTLINE TECHNOLOGIES GROUP LLC	105,967.26
LEARNING A-Z	2,368.00
MANGO TECHNOLOGIES INC DBA CLICKUP	13,559.18
OETC	76,690.88
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	20,219.71
BEACOCK MUSIC	7,774.39
BMO HARRIS	14,640.23
BSN SPORTS LLC	10,638.83
CAROLINA BIOLOGICAL SUPPLY CO	3,041.69
CHOWN HARDWARE	4,155.20
CLAY ART CENTER	1,897.71
CORVALLIS POWER EQUIPMENT	1,396.90
DICK BLICK	1,085.93
FARM PLAN	1,089.22
FLINN SCIENTIFIC INC	3,807.83
FRED MEYER CUSTOMER CHARGES	2,946.42
GEORGIE'S CERAMIC & CLAY CO - PORTLAND	2,393.04
GOPHER SPORT	4,945.77
GOVCONNECTION INC	1,349.43
GRIMCO, INC.	1,905.50
HARDWOOD CENTRE INC	2,491.90
HOME DEPOT CREDIT SERVICES	7,707.87
JW PEPPER & SON INC	3,059.90
KING OFFICE EQUIPMENT INC	1,769.80
LABEL OUTLET METALCRAFT	4,060.00
NANCY ROHN VIOLINS	15,600.00
NO DINX INC	3,093.84
NW GRAPHICS IMAGING	7,316.50
OETC	27,311.87
OFFICE DEPOT, INC	19,593.92
PART WORKS INC	1,624.19
PINKHAM SPECIALTY CO	7,130.10
SCHOOL SPECIALTY LLC	3,000.79
SELWAY MACHINE TOOL	1,792.43

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
SHIRT CIRCUIT	7,509.20
SJF MATERIAL HANDLING INC,	1,092.25
SPAETH LUMBER & HOME CENTER	1,665.95
SPECIAL OCCASIONS	1,070.00
TSS PHOTOGRAPHY	1,113.90
ULINE SHIPPING SUPPLY	7,837.43
VAN DYKE'S SIGNMAKERS	1,458.94
VWR INTERNATIONAL LLC	1,258.75
WAXIE SANITARY SUPPLY	8,106.11
WENGER CORPORATION	1,906.93
WESTERN STATE DESIGN	19,728.00
WOODWIND AND BRASSWIND	5,972.59
Copier Charges	
CTX - XEROX	14,256.46
Dues and Fees	
POSTMASTER - CORVALLIS	1,410.00
Electricity	
CONSUMERS POWER INC	19,273.13
PACIFIC POWER	44,468.59
Equipment \$5,000 and greater	
PAPE RENTS	8,528.13
Equipment-like items \$1,000 - \$4,999	
CLAY ART CENTER	1,540.00
GEORGIE'S CERAMIC & CLAY CO - PORTLAND	2,530.00
INDUSTRIAL WELDING SUPPLY INC	1,092.28
SELWAY MACHINE TOOL	1,349.96
SJF MATERIAL HANDLING INC,	1,137.40
Fuel	
BENTON COUNTY PUBLIC WORKS	3,499.11
NW NATURAL	21,649.06
Garbage	
REPUBLIC SERVICES	14,878.98
Instructional, Professional and Technical Service	
BMO HARRIS	1,200.00
DOTCOM THERAPY	37,053.06
HYDE, ERIN J	1,000.00
INAVALE COMMUNITY PARTNERS, INC	1,626.38
LINN BENTON COMMUNITY COLLEGE	1,074.34
OLSON, CARLA S	1,300.00
SEAS EDUCATION, INC	3,438.50
Intergovernmental Accounts Receivable	
DHS OHA RECEIPTING UNIT	6,788.04

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
Non-reimbursable Student Transportation	
STA WEST REGION	7,475.96
Other Employee Benefits	
Bowman, Robert E	1,500.00
Ehresman, Karen R	1,500.00
Kaney, Elizabeth	1,500.00
Seitz, Matthew	1,500.00
Tercek, Natalie	1,446.00
Other Non-instructional Professional and Technical	
BMO HARRIS	10,761.44
CARRUTH COMPLIANCE CONSULTING INC	7,792.98
CITY OF CORVALLIS - OSBORN AQUATIC CTR	4,800.00
CRIMINAL INFORMATION SERVICES INC	2,049.75
EDNETICS INC	3,118.50
HARRIS, ANGEL	1,800.00
HORSEPOWER PRODUCTIONS	1,100.00
KAHN, JULIE MICHELLE	1,500.00
MAXIM STAFFING SOLUTIONS	12,030.45
ROBERT HALF	4,920.48
SOLIANT	11,040.00
Sundseth, Karen E	2,500.00
Other Professional Services - Certified Subs	
EDUSTAFF	191,979.31
Other Professional Services - Classified Subs	
EDUSTAFF	80,086.40
Periodicals	
SCHOLASTIC INC.	1,026.47
Postage	
GARTEN SERVICES, INC	2,072.54
Printing and Binding	
ELEMENT GRAPHICS, INC	2,080.00
Redemption of Principal	
FIFTH THIRD BANK	11,761.50
Reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	68,560.68
STA WEST REGION	396,665.48
Rentals	
CITY OF CORVALLIS - OSBORN AQUATIC CTR	2,565.00
OREGON STATE UNIVERSITY BUSINESS SERVICE	2,832.45
SPECIAL OCCASIONS	2,204.00
UMPQUA BANK COMMERCIAL CARD	1,170.00
Repairs and Maintenance Services	

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
BENTON COUNTY PUBLIC WORKS	5,017.03
BOILER & COMBUSTION SERVICE INC	1,938.00
CCI	1,000.00
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	5,763.65
EC ELECTRIC	1,983.17
KARCHER NORTH AMERICA	1,519.24
LIFETIME GUTTERS	1,880.00
REED'S PAINTING, INC	2,864.00
REXIUS	1,625.00
SYNERGY SECURITY SOLUTIONS	1,775.00
WESTERN STATE DESIGN	1,389.00
Technology Taggable Equip <\$5,000	
DELL MARKETING LP	3,511.34
OETC	15,528.97
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	7,372.62
CENTURYLINK	3,110.68
Textbooks	
BOUND TO STAY BOUND BOOKS	1,571.40
PACIFIC LEARNING	2,172.50
WAYSIDE PUBLISHING	33,970.98
Travel, Out of District	
BENCHMARK EDUCATION CO.	2,800.00
BMO HARRIS	3,117.43
COSA	3,687.50
OREGON SCHOOL PERSONNEL ASSOCIATION	1,390.00
STA WEST REGION	1,595.80
Travel, Student Out of District	
BMO HARRIS	1,951.00
Water and Sewage	
CITY OF CORVALLIS	39,564.77
100 - General Fund Total	1,738,069.17
204 - District Donation Fund	
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	1,769.93
BI-MART CORPORATION	2,318.74
BMO HARRIS	6,116.73
BOYS & GIRLS CLUB OF CORVALLIS	1,298.00
CORVALLIS CUSTOM	1,068.80
FRED MEYER CUSTOMER CHARGES	3,033.57
GREAT MATS	1,243.27
PACIFIC POWER	1,384.01

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
ULINE SHIPPING SUPPLY	2,599.10
Instructional, Professional and Technical Service	
AMAZON CAPITAL SERVICES	1,767.65
DENZER, KIKO	1,800.00
HOLDORF, ROSE	1,800.00
204 - District Donation Fund Total	26,199.80
208 - Designated Facilities Fund	
Buildings Acquisition	
MODERN BUILDING SYSTEMS	3,972.52
208 - Designated Facilities Fund Total	3,972.52
296 - Grants Fund	
Cleaning Services	
CINTAS	8,820.11
Computer Software	
FRONTLINE TECHNOLOGIES GROUP LLC	14,157.31
Consumable Supplies and Materials	
BMO HARRIS	1,053.36
BSN SPORTS LLC	6,000.00
INDUSTRIAL WELDING SUPPLY INC	5,479.38
WAXIE SANITARY SUPPLY	4,818.60
Instructional, Professional and Technical Service	
CENTER FOR EFFECTIVE PHILANTHROPY INC	29,100.00
COLLEGE BOARD - SAT	22,664.00
Other Non-instructional Professional and Technical	
BOYS & GIRLS CLUB OF CORVALLIS	51,592.20
Other Professional Services - Certified Subs	
EDUSTAFF	1,457.28
Reimbursable Student Transportation	
STA WEST REGION	1,712.54
Travel, Out of District	
BMO HARRIS	2,474.00
CENTER FOR THE COLLABORATIVE CLASSROOM	7,800.00
296 - Grants Fund Total	157,128.78
297 - Student Body Funds	
Advertising	
BMO HARRIS	1,600.00
Cash Donations to Other Agencies	
U.S. FUND FOR UNICEF	1,980.34
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	1,066.71
BMO HARRIS	1,100.45
CORVALLIS CUSTOM	2,622.70

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
DAVIS FAMILY FARM	3,060.00
EASTBAY	4,343.88
ELEMENT GRAPHICS, INC	2,952.50
EWING IRRIGATION PRODUCTS INC	1,628.91
FAST SIGNS	3,433.95
M & R SALES	8,013.00
R3 ENGRAVING & SIGNS	1,109.90
SHIRT CIRCUIT	1,382.25
SPECIAL OCCASIONS	1,842.00
UMPQUA BANK COMMERCIAL CARD	2,665.36
Equipment-like items \$1,000 - \$4,999	
DGS SPORTS	2,744.00
Non-reimbursable Student Transportation	
STA WEST REGION	22,979.51
Other Non-instructional Professional and Technical	
MVBUA	1,379.00
Other Professional Services - Certified Subs	
EDUSTAFF	1,218.34
Printing and Binding	
HERFF JONES - YEARBOOKS	19,845.77
Rentals	
CITY OF CORVALLIS - OSBORN AQUATIC CTR	2,000.00
SPECIAL OCCASIONS	1,173.70
Travel, Out of District	
BMO HARRIS	1,387.00
Travel, Student Out of District	
BMO HARRIS	10,172.19
UMPQUA BANK COMMERCIAL CARD	1,511.37
297 - Student Body Funds Total	103,212.83
298 - Designated Revenue Fund	
Buildings Acquisition	
FORTIS CONSTRUCTION	16,766.14
Construction Contracts Payable-Retained Percentage	
FORTIS CONSTRUCTION	57,270.37
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	2,401.44
BMO HARRIS	1,324.37
HOME DEPOT CREDIT SERVICES	1,336.46
NO DINX INC	7,512.91
OFFICE DEPOT, INC	1,641.49
UMPQUA BANK COMMERCIAL CARD	3,148.52
Other Non-instructional Professional and Technical	

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
HINCKLE, EILEEN	1,088.26
298 - Designated Revenue Fund	Total
	92,489.96
299 - Food Service Fund	
Consumable Supplies and Materials	
ACCURATE CHEMICAL & SERVICES	1,965.00
Food - Food Service Only	
FRANZ FAMILY BAKERIES	5,674.25
LOCHMEAD DAIRY	21,856.53
UNITED SALAD CO	24,570.95
Inventories	
BETTER BEAN	3,240.00
GOLD STAR FOODS-NW DISTRIBUTION SERVICES	32,064.06
US FOODS INC	63,371.75
Other Professional Services - Classified Subs	
EDUSTAFF	1,623.87
299 - Food Service Fund	Total
	154,366.41
400 - Capital Projects Fund	
Architect/Engineer Services	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	17,210.73
BRENDLE GROUP INC	1,604.00
DLR GROUP	112,909.99
FOUNDATION ENGINEERING	2,682.25
PBS ENGINEERING & ENVIRONMENTAL INC	22,634.80
PIVOT ARCHITECTURE	87,233.92
WENAHA GROUP INC	129,754.85
Buildings Acquisition	
B & H ELECTRONICS/PHOTO/VIDEO	9,458.04
CITY OF CORVALLIS - DEVELOPMENT SERVICES	21,692.90
CLAIR COMPANY INC	8,982.85
CONVERGINT TECHNOLOGIES	33,312.00
DOWNUM CONSULTING	4,000.00
DRY BOX INC	5,325.00
ELEVATE BUILDING COMMISSIONING LLC	2,062.50
FORTIS CONSTRUCTION	2,390,895.32
GERDING BUILDERS, LLC	345,300.84
GLUMAC	10,426.50
KCDA PURCHASING COOPERATIVE	67,234.00
LIGHTSPEED TECHNOLOGIES, INC	16,598.00
LLAMA MOVERS LLC	99,272.00
SPECIAL OCCASIONS	9,637.50
UMPQUA BANK COMMERCIAL CARD	1,025.99
US ASSURE	5,435.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of June 1 to June 30, 2022

Vendor by Fund and Object	Check Total
WAXIE SANITARY SUPPLY	23,937.74
WILLAMETTE VALLEY PLANNING, LLC	1,440.00
Construction Contracts Payable-Retained Percentage	
FORTIS CONSTRUCTION	228,463.44
Consumable Supplies and Materials	
SP&B REPROGRAPHICS	1,570.20
Rentals	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
400 - Capital Projects Fund Total	3,664,395.69
601 - Insurance Fund	
Computer Software	
MSDS ONLINE	3,299.00
Consumable Supplies and Materials	
SPECIAL DISTRICTS ASSOCIATION OF OREGON	10,000.00
Group Insurance	
SAIF CORPORATION	182,490.98
WILLAMETTE DENTAL GROUP (GROUP Z1329)	29,814.95
Other Non-instructional Professional and Technical	
BROWN & BROWN	49,500.00
601 - Insurance Fund	Total
	275,104.93
Grand Total	6,214,940.09

2. July 2022 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 13, 2022

July Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending July 31, 2021 and July 31, 2022 follow this report. Year-to-date operating revenues through the end of July 2022 total \$6.9 million or 7.8% of total budgeted operating revenues as compared to \$6.5 million or 7.9% through the end of July 2021. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year.

Total resources are projected to be \$1.9 million less than budgeted, primarily due to a decrease in state school funding (declining enrollment and reimbursable transportation costs) and a lower than projected beginning fund balance. The beginning fund balance reflects a decrease of \$0.3 million over the adopted budget.

Year-to-date operating expenditures through the end of July 2022 total \$1.6 million or 1.8% of total budgeted operating expenditures as compared to \$3.0 million or 3.5% through the end of July 2021. This variance is primarily due to untimely payments related to utilities (internet and phone), computer software, and computer hardware leases. Projected underspending in 2022-23 is expected to be approximately 1.9% of the adopted budget.

Projected resources and requirements through July 31, 2022 result in an ending fund balance of \$10.8 million, or 12.6% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$3.3 million. All General Fund reserves are projected to be at the designations outlined in board policy on June 30, 2023.

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

Supplementary Materials

1. Statements of Resources and Requirements as of July 31, 2021 and 2022
2. Schedule of Investments as of July 31, 2022
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of July 1 – July 31, 2022

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of July 31, 2022 and 2023 Respectively (Unaudited)

General Fund

	FY 2021-22					FY 2022-23				
	Amended	Actuals Thru	% of	Projected Thru	% of	Adopted	Actuals Thru	% of	Projected Thru	% of
	Budget	7/31/2021	Budget	6/30/2022	Budget	Budget	7/31/2022	Budget	6/30/2023	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 37,769,442	\$ 6,472,483	17.1%	\$ 38,627,176	102.3%	\$ 40,919,722	\$ 6,791,842	16.6%	\$ 39,743,313	97.1%
Property Taxes Levied by District	31,981,778	-	0.0%	32,539,634	101.7%	33,366,664	-	0.0%	33,394,136	100.1%
Other Local Revenues	952,538	-	0.0%	1,297,718	136.2%	916,136	-	0.0%	916,136	100.0%
Local Option Taxes Levied by District	8,351,253	-	0.0%	8,634,694	103.4%	8,715,618	-	0.0%	8,722,457	100.1%
State School Fund - Prior Year Adjustment	-	-	-	(69,456)	-	-	-	-	(979,873)	-
Other Revenues	3,239,596	1,909	0.1%	3,389,998	104.6%	3,686,183	80,315	2.2%	4,197,292	113.9%
Total Operating Revenues	\$ 82,294,607	\$ 6,474,392	7.9%	\$ 84,419,765	102.6%	\$ 87,604,323	\$ 6,872,157	7.8%	\$ 85,993,461	98.2%
Beginning Fund Balance	\$ 12,941,586	\$ 14,494,452	112.0%	\$ 14,494,452	112.0%	\$ 14,600,814	\$ 14,310,133	98.0%	\$ 14,310,133	98.0%
TOTAL RESOURCES	\$ 95,236,193	\$ 20,968,843	22.0%	\$ 98,914,217	103.9%	\$ 102,205,137	\$ 21,182,290	21.4%	\$ 100,303,594	98.1%
REQUIREMENTS										
Salaries	\$ 42,590,462	\$ 918,755	2.2%	\$ 42,775,333	100.4%	\$ 45,178,988	\$ 759,027	1.7%	\$ 44,352,656	98.2%
Associated Payroll Costs	25,516,519	379,509	1.5%	24,254,496	95.1%	26,569,970	383,611	1.4%	26,038,571	98.0%
Purchased Services	13,106,303	511,706	3.9%	11,521,104	87.9%	12,680,717	84,746	0.7%	12,427,103	98.0%
Supplies and Materials	3,801,952	698,603	18.4%	4,194,575	110.3%	4,643,624	298,824	6.4%	4,550,752	98.0%
Capital Outlay	100,000	-	0.0%	113,535	113.5%	220,000	-	0.0%	215,600	98.0%
Other Objects	1,563,382	505,299	32.3%	1,745,041	111.6%	1,789,369	72,992	4.1%	1,753,582	98.0%
Total Operating Expenditures	\$ 86,678,618	\$ 3,013,871	3.5%	\$ 84,604,084	97.6%	\$ 91,082,668	\$ 1,599,201	1.8%	\$ 89,338,262	98.1%
Transfers	-	-	-	-	-	90,639	-	-	150,000	-
Other Uses of Funds:										
Contingency	2,057,365	-	-	-	-	2,190,108	-	-	-	-
Rainy Day Reserves	4,114,730	-	-	-	-	4,380,216	-	-	-	-
Targeted Reserve (Classified Bargaining)	-	-	-	-	-	500,000	-	-	-	-
Unappropriated Reserves	2,385,480	-	-	-	-	3,961,506	-	-	-	-
TOTAL REQUIREMENTS	\$ 95,236,193	\$ 3,013,871		\$ 84,604,084		\$ 102,205,137	\$ 1,599,201		\$ 89,488,262	
ENDING FUND BALANCE		\$ 17,954,972		\$ 14,310,133			\$ 19,583,089		\$ 10,815,332	
Contingency				2,110,494	2.5% *				2,149,837	2.5% *
Rainy Day Reserves				4,220,988	5.0% *				4,299,673	5.0% *
Unappropriated Reserves				7,978,650	9.5% *				4,365,822	5.1% *
* Percent of Operating Revenue				14,310,133	17.0%				10,815,332	12.6%

Corvallis School District 509J
Schedule of Investments
July 31, 2022

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	01/06/21	08/15/22	586	0.052%	\$102.33	2,900,000
	11/23/21	09/08/22	289	0.071%	\$100.07	5,000,000
	01/06/21	09/15/22	617	0.058%	\$102.43	2,900,000
	01/06/21	10/15/22	647	0.064%	\$102.32	2,900,000
	01/06/21	11/15/22	678	0.063%	\$102.90	2,900,000
	01/06/21	12/15/22	708	0.063%	\$103.03	2,900,000
	01/21/22	02/28/23	403	0.498%	\$99.59	3,000,000
	10/15/21	02/28/23	501	0.129%	\$100.00	2,900,000
	01/21/22	03/31/23	434	0.527%	\$99.52	3,000,000
	12/16/21	03/31/23	470	0.289%	\$99.79	2,900,000
	12/02/21	05/15/23	529	0.290%	\$99.76	5,000,000
	06/16/22	06/15/23	364	2.790%	\$97.51	3,000,000
US Government-Sponsored Enterprises:						
	09/15/21	10/13/22	393	0.041%	\$100.13	5,000,000
	12/02/21	12/09/22	372	0.137%	\$101.77	5,000,000
	09/15/21	01/23/23	495	0.065%	\$100.08	2,900,000
	01/24/22	01/24/23	365	0.500%	\$100.00	4,000,000
	07/13/22	04/20/23	281	2.526%	\$98.37	3,000,000
	05/06/22	11/06/23	549	2.349%	\$96.92	5,000,000
Total Investments Outside of Local Government Investment Pool:						\$ 64,200,000
Local Government Investment Pool:				Average Annualized Rate		
General Account				1.40%	\$	5,982,544
Debt Service Account - GO 2018 Bond Series				1.40%		8,819,346
Debt Service Account - GO 2020 Bond Series				1.40%		<u>22,805,463</u>
Total Investments Inside of Local Government Investment Pool ¹						\$ 37,607,354
Total Investments						\$ 101,807,354

¹ The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$52,713,000.

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	38.6%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	24.5%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	36.9%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 7/29/22:

3 Month U.S. Treasury Yield Curve Rate	2.41%
3 Month Jumbo Certificate of Deposit Rate	0.60%

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of July 1 to July 31, 2022

Vendor by Fund and Object	Check Total
100 - General Fund	
Advertising	
POWERSCHOOL GROUP LLC	5,435.43
Computer Software	
FOLLETT SCHOOL SOLUTIONS, INC	34,169.06
FRONTLINE TECHNOLOGIES GROUP LLC	21,585.00
INSTRUCTURE INC	33,215.95
LEXIA LEARNING SYSTEMS, LLC	3,200.00
OETC	14,550.00
PDQ.COM CORPORATION	4,200.00
PIVOTALOGIC, INC.	14,200.00
PROQUEST LLC	4,140.19
RENAISSANCE LEARNING, INC	61,768.04
SCHOLASTIC INC.	5,372.00
SEESAW	10,152.31
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	4,510.54
BMO HARRIS	4,386.32
CORVALLIS POWER EQUIPMENT	4,429.91
HOME DEPOT CREDIT SERVICES	2,495.37
PLATT ELECTRIC SUPPLY CO	19,082.82
UMPQUA BANK COMMERCIAL CARD	3,433.64
WAXIE SANITARY SUPPLY	3,756.86
Dues and Fees	
AVID CENTER	29,246.00
Equipment-like items \$1,000 - \$4,999	
CORVALLIS POWER EQUIPMENT	2,998.00
Instructional, Professional and Technical Service	
LINN BENTON COMMUNITY COLLEGE	2,140.00
Other Non-instructional Professional and Technical	
BMO HARRIS	7,164.48
PEACE LITERACY INSTITUTE	1,000.00
Periodicals	
AVID CENTER	2,440.00
Property Insurance Premiums	
BROWN & BROWN	3,485.13
Redemption of Principal	
OREGON CLEAN POWER COOPERATIVE	27,263.00
Regular Interest	
OREGON CLEAN POWER COOPERATIVE	11,870.00
Rentals	
UMPQUA BANK COMMERCIAL CARD	1,170.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of July 1 to July 31, 2022

Vendor by Fund and Object	Check Total
Repairs and Maintenance Services	
BENSON'S INTERIORS INC	4,409.00
INTERIOR TECH	5,342.00
LIFETIME GUTTERS	2,083.00
OVERHEAD DOOR COMPANY OF EUGENE-SPRINGFI	1,208.00
PACIFIC SPORTS TURF, INC	5,026.00
SYNERGY SECURITY SOLUTIONS	15,928.00
Technology Taggable Equip <\$5,000	
2NDGEAR	9,972.91
Textbooks	
CENTER FOR THE COLLABORATIVE CLASSROOM	14,383.20
GREAT MINDS LLC	12,857.29
HOUGHTON MIFFLIN HARCOURT	2,646.00
Travel, Out of District	
BMO HARRIS	15,917.06
UMPQUA BANK COMMERCIAL CARD	4,942.71
100 - General Fund Total	437,575.22
204 - District Donation Fund	
Consumable Supplies and Materials	
BMO HARRIS	3,206.96
FRED MEYER CUSTOMER CHARGES	2,471.40
WINCO FOODS #3	5,000.00
Printing and Binding	
BMO HARRIS	2,272.00
204 - District Donation Fund Total	12,950.36
296 - Grants Fund	
Cleaning Services	
CINTAS	3,516.95
Computer Software	
POINT AND CLICK SOLUTIONS INC	18,890.20
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	6,557.44
BMO HARRIS	2,771.17
MATH LEARNING CENTER	4,173.00
PANERA, LLC	10,240.54
Qdoba Mexican Eats	2,112.50
SCHOLASTIC INC.	4,970.40
SHIRT CIRCUIT	2,253.85
UMPQUA BANK COMMERCIAL CARD	1,220.70
Travel, Out of District	
BMO HARRIS	2,703.21
UMPQUA BANK COMMERCIAL CARD	1,526.00

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of July 1 to July 31, 2022

Vendor by Fund and Object	Check Total
296 - Grants Fund Total	60,935.96
297 - Student Body Funds	
Computer Software	
HUDL	1,099.00
Consumable Supplies and Materials	
BMO HARRIS	1,957.44
BSN SPORTS LLC	6,127.08
Travel, Out of District	
BMO HARRIS	1,969.81
Travel, Student Out of District	
BMO HARRIS	2,217.71
UNIVERSAL DANCE ASSOCIATION	1,625.00
297 - Student Body Funds Total	14,996.04
298 - Designated Revenue Fund	
Consumable Supplies and Materials	
MIDDLETON HEATING & SHEET METAL INC	1,595.00
PLATT ELECTRIC SUPPLY CO	26,870.12
298 - Designated Revenue Fund	Total
	28,465.12
299 - Food Service Fund	
Computer Software	
EMS LINQ INC	17,091.82
Food - Food Service Only	
UMPQUA BANK COMMERCIAL CARD	1,401.45
299 - Food Service Fund	Total
	18,493.27
400 - Capital Projects Fund	
Buildings Acquisition	
BMO HARRIS	1,861.68
NW NATURAL	3,391.03
RENT A FENCE LLC	1,797.00
TREE TOP PRODUCTS	5,916.95
UMPQUA BANK COMMERCIAL CARD	1,191.99
Rentals	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
400 - Capital Projects Fund Total	18,453.98
Grand Total	591,869.95

3. August 2022 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 13, 2022

August Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending August 31, 2021 and August 31, 2022 follow this report. Year-to-date operating revenues through the end of August 2022 total \$10.3 million or 11.7% of total budgeted operating revenues as compared to \$9.7 million or 11.8% through the end of August 2021. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year.

Total resources are projected to be \$1.9 million less than budgeted, primarily due to an decrease in state school funding (declining enrollment and reimbursable transportation costs) and a lower than projected beginning fund balance. The beginning fund balance reflects a decrease of \$0.3 million over the adopted budget.

Year-to-date operating expenditures through the end of August 2022 total \$6.2 million or 6.8% of total budgeted operating expenditures as compared to \$5.0 million or 5.7% through the end of August 2021. This variance is primarily due to payments associated with new computer hardware leases. Projected underspending in 2022-23 is expected to be approximately 1.9% of the adopted budget.

Projected resources and requirements through August 31, 2022 result in an ending fund balance of \$10.8 million, or 12.6% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$3.3 million. All General Fund reserves are projected to be at the designations outlined in board policy on June 30, 2023.

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

Supplementary Materials

1. Statements of Resources and Requirements as of August 31, 2021 and 2022
2. Schedule of Investments as of August 31, 2022
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of August 1 – August 31, 2022

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of August 31, 2022 and 2023 Respectively (Unaudited)

General Fund

	FY 2021-22					FY 2022-23				
	Amended	Actuals Thru	% of	Projected Thru	% of	Adopted	Actuals Thru	% of	Projected Thru	% of
	Budget	8/31/2021	Budget	6/30/2022	Budget	Budget	8/31/2022	Budget	6/30/2023	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 37,769,442	\$ 9,706,783	25.7%	\$ 38,627,176	102.3%	\$ 40,919,722	\$ 10,185,726	24.9%	\$ 39,743,313	97.1%
Property Taxes Levied by District	31,981,778	-	0.0%	32,539,634	101.7%	33,366,664	-	0.0%	33,394,136	100.1%
Other Local Revenues	952,538	-	0.0%	1,297,718	136.2%	916,136	-	0.0%	916,136	100.0%
Local Option Taxes Levied by District	8,351,253	-	0.0%	8,634,694	103.4%	8,715,618	-	0.0%	8,722,457	100.1%
State School Fund - Prior Year Adjustment	-	-	-	(69,456)	-	-	-	-	(979,873)	-
Other Revenues	3,239,596	31,483	1.0%	3,389,998	104.6%	3,686,183	97,258	2.6%	4,197,292	113.9%
Total Operating Revenues	\$ 82,294,607	\$ 9,738,266	11.8%	\$ 84,419,765	102.6%	\$ 87,604,323	\$ 10,282,984	11.7%	\$ 85,993,461	98.2%
Beginning Fund Balance	\$ 12,941,586	\$ 14,494,452	112.0%	\$ 14,494,452	112.0%	\$ 14,600,814	\$ 14,310,133	98.0%	\$ 14,310,133	98.0%
TOTAL RESOURCES	\$ 95,236,193	\$ 24,232,718	25.4%	\$ 98,914,217	103.9%	\$ 102,205,137	\$ 24,593,116	24.9%	\$ 100,303,594	98.1%
REQUIREMENTS										
Salaries	\$ 42,590,462	\$ 1,874,468	4.4%	\$ 42,775,333	100.4%	\$ 45,178,988	\$ 1,683,342	3.7%	\$ 44,352,656	98.2%
Associated Payroll Costs	25,516,519	860,682	3.4%	24,254,496	95.1%	26,569,970	884,627	3.3%	26,038,571	98.0%
Purchased Services	13,106,303	807,968	6.2%	11,521,104	87.9%	12,680,717	721,832	5.7%	12,427,103	98.0%
Supplies and Materials	3,801,952	913,288	24.0%	4,194,575	110.3%	4,643,624	684,473	14.7%	4,550,752	98.0%
Capital Outlay	100,000	2,950	3.0%	113,535	113.5%	220,000	-	0.0%	215,600	98.0%
Other Objects	1,563,382	513,514	32.8%	1,745,041	111.6%	1,789,369	2,224,678	124.3%	1,753,582	98.0%
Total Operating Expenditures	\$ 86,678,618	\$ 4,972,870	5.7%	\$ 84,604,084	97.6%	\$ 91,082,668	\$ 6,198,951	6.8%	\$ 89,338,262	98.1%
Transfers	-	-	-	-	-	90,639	-	-	150,000	-
Other Uses of Funds:										
Contingency	2,057,365	-	-	-	-	2,190,108	-	-	-	-
Rainy Day Reserves	4,114,730	-	-	-	-	4,380,216	-	-	-	-
Targeted Reserve (Classified Bargaining)	-	-	-	-	-	500,000	-	-	-	-
Unappropriated Reserves	2,385,480	-	-	-	-	3,961,506	-	-	-	-
TOTAL REQUIREMENTS	\$ 95,236,193	\$ 4,972,870		\$ 84,604,084		\$ 102,205,137	\$ 6,198,951		\$ 89,488,262	
ENDING FUND BALANCE		\$ 19,259,848		\$ 14,310,133			\$ 18,394,165		\$ 10,815,332	
Contingency				2,110,494	2.5% *				2,149,837	2.5% *
Rainy Day Reserves				4,220,988	5.0% *				4,299,673	5.0% *
Unappropriated Reserves				7,978,650	9.5% *				4,365,822	5.1% *
* Percent of Operating Revenue				14,310,133	17.0%				10,815,332	12.6%

Corvallis School District 509J
Schedule of Investments
August 31, 2022

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	11/23/21	09/08/22	289	0.071%	\$100.07	5,000,000
	01/06/21	09/15/22	617	0.058%	\$102.43	2,900,000
	01/06/21	10/15/22	647	0.064%	\$102.32	2,900,000
	01/06/21	11/15/22	678	0.063%	\$102.90	2,900,000
	01/06/21	12/15/22	708	0.063%	\$103.03	2,900,000
	01/21/22	02/28/23	403	0.498%	\$99.59	3,000,000
	10/15/21	02/28/23	501	0.129%	\$100.00	2,900,000
	01/21/22	03/31/23	434	0.527%	\$99.52	3,000,000
	12/16/21	03/31/23	470	0.289%	\$99.79	2,900,000
	12/02/21	05/15/23	529	0.290%	\$99.76	5,000,000
	06/16/22	06/15/23	364	2.790%	\$97.51	3,000,000
US Government-Sponsored Enterprises:						
	09/15/21	10/13/22	393	0.041%	\$100.13	5,000,000
	12/02/21	12/09/22	372	0.137%	\$101.77	5,000,000
	09/15/21	01/23/23	495	0.065%	\$100.08	2,900,000
	01/24/22	01/24/23	365	0.500%	\$100.00	4,000,000
	07/13/22	04/20/23	281	2.526%	\$98.37	3,000,000
	08/15/22	05/22/23	280	2.881%	\$98.01	2,900,000
	05/06/22	11/06/23	549	2.349%	\$96.92	5,000,000
Total Investments Outside of Local Government Investment Pool:						\$ 64,200,000
Local Government Investment Pool:				Average Annualized Rate		
General Account				1.65%	\$	4,144,743
Debt Service Account - GO 2018 Bond Series				1.65%		3,200,596
Debt Service Account - GO 2020 Bond Series				1.65%		<u>22,892,012</u>
Total Investments Inside of Local Government Investment Pool ¹						\$ 30,237,351
Total Investments						\$ 94,437,351

¹ The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$52,713,000.

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	38.5%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	29.4%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	32.0%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 8/30/22:

3 Month U.S. Treasury Yield Curve Rate	2.97%
3 Month Jumbo Certificate of Deposit Rate	0.60%

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of August 1 to August 31, 2022

Vendor by Fund and Object	Check Total
100 - General Fund	
Cash Donations to Other Agencies	
CORVALLIS PUBLIC SCHOOLS FOUNDATION	75,000.00
Change Fund	
CASH CUSTODIAN - CVHS	3,200.00
CASH CUSTODIAN, CORVALLIS HIGH SCHOOL	2,800.00
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	266,576.00
Computer Software	
AMPLIFIED IT LLC	33,285.70
ARCHIVE SOCIAL	5,988.00
BRIGHTLY SOFTWARE, INC.	24,598.99
CLASSLINK	21,592.50
EDNETICS INC	12,924.00
HOUGHTON MIFFLIN HARCOURT	3,870.00
N2Y LLC	7,976.93
NEWSELA	92,055.59
OREGON SCHOOL BOARDS ASSOCIATION	4,100.00
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	11,137.13
BMO HARRIS	1,712.37
CHOWN HARDWARE	7,450.20
CTL CORPORATION	12,800.00
DELL MARKETING LP	14,739.50
GOCYCLE GOALS - ALSTADT CONSULTING	3,600.00
GOPHER SPORT	1,205.72
GRAINGER	3,044.86
HOME DEPOT CREDIT SERVICES	3,643.85
HURLEY ENGINEERING	1,810.00
INDUSTRIAL PIPE & SUPPLY CO INC	1,280.90
MATH LEARNING CENTER	2,853.60
OFFICE DEPOT, INC	1,574.11
PANERA, LLC	1,856.24
PINKHAM SPECIALTY CO	17,602.00
PLATT ELECTRIC SUPPLY CO	2,365.84
SYNERGY SECURITY SOLUTIONS	2,079.00
TOTAL FILTRATION SERVICE INC	21,590.35
WAXIE SANITARY SUPPLY	18,949.53
Dues and Fees	
BMO HARRIS	1,448.00
OREGON SCHOOL BOARDS ASSOCIATION	8,658.25
PARTNERS IN DIVERSITY	1,000.00

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of August 1 to August 31, 2022

Vendor by Fund and Object	Check Total
Equipment-like items \$1,000 - \$4,999	
DISCOUNT PLAYGROUND SUPPLY	3,205.67
NORTHWEST PLAYGROUND EQUIPMENT INC	12,616.17
Garbage	
REPUBLIC SERVICES	5,155.21
Instructional, Professional and Technical Service	
INAVALE COMMUNITY PARTNERS, INC	21,846.65
Legal Services	
HUNGERFORD LAW FIRM LLP	5,651.65
OREGON SCHOOL BOARDS ASSOCIATION	1,600.00
Liability Insurance	
BROWN & BROWN	16,445.29
PACE	195,376.00
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	53,747.10
Other Non-instructional Professional and Technical	
BMO HARRIS	5,515.71
GOCYCLE GOALS - ALSTADT CONSULTING	3,600.00
PBS ENGINEERING & ENVIRONMENTAL INC	7,274.98
PHILOMATH SCOUT LODGE, INC	1,450.00
SOLIAN	2,560.00
Periodicals	
SCHOLASTIC INC.	1,180.17
SCHOLASTIC INC. EDUCATION	1,659.96
Property Insurance Premiums	
PACE	393,095.00
Redemption of Principal	
APPLE INC	322,881.24
FIFTH THIRD BANK	1,108,161.19
US BANK EQUIPMENT FINANCE	4,319.52
Regular Interest	
FIFTH THIRD BANK	22,425.63
Rentals	
CORVALLIS RENTAL EQUIPMENT INC	1,500.00
PHILOMATH RENTAL	1,517.94
Repairs and Maintenance Services	
ADVANCED WOODCRAFT	33,742.00
BARTMAN FLOORING LLC	20,345.00
BOILER & COMBUSTION SERVICE INC	4,892.00
CASCADE VALLEY GUTTERS AND PAINTING, LLC	2,150.00
CCI	1,000.00
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	1,231.32

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of August 1 to August 31, 2022

Vendor by Fund and Object	Check Total
DAY WIRELESS SYSTEMS	1,375.00
HOODZ OF CLACKAMAS	1,440.00
KING OFFICE EQUIPMENT INC	3,073.14
KONE INC	14,210.40
OMLID & SWINNEY	2,325.00
PACIFIC POWER GROUP LLC	3,142.00
REXIUS	14,130.00
SNYDER ROOFING	9,729.55
SYNERGY SECURITY SOLUTIONS	17,989.00
T & T CONTRACTORS	32,000.00
TECHNICAL SAFETY SERVICES LLC	2,280.00
UNCOMMON CABINTRY	5,331.00
Technology Taggable Equip <\$5,000	
FIFTH THIRD BANK	18,750.00
Travel, Out of District	
AVID CENTER	18,375.00
BMO HARRIS	4,391.12
CHARACTER STRONG	18,000.00
Water and Sewage	
CITY OF CORVALLIS	34,121.27
100 - General Fund Total	3,153,177.04
204 - District Donation Fund	
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	1,404.78
CHARACTER STRONG	5,250.00
FRED MEYER CUSTOMER CHARGES	1,132.89
Other Non-instructional Professional and Technical	
CHANTI MANON-FERGUSON	2,000.00
Printing and Binding	
LIFETOUCH	1,800.00
204 - District Donation Fund Total	11,587.67
208 - Designated Facilities Fund	
Buildings Acquisition	
CONVERGINT TECHNOLOGIES	7,250.00
MODERN BUILDING SYSTEMS	3,972.52
208 - Designated Facilities Fund Total	11,222.52
296 - Grants Fund	
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	59,070.26
Cleaning Services	
CINTAS	4,346.35
Consumable Supplies and Materials	

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of August 1 to August 31, 2022

Vendor by Fund and Object	Check Total
AMAZON CAPITAL SERVICES	1,317.77
CITY OF CORVALLIS - PARKS & RECREATION	2,220.00
INDUSTRIAL WELDING SUPPLY INC	2,029.00
PANERA, LLC	3,769.82
Instructional, Professional and Technical Service	
LINN BENTON COMMUNITY COLLEGE	60,000.00
Other Non-instructional Professional and Technical	
BOYS & GIRLS CLUB OF CORVALLIS	67,372.16
296 - Grants Fund Total	200,125.36
297 - Student Body Funds	
Computer Software	
HUDL	2,200.00
Consumable Supplies and Materials	
AUDIOFILES INC.	1,775.00
BMO HARRIS	1,104.00
BSN SPORTS LLC	4,192.50
HI-POD	2,425.00
M3 ENTERPRISES	1,000.00
TREND LETTERS	7,607.74
Equipment-like items \$1,000 - \$4,999	
AUDIOFILES INC.	13,075.00
Other Non-instructional Professional and Technical	
NATIONAL CHEERLEADERS ASSOCIATION	1,600.00
Printing and Binding	
LIFETOUCH	2,870.52
Travel, Student Out of District	
OREGON DREAM TEAMS	9,540.00
297 - Student Body Funds Total	47,389.76
298 - Designated Revenue Fund	
Buildings Acquisition	
FORTIS CONSTRUCTION	32,767.57
Consumable Supplies and Materials	
PLATT ELECTRIC SUPPLY CO	13,107.41
298 - Designated Revenue Fund	Total
	45,874.98
299 - Food Service Fund	
Equipment \$5,000 and greater	
BENTON COUNTY PUBLIC WORKS	71,402.45
299 - Food Service Fund	Total
	71,402.45
400 - Capital Projects Fund	
Architect/Engineer Services	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	17,220.15
FOUNDATION ENGINEERING	3,497.50

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of August 1 to August 31, 2022

Vendor by Fund and Object	Check Total
PBS ENGINEERING & ENVIRONMENTAL INC	23,585.48
PIVOT ARCHITECTURE	36,735.95
Buildings Acquisition	
BROWN & BROWN	69,050.00
CITY OF CORVALLIS - DEVELOPMENT SERVICES	10,099.19
CONSUMERS POWER INC	63,550.65
CONVERGINT TECHNOLOGIES	48,731.00
DRY BOX INC	1,900.00
FORTIS CONSTRUCTION	1,415,603.23
GERDING BUILDERS, LLC	8,593.10
GLUMAC	2,785.00
LILE INTERNATIONAL	1,633.00
LLAMA MOVERS LLC	33,767.00
PACIFIC POWER	37,009.00
REPUBLIC SERVICES	1,584.37
WAXIE SANITARY SUPPLY	1,019.55
WENHA GROUP INC	106,775.68
Rentals	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
400 - Capital Projects Fund Total	1,887,435.18
601 - Insurance Fund	
Group Insurance	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	29,028.95
601 - Insurance Fund	Total
	29,028.95
Grand Total	5,457,243.91

C. Board Policies -- **FOR INFORMATION**

1. Board Policy GBEA — Workplace Harassment



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 13, 2022

NO ACTION REQUIRED

Board Policy GBEA—Workplace Harassment—Revised—First Reading

Background

Updated legal references were the only changes made.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: GBEA
Adopted: 3/05/20
Revised/Readopted: 2/03/22

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the employer in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between the employer and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation. The district may not require or coerce a district employee to enter into a

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

nondisclosure² or nondisparagement³ agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the employer, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

Legal Reference(s):

[ORS 174.100](#)

[ORS 243.317 - 243.323](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.030](#)

[ORS 659A.082](#)

[ORS 659A.112](#)

[ORS 659A.370](#)

[ORS 659A.820](#)

[ORS 659A.885](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

~~House Bill 3041 (2021)~~

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities Act

ACB - Every Student Belongs

GBA - Equal Employment Opportunity

2. Board Policy GCDA/GDDA-AR — Criminal Record Checks and Fingerprinting



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 13, 2022

NO ACTION REQUIRED

Board Policy GCDA/GDDA-AR—Criminal Record Checks and Fingerprinting— Revised—
First Reading

Background

An update was made to the “Exceptions” section of this policy. A new employee might not need to get fingerprinted if ODE determines they were already fingerprinted in order to work in a school or school district, had a background check via TSPC in the last three years, or have remained continuously licensed or registered with TSPC.

This section of the policy will be sunset July 1, 2024.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Code: GCDA/GDDA-AR
Adopted: 3/09/99
Revised/Readopted: 11/05/07; 3/08/10; 2/25/13; 9/22/14; 11/01/18; 1/09/20

Criminal Record Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, such as a teacher, administrator, personnel specialist, or school nurse, shall submit to criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.
7. A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021- 0510(11)(b).

² A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

8. A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.

Exceptions

A newly hired employee³ is not subject to fingerprinting if:

1. The district has evidence on file that the ~~employee~~ person successfully completed a state and national criminal records check for a previous employer that was a school district or private school and has not resided outside the state between the two periods of employment; or
2. ⁴The Oregon Department of Education (ODE) determines the person:
 - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
 - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
 - c. Remained continuously licensed or registered with the TSPC.

Notification

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - a. Any action resulting from such checks completed by the Oregon Department of Education (ODE) that impact employment, contract or volunteering may be appealed as a contested case to ODE;
 - b. All employment, contract offers, or the ability to volunteer are contingent upon the results of such checks;
 - c. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment, contract status, or the ability to volunteer in the district;
 - d. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms (written or electronic) may result in immediate termination from employment, or contract status;
 - e. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
 - f. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those

³ Any individual hired within the last three months.

⁴ This revision to TSPC rules sunsets July 1, 2024.

crimes is the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district may remove the volunteer from the position allowing direct, unsupervised contact with students.

2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts, or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such check and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

- a. Employing district staff;
 - b. Contracted agent of the employing district;
 - c. ODE or authorized agent of ODE such as Fieldprint; or
 - d. Local or state law enforcement agency.
2. The authorized fingerprinter will obtain the necessary identification and fingerprinting, and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to the conviction of a crime, has knowingly made a false statement as to the conviction of any crime or has a conviction of a crime prohibiting employment, contract, or volunteering.
 3. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁵, shall be paid by the individual.
2. An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.
3. Fees associated with criminal records check and fingerprinting for any person authorized by the district for volunteer services shall be paid by the district.

⁵ A contractor's employee may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment, or contract will be made by the district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁶ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. A subject individual may be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual may be denied the ability to volunteer.
6. A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS n183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records check by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470

⁶ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

3. Board Policy IK — Assessing and Reporting Academic Achievement



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 13, 2022

NO ACTION REQUIRED

Board Policy IK—Academic Achievement—Revised—First Reading

Background

Update to the process in which we determine a student's progress when there are no grades present. Instead of having staff provide a "realistic appraisal of the student's standing," staff will now "show whether the student is achieving course requirements" at their "current grade level."

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Code: IK
Adopted: 5/10/99
Readopted/Revised: 1/12/09; 2/06/17

Assessing and Reporting Academic Achievement

The Board feels it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who have exceeded all of the standards at any grade level will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards¹ at the student's current grade level or course content level, including major goals to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application, and demonstration of Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Grades and/or portfolio content assessment will be based upon academic performance and academic behaviors, and will not include student attitude. Grades will not be used for disciplinary purposes. Attendance shall not be the sole criterion for the reduction of a student's grade.

¹ Information detailing the academic content standards may be found on the Oregon Department of Education website at www.oregon.gov.

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated in terms of progress, the school staff ~~also will provide a realistic appraisal of the student's standing in relation to his/her peers~~ will show whether the student is achieving course requirements at the student's current grade level.
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 329.485](#)

[ORS 343.295](#)

[OAR 581-021-0022](#)

[OAR 581-022-1660](#)

[OAR 581-022-1670](#)

4. Board Policy JGAB — Use of Restraint or Seclusion



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 13, 2022

NO ACTION REQUIRED

Board Policy JGAB—Use of Restraint or Seclusion—Revised—First Reading

Background

Updated to include the prohibition of seclusion cells. A seclusion cell means a freestanding, self-contained unit that is used to isolate a person from others, to physically prevent someone from leaving, or for the person to believe they are prevented from leaving.

No other changes made to this policy.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Code: JGAB
Adopted: 1/14/08
Revised/Readopted: 1/09/12; 8/19/13; 8/18/14; 5/10/18; 1/09/20

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.
12. Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

The use of a seclusion cell is prohibited.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.
"Restraint" does not include:
 - A. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
 - B. Assisting a student to complete a task if the student does not resist the physical contact; or
 - C. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS)
 - D. 339.288 and the intervention is necessary to:
 - i. Break up a physical fight;
 - ii. Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - iii. Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.
 - iv. "Seclusion" means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked. "Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or

a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. "Serious bodily injury" means any significant impairment of the physical conditions of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that required some form of medical treatment.
6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.
"Mechanical" restraint does not include:
 - i. A protective or stabilizing device ordered by a licensed physician; or
 - ii. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed or other qualified health professional acting under the professional's scope of practice.
8. "Prone restraint" means a restraint in which a student is held face down on the floor.
9. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Oregon Intervention System (OIS) or the Crisis Prevention Institute (CPI) training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint or seclusion.

An annual review of the use of restraint or seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;

7. The total number of students placed in restraint or seclusion more than ten times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint or seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 to 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[ORS 339.285](#)

[ORS 339.288](#)

[ORS 339.291](#)

[ORS 339.294](#)

[ORS 339.297](#)

[ORS 339.300](#)

[ORS 339.303](#)

[OAR 581-021-0061](#)

[OAR 581-021-0550](#)

[OAR 581-021-0553](#)

[OAR 581-021-0556](#)

[OAR 581-021-0563](#)

[OAR 581-021-0566](#)

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)

[OAR 581-022-2267](#)

[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment

JGDA/JGEA - Discipline of Students with Disabilities

XIII. BOARD MEMBER COMMENTS (9:00 p.m.)*

XIV. ADJOURNMENT (9:20 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