

6:30 PM  
2022

Thursday, November 3,

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

Meeting Details: Thursday, November 3, 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 NATIVE AMERICAN HERITAGE MONTH**

Corvallis School District 509J  
**ACKNOWLEDGEMENT OF NATIVE AMERICAN HERITAGE MONTH**  
**Resolution Number 21-1003**

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Native American people which includes American Indians, Alaska Natives, and Native Hawaiians as well as Indigenous people from Canada, Mexico, Central America, South America, and the broader Pacific Islands; and

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

WHEREAS, Native American Heritage Month grew out of efforts began by Dr. Arthur C. Parker of the Seneca nation's work with the Boy Scouts of America in adopting American Indian Day in 1912; and

WHEREAS, Rev. Sherman Coolidge of the Arapaho nation, and then president of the Congress of the American Indian Association, first proclaimed American Indian Day on Sept. 28, 1915, then calling on the nation to observe this day; and

WHEREAS, Red Fox James of the Blackfoot nation traveled across the country on horseback to gain endorsement of 24 state governments to hold a day to honor Native Americans nationally before presenting it to the White House on December 14, 1915; and

WHEREAS, American Indian Day was first declared May 1916 in the State of New York; and

WHEREAS, Native American Awareness Week was first proclaimed nationally in 1976; and

WHEREAS, what was then called National American Indian Heritage Month was first proclaimed nationally in 1990; and

WHEREAS, the Kalapuya people have called the Corvallis area and Willamette Valley home since time immemorial; and

WHEREAS, the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians continue to maintain their ancestral and cultural connections to the Corvallis area and broader Willamette Valley; and

WHEREAS, there are countless cultural heritages represented by Native American peoples; and

WHEREAS, The State of Oregon has a documented history of anti-Indigenous actions based on colonization which includes genocide, forced removals, deprivation, broken treaties, and the outlaw of Native American cultural practices; and

WHEREAS, education has been misused as a tool of colonization in Oregon serving to sever Native American children from their families, languages, and cultural heritages through boarding/residential schools beginning with the Indian Training School at Forest Grove which later moved and became Chemawa Indian School in Salem; and

WHEREAS, Native American Heritage Month provides an opportunity to continue the District's growth in learning about the many contributions of Native American people to the nation, world, and local community; and

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

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

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

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

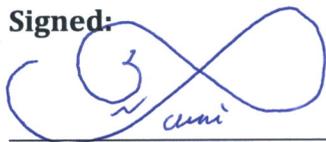
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **November 2021**, as well as each November annually, as **Native American Heritage Month** in the District and strongly encourages students, families, staff, and community members to join in existing local celebrations; and

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

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 21<sup>st</sup> day of October, 2021.

**Signed:**

A handwritten signature in blue ink, appearing to be 'Sami Al-Abdrabbuh', written over a horizontal line.

Sami Al-Abdrabbuh  
Board Chair

**Attested:**

A handwritten signature in blue ink, appearing to be 'Ryan Noss', written over a horizontal line.

Ryan Noss  
Superintendent

- III. **EXECUTIVE SESSION (5:30-6:15 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) — to consider information or records that are exempt by law from public inspection and ORS 192.660(2)(a) — to consider the employment of a public officer, employee, staff member or individual agent.**
- IV. **ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION**
- V. **BOARD MEMBER REPORTS (6:40 p.m.)\***
- VI. **SUPERINTENDENT'S REPORT (7:00 p.m.)\***



## **Superintendent's Report**

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

### **School Improvement Plans**

At the November 17 board meeting, elementary principals will provide reports to board members on their individual school improvement plans. These improvement plans include identified strengths, areas for improvement, and strategies to help make those improvements.

Please be sure to review the school improvement plans prior to the board meeting. This will prepare you for a one-on-one discussion with our elementary principals.

### **Communications Audit Update**

This week we completed some of the final steps of the district's communications audit. District materials required for the audit were compiled for the auditors to review. The survey closed on October 21, with 907 completed family surveys, 325 staff surveys, and 102 community surveys.

This week, the district completed the focus groups, which included staff, families, and community members. The focus groups allowed us to visit some of the themes found in the survey and gather more detailed information from participants. All three sources of information guide the review and development of district communication strategies. Once synthesized, the communications team will share this information and recommendations from the audit with staff, families, the community, and the board.

Thank you to those who participated in our audit process!

### **Board Engagement Sessions**

The district is scheduling our board strategic planning engagement sessions. Currently, the following sessions are scheduled:

- District Equity Diversity and Inclusion Team (DEDI)
  - November 29
- Students Advocating for Equity (SAFE) and Pride Students
  - December 7
- Special Education Advisory Committee (SEAC)
  - December 14
- Open Community Sessions
  - November 30 at 6:00 pm - Letitia Carson Elementary
  - December 13 at 12:30 pm - District Office
  - January 10 at 6:30 pm - Kathryn Jones Harrison Elementary

### **Letitia Carson Renaming Celebration**

The renaming celebration at Letitia Carson Elementary on October 20 was beautiful with students, staff, the community, and descendants of Letitia Carson. Letitia Carson students participated in a special assembly with Native American Flute performer Robin Gentlewolf. The evening events included special guests, flute playing by Jan Michael Looking Wolf, and school tours led by Letitia Carson students.

The ceremony's highlight was the first public viewing of two beautiful pieces of art given to the school by descendants of Letitia Carson. Joseph Lavadour created a woven basket and a hat, and James Lavadour created a series of 5 paintings. These items both reside in the school library.

### **At-A-Glance Profiles**

On October 20, the Oregon Department of Education [released At-A-Glance profiles](#) for all Oregon schools and districts. These profiles provide a snapshot of student demographics, performance on state assessments, and specific programs and electives offered at individual schools. The profiles include data from the 2021-22 Oregon state assessments and graduation data from 2020-21.

Some highlights from the [Corvallis School District profiles](#):

- We have seen significant improvement among our 9th graders who are on track to graduate, increasing from 79 percent in 2020-21 to 91 percent in 2021-22.
- Eighty-one percent of students from Crescent Valley and 76 percent from Corvallis High School enrolled in a 2-4 year college within 16 months of completing high school.
- The Corvallis elementary K-2 and middle school regular attendee rates were 72 percent, compared to the statewide average of 64 percent.

All district and school profiles are available on the [district website](#).

### **Transition to Synergy**

The district is in the process of transitioning our student information system to Synergy. This transition is necessary to maintain the ability to repair the system for continuity. Benefits of this transition include having all student information in one place, an accessible system with current data, and more connectivity to information about students for families and staff. We will focus August on training and preparing staff for the transition in the 2023-24 school year.

### **Inclement Weather Decisions**

We are entering the season of possible school delays and cancellations. We put the safety of students and staff first in these decisions. The decision to delay or close school is based on the ability of students, parents/guardians, and staff to get to our buildings safely, the suitability of our facilities for occupation, and the condition of local infrastructure.

In the event of the decision to delay or cancel school, parents/guardians and secondary students are notified with an automated text or phone call. In the event of icy or snowy roads, some regular bus routes will follow snow routes instead, which can be found on our website.

### **District Hiring Process**

We are beginning our planning for the 2023-24 and 2024-25 school years. A key area of planning is our district budget. A district budget is primarily driven by the number of students served. Over the past five years, we have had significantly fewer kindergarten students entering our schools, which puts CSD in a position of declining enrollment.

At this early stage of legislative planning, we are concerned with the possibility of flat funding for the next biennium as our federal relief dollars end. These factors combined have a high likelihood of creating a budget shortfall.

We are slowing our recruitment and hiring processes to focus our available resources on retaining existing staff and ensuring that we emerge well-positioned for ongoing success in the next budget cycle. We are working to make hard decisions now to limit even more challenging situations over the next two years.

**VII. STUDENT REPRESENTATIVE REPORTS (7:10 p.m.)\***

**VIII. PUBLIC COMMENT (7:20 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](mailto:kimberly.nelson@corvallis.k12.or.us) by noon on the day of the Board Meeting to schedule public comment. Please include your name, address, the phone number you will call in from, and the topic of your public comment.*



**PROVIDING INPUT TO THE SCHOOL BOARD**

*(Revised 04-05-22)*

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

**Public Comment at School Board Meetings**

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
  - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/KL/index.asp>.
  - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
  - Defamatory or abusive remarks are always out of order.
  - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

**Written Correspondence**

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

**Telephone Calls**

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

Presented to the Board during  
the November 3, 2022 Board meeting. KN

On behalf of all parents in our community, I wish the board to acknowledge November as Parents' Rights in Education month. Why November? In November 2005 the 9<sup>th</sup> Circuit stole Parents' Rights. Presiding over Oregon, and 9 other states, the Ninth Circuit Court of Appeals found in *Fields v. Palmdale School District* "that the Meyer-Pierce right [the right of parents to direct the upbringing of their children] does not exist beyond the threshold of the school door." The court stated "We conclude that the parents are possessed of no constitutional right to prevent the public schools from providing information on the subject [of sexuality] to their students in any forum or manner they select."

These efforts compromise the inalienable rights of parents to raise their children with the value system they choose, and are contrary to the spirit of the local public school district, mandating that parents' right do not exist.

2022 has been a year full of uncertainty and unprecedented changes in every aspect of life, especially K-12 education. Parents/guardians of school age children need reassurance from you personally, that their parent/child relationship is crucial to their child's success in school.

I am familiar with parent Becky Dubrasich's plight to volunteer in the classroom. Her son has been struggling under the hardship that the pandemic has caused. With a mother's heart she is well aware that her presence in the classroom would alleviate his mental and scholastic struggles. By preventing her from being in the classroom, your intention may have been to maintain the ORS laws and statutes set forth by ODE, but the impact has been that you have ostracized a group of parents. Your job as a school board is to represent all of your community. Her vaccination status was of no issue as a public health risk, yet it took 2 months to get through the red tape. We appreciate that this has now been resolved, but in the future please make parents' rights a high priority, and allow them to facilitate in the learning of their own children.

With a show of good faith through the adoption of this Parents' Rights in Education Proclamation, parents/guardians will gain confidence that you fully support their rights in educational settings. This also affirms your belief that parents/guardians do have a vital role in the collaborative partnership between families, schools, and administrators.

Therefore, let it be resolved by the Board of Education of the Corvallis School District to proclaim November 2023, as well as each November annually, Parents' Rights in Education month.

Thank you.

# *Proclamation*<sub>KN</sub>

In recognition of the vital importance for education excellence, and meaningful collaboration between the Corvallis School District and families; we recognize NOVEMBER as Parents' Rights in Education Month.

WHEREAS, we acknowledge parents are a child's first and foremost educator, and have the primary responsibility for the education, care and training of their children,

and WHEREAS, education is comprised of a range of activities by which families and communities teach knowledge and skills, including ethical and behavioral norms and traditions,

and WHEREAS, fairness and equality must be afforded to all students and families in the school district,

and WHEREAS, public schools need cooperation and support of all parents,

and WHEREAS, the parent-child relationship shall be honored and supported by teachers, counselors, administrators, and school board members,

THEREFORE, we declare NOVEMBER, Parents' Right in Education Month affirming the constitutional right of parents to direct the education and upbringing of their children.

School Board Chair Sami Al-Abdrabbuh\_\_\_\_\_ Date\_\_\_\_\_

School Board Director Tina Baker\_\_\_\_\_ Date\_\_\_\_\_

School Board Director Terese Jones\_\_\_\_\_ Date\_\_\_\_\_

School Board Director Luhui Whitebear\_\_\_\_\_ Date\_\_\_\_\_

School Board Director Shauna Tominey\_\_\_\_\_ Date\_\_\_\_\_

School Board Director Vincent Adams\_\_\_\_\_ Date\_\_\_\_\_

School Board Director Sarah Finger McDonald\_\_\_\_\_ Date\_\_\_\_\_

**IX. PUBLIC TESTIMONY ON THE STUDENT INVESTMENT ACCOUNT ANNUAL REPORT (7:40 p.m.)\***

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Sarah Lench Public Comment on SIA Report  
November 3, 2022

Thank you madame chair, and all of the board members here, for the opportunity to comment this evening on the district's Student Investment Account report. My name is Sarah Lench. I am a resident of Corvallis, a graduate of Crescent Valley High School, and the mother of a child attending Corvallis public schools. I'm also the volunteer parent chair of the district's Special Education Advisory Committee, or SEAC.

It was heartening to see in the report the district's efforts to listen to students and families to inform improvement, and included in those efforts is the addition of the bilingual/bicultural special education navigators and the hiring of a bilingual special education teacher. Yet the report's description of how these changes came about is missing the most important voices and change agents that made this possible. A group of Spanish-speaking mothers, organized by a woman named Catalina Contreras, collectively identified the cultural and linguistic barriers they face in special education, AND they identified the ways the district could break down these barriers. This group of extraordinary women came to SEAC to advocate to the board after they had encountered more barriers to their voices being heard by district staff. What's missing in the report I want to speak into this space here: This should not be a story about SEAC and district administrators making these positions possible. This is the story of the leadership of those mothers and Catalina, their work elevating the needs of so many other families like theirs, and their refusal to take no for an answer.

As you commit to being better listeners, I hope you are also reflecting on how the voices of families on the margins have been ignored, minimized, managed, talked over, averaged out, or in this case, erased from the record. This question points toward more than a lack of technical channels to gather qualitative data, but also the mindsets, behaviors, and cultural norms that prevent their voices from being heard. I've been reflecting on how I contributed to this story being recentered on SEAC and the letter we submitted to the board last February. And I'm also reflecting on why it took a letter from SEAC, written in my policy wonk voice with education jargon and academic citations, to make these issues visible and actionable by district leadership.

SEAC looks forward to being a partner in your work listening at the margins, and we'll be a critical friend when you fall short on this commitment. So here I am, as a critical friend, honoring the voices, insights, and wisdom of the Latina women who are leading this call for change. And I hope you'll look to their wisdom as you continue to address the cultural, linguistic, and system barriers within special education.

**X. STUDENT INVESTMENT ACCOUNT (SIA) ANNUAL REPORT (7:50 p.m.)\***



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, Assistant Superintendent  
Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: November 3, 2022

### **Student Investment Account Annual Report**

**NO ACTION REQUIRED**

#### Background

As required by the [Student Success Act](#) (2019 House Bill 3427), all Student Investment Account (SIA) grant recipients must complete an Annual Report, make it available at the district office, on the district's website, and present it to the school board at an open meeting with the opportunity for public comment on the results.

Attached is the district's SIA Annual Report for 2021-22. The Annual Report serves as an opportunity for the district to reflect and learn from this foundational year, and provides an opportunity for transparency with our community regarding SIA implementation and potential progress. The four questions aim to provide the contextual background for the past year in order to foreground potential changes prompted by the SIA.

This report does not need to be approved by the board.

#### ATTACHED:

Corvallis School District Student Investment Account Annual Report (2021-22)

**Corvallis School District  
Student Investment Account (SIA) Annual Report**

**2021-22**

Question	Response
<p>What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>In the 2021-22 school year, our mental health program expanded into secondary schools. This expansion came at a critical time as students were returning to in person instruction and many were experiencing the fallout from COVID isolation. Secondary mental health staff quickly became part of each building’s Student Support Teams working for the well-being of all students.</p> <p>Last year our district nursing team focused their attention on COVID response for all students and staff. Their work in this area was critical to maintain the health of our school communities and slow the spread of COVID so students could remain in school. School staff became reliant on the work of the nursing team and realized the value of our district nurses.</p> <p>Two spending areas at the district level included the Special Education Assistant Coordinator and the Assessment and Growth Coordinator. Both are members of the Teaching and Learning team and both have contributed to the work of the district in multiple ways. Our Special Education Assistant Coordinator has worked to create a tighter connection with our Special Education Advisory Committee (SEAC) that has resulted in system changes for the 2022-23 school year. Most notably, the hiring of bilingual family advocates at our two DLI elementary schools to serve as navigators for bilingual families as they traverse the Special Education process. Our Assessment and Growth Coordinator is working to help us slow down and study problems, use root cause analysis before taking action steps, and implementing the Cycle of Inquiry to study the impact of our actions. Data Literacy is one of three goals for our Leadership Team this school year.</p> <p>In an effort to create more opportunities for connection to</p>

	<p>school, our SIA funds last year were used to build a middle school sports program. In its first year, we funded coaches and supplies for cross country, soccer, basketball, and track programs. These activities were wildly popular and many of our teaching staff served as coaches for these sports, which created even more opportunities for relationship and community building.</p> <p>A major change in practice for our district centers on the curriculum adoption process. Our Teaching and Learning coordinators have shifted this from a one year “pilot and adopt” model to a two-year process wherein the first year of the cycle centers on discussions of pedagogy, best practice, and cultural relevancy. This has enhanced the curriculum adoption process and made it more sustainable.</p>
<b>Question</b>	<b>Response</b>
<p>What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of?</p> <p>What adjustments, if any, did you make to your SIA plan as a result of these challenges?</p>	<p>As hopeful as we were going into the 2021-22 school year about things returning to semi ‘normal’, we quickly found that not to be the case. In other sections, we will address how we were able to continue to move and make progress, however, in this section, we will share some of the barriers that are important for community and state leaders to be aware of that hampered our implementation of SIA funds and activities.</p> <p>We experienced significant staff shortages. We were unable to fill all of our staff positions (from teachers to our hard working kitchen staff) which not only led to an inability to implement quality practices; it also had an impact on the morale of staff. When every day starts with office staff and administrators trying to figure out how to fill the holes due to absences, it results in anxiety, uncertainty, and for many people, simply living in a reactive space. When we tried to take time to be proactive, it usually ended unsuccessfully due to lack of staff energy and initiative, or simply the lack of a person to help make that work or project come to fruition. Adding to the staff shortage was the lack of substitutes for professional learning opportunities. We</p>

	<p>dedicated all subs to cover for when staff were out for sickness; shortly into the school year, we canceled professional learning that required a sub with hopes of revisiting when things improved, and that just did not happen.</p> <p>Because we were forced to slow down and revisit what we were genuinely able to do, we made some intentional adjustments to our SIA plan. One of those shifts involved the work around gender inclusivity. We heard from staff the need for affinity in many areas, one being LGBTQIA. Therefore, we supported the development of an LGBTQIA+ staff affinity group. We spent time listening to this affinity group, and in partnership with them developed a plan to implement in the 2022-23 school year on gender inclusivity activities. Creating an intentional space where our LGBTQIA+ staff could come together, be themselves and give real feedback about what works for them and our students was powerful.</p> <p>An additional area we shifted was a result of our involved community. We received donations from our community to support our students and families in a variety of ways. We initially planned to use SIA dollars to support the work of our SAFE (Students Advocating for Equity) group. However, due to the donation, we used those funds for one year, with the plan of utilizing the SIA funds in following years.</p>
<b>Question</b>	<b>Response</b>
<p>SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?</p>	<p>Due to ongoing COVID health concerns and periods of high COVID-19 case counts, it was sometimes difficult to regularly engage stakeholders during the 2021-22 school year. In virtual meeting settings, focal group attendance was lower than it was when stakeholder meetings were held in person.</p> <p>Established groups of staff, families, and focal students continued to meet and some new focal groups were formed</p>

during the 2021-22 school year. Due to most meetings in fall and winter being virtual, it was at times challenging to build collective momentum toward improvement.

Engagement with stakeholder groups was maintained but relationships changed. Some of the focal groups that continued to meet virtually and provide input to our plans and implementation include:

- DELTA (District Equity Leadership Team Advisory) - this group of community members, families, and students of color met regularly to share experiences and identify themes for their collective work, including applying the racial educational equity policy, access, communication, interest convergence and community building.
- SAFE (Students Advocating for Equity) - this group of students met monthly in the 2021-22 school year to discuss experiences, develop student leadership projects and provide input on proposed changes to grading practices and bell schedules
- Students with disabilities - focus groups of high school students receiving special education services provided input on how technology can be used for independent learning
- LGBTQ staff affinity group- this focus group met monthly to share experiences and plan events for staff and students to create gender and sexuality affirming spaces.

In addition, Google forms and the YouthTruth Survey were used to gather stakeholder input from families, staff and families on current state and changes happening in the district. Details of those engagement strategies are below.

- In the spring, a Google form (available in English and Spanish) was sent to families and staff to gather input about how a new school calendar could better serve

	<p>families. District data indicates that students navigating poverty experience lower success in our system. From that survey, we learned that families prefer:</p> <ul style="list-style-type: none"> <li>○ Full non-school days for professional development</li> <li>○ Adding non-school days to each month (rather than clustering them in months of November and March)</li> <li>• In the spring, the YouthTruth survey was given to all students and staff. The survey collects information about student engagement, academic challenge, culture, belonging &amp; collaboration and relationships and can be disaggregated by student groups (race, special education, gender, gender identity, ELL, and socioeconomic status)</li> </ul>
<b>Question</b>	<b>Response</b>
<p>As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?</p>	<p>As we reflect on what guided our choices as a district leadership team in prioritizing the work of SIA it cannot be underestimated how powerful it is to listen to student voices. We survey and hear students, and work to make school a better place for them. We also prioritized responses and voices heard from families that have been typically marginalized in school systems, and we spent time listening to staff to ensure they were able to do their work which in turn supports student learning.</p> <p>We would not have been able to do any of this as well without having a new SIA funded Assessment and Growth Coordinator position. Having that position allowed us to review, share and develop action plans around the data. We have been able to look at student achievement data alongside the survey data to give us a good picture of where we are and help us decide where we need to go. We find this position invaluable to help leadership teams focus on data</p>

	<p>that is actionable and not get lost in data overload.</p> <p>Moving into future years, having and using both qualitative and quantitative data to help guide our decision and action planning is critical. We will continue to advance our work in this area, as it was not as strong in the past. Utilizing the SIA process will continue to help in all areas of improvement in the district.</p> <p>We have learned to slow down and be intentional with our work. We have learned that the budget is a plan, and the key component is reflecting on the plan and making adjustments if what we are doing is not working. Most importantly, we have learned that our system adjusts when we listen to our students, all of them, especially the voices of students who are not thriving in our system.</p>
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**XI. STUDENT ACHIEVEMENT UPDATE (8:00 p.m.)\***

# District Improvement Plan Overview



November 2022



**Where are we  
now?**



# Who are we?

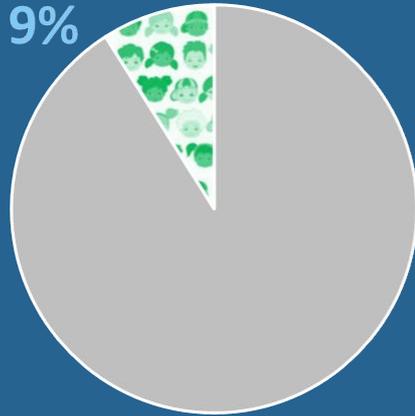


## School Enrollment

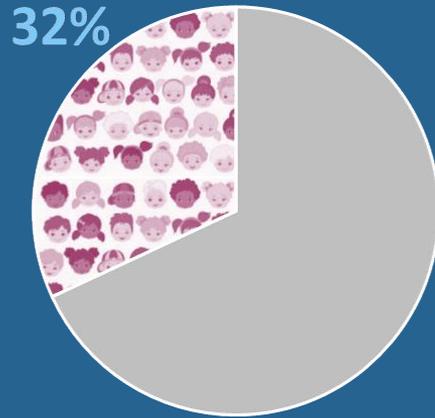
**6348**  
**Students**

# Program Enrollment

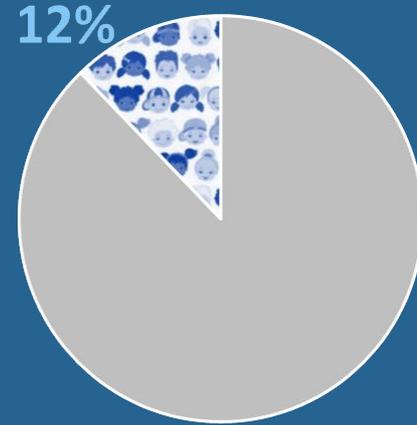
ELL



FRL



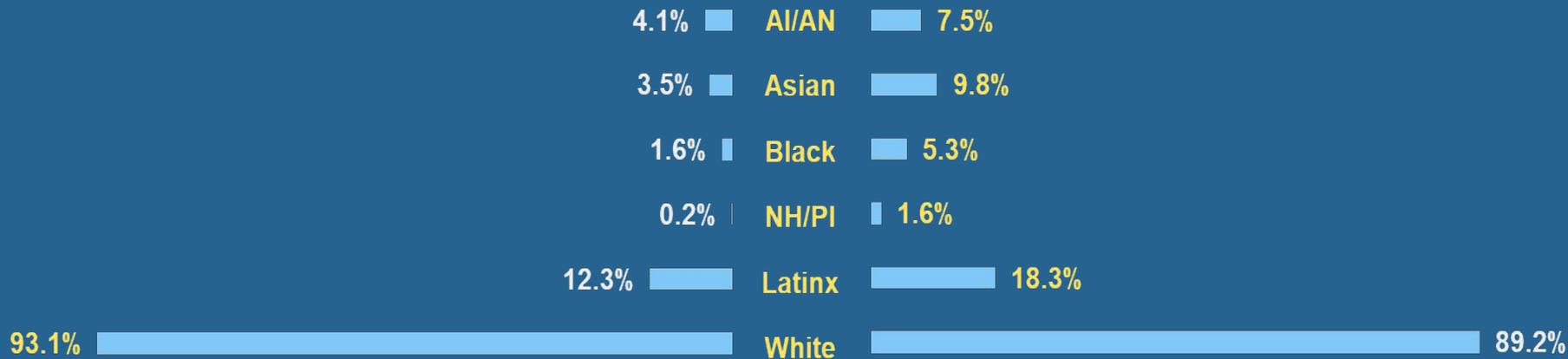
SpEd



# Self-Identified Race & Ethnicity

Staff

Students



**How do students  
experience  
our school?**



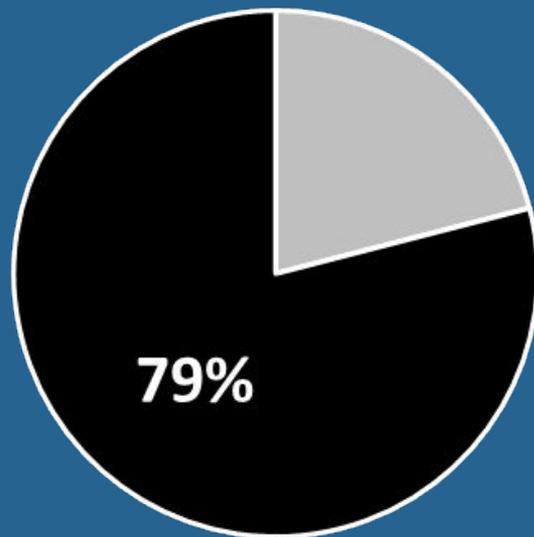
# Relationships — 3rd-5th Grade Students

*“Listen and notice  
my problems.”*

*-4th grader*

*“Mi maestra me ayuda  
mucho en la matemática y  
cuando me equivoco ella me  
dice lo que hice mal y me  
ayuda a mejorar en las  
matemáticas.”*

*-5th grader*



*“He helps me in math  
and other things like  
school work. And he is  
really interested in a lot  
of my travels and other  
things outside of school.”*

*-5th grader*

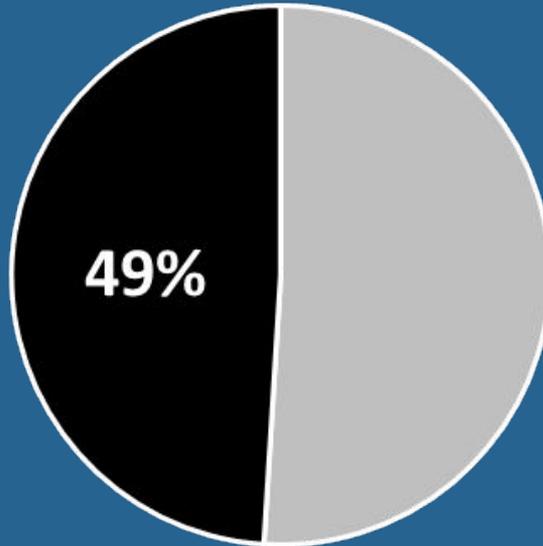
# Relationships — Middle School Students

*“I have a teacher at school that helps me express who I really am, and he helps a lot and is very open to talk to me and I know if anything ever went wrong he would help me during that time.”*

*-6th grader*

*“I just don’t share my problems with anyone.”*

*-7th grader*



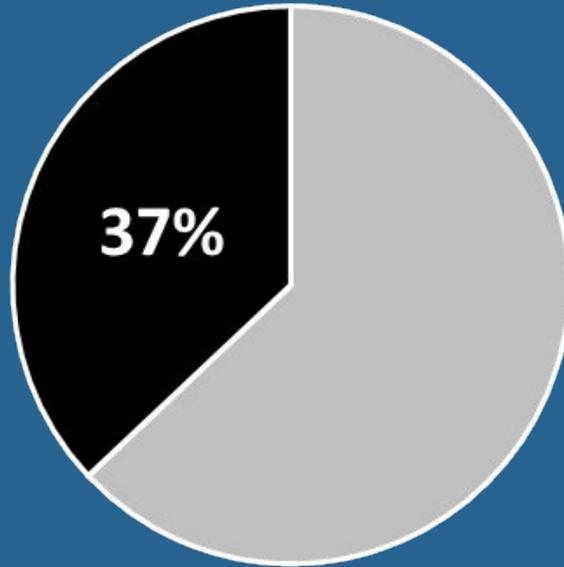
*If you want to come out to your family but don’t know how or don’t think they’ll accept you, you can talk to any adult at school about it and they’ll encourage you and give you the confidence boost you need to tell your family or friends that you aren’t straight. And if no one accepts you, they do, and they may even talk to your parents or family about it and that they should be proud or happy for you or something”*

*-7th grader*

# Relationships — High School Students

*“Some ways my teachers care about me and help me are by greeting me every day and asking how I am or what I have been doing recently. They also always make sure I ask for help whenever I need it.”*

*-10th grader*



*“I think some of my teachers aren't flexible enough some times, for example not caring about how or why I wasn't able to complete an assignment on time, and not providing me an opportunity to redo it.”*

*-9th Grader*

*“Try to actually get to know students and be vulnerable with them and ask questions. Care about students, not just teach them. I don't get cared about enough at home and it's the same with a lot of teachers at this school too.”*

*-11th Grader*

# Student Attendance

**65.1%** of Corvallis students  
attended school regularly in 2021-2022.

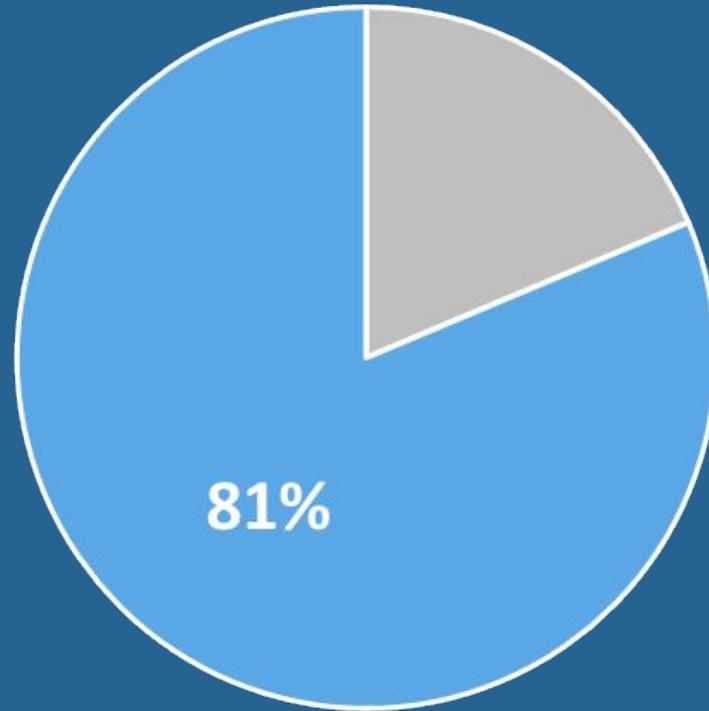
## Student Attendance

**1,000+** fewer students  
attended school regularly  
in 2021-2022 than in 2015-2016.

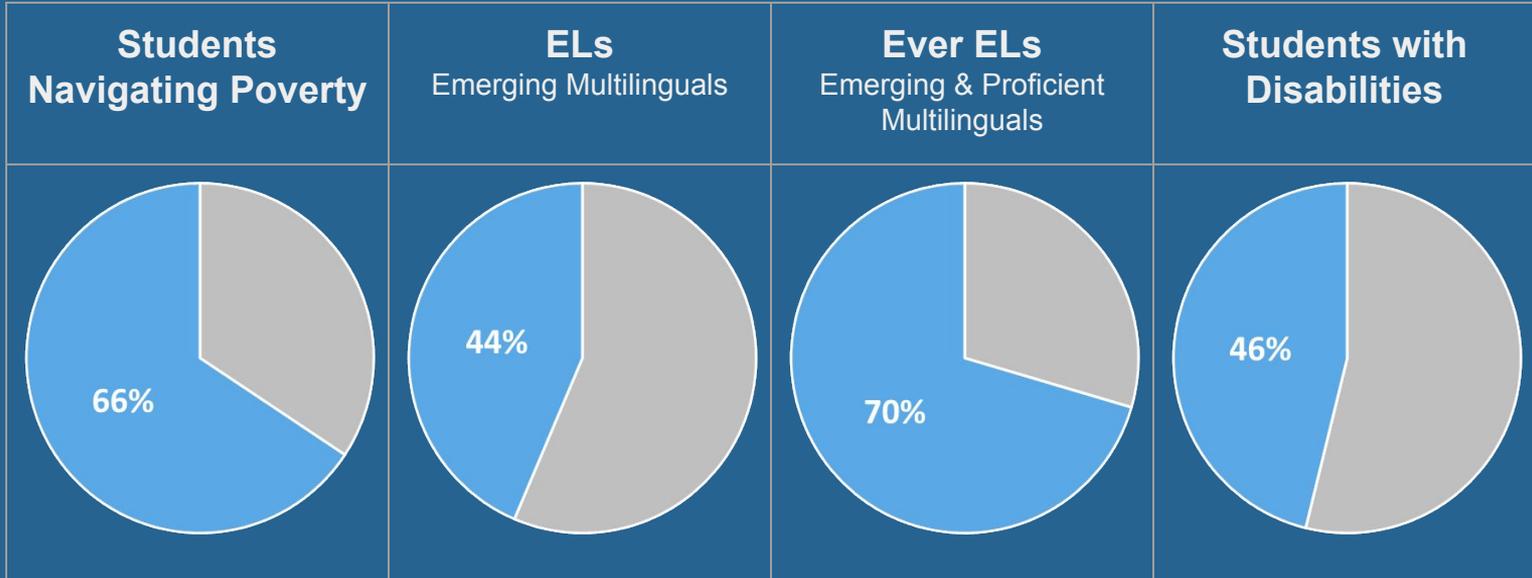
**How are our  
students doing?**



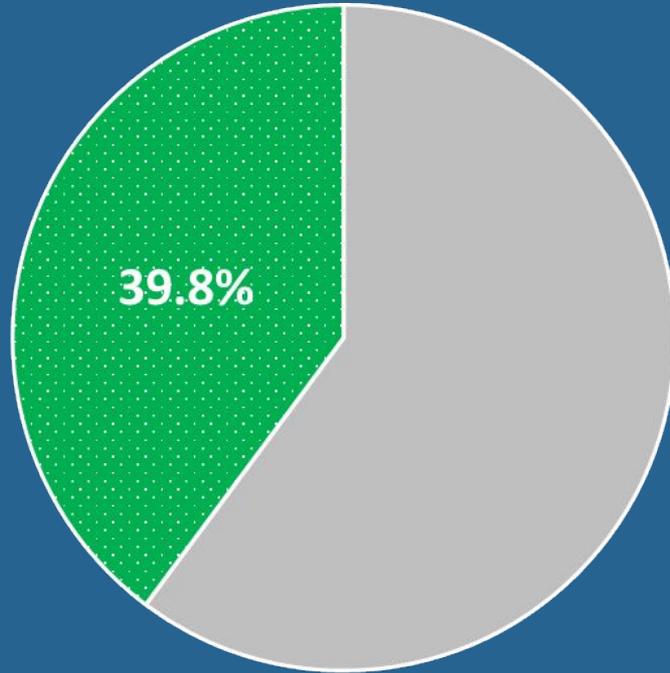
# 9th Graders Receiving Math Credit - All Students



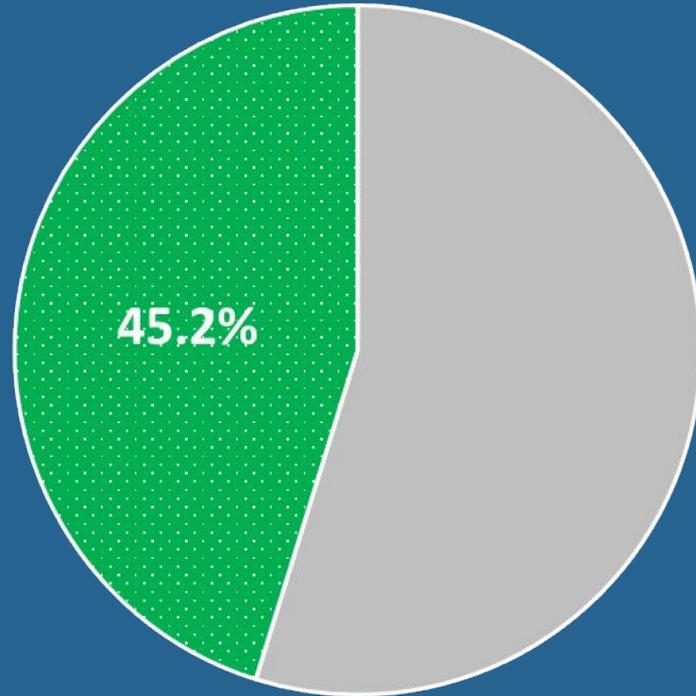
# 9th Graders Receiving Math Credit



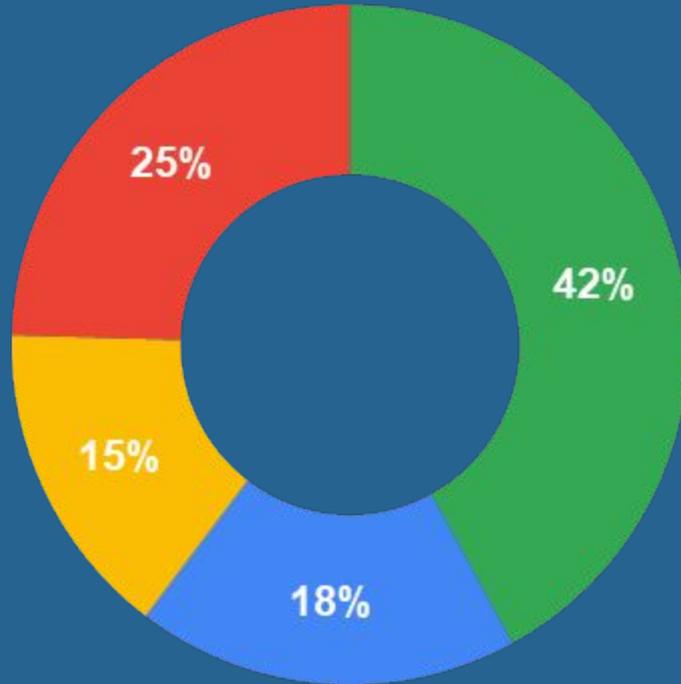
# Math Proficiency 3rd-5th Grade



# English Language Arts Proficiency 3rd-5th Grade



# Reading Proficiency - 2nd Grade



**Where do we  
want to be?**



# Connecting our work to board goals



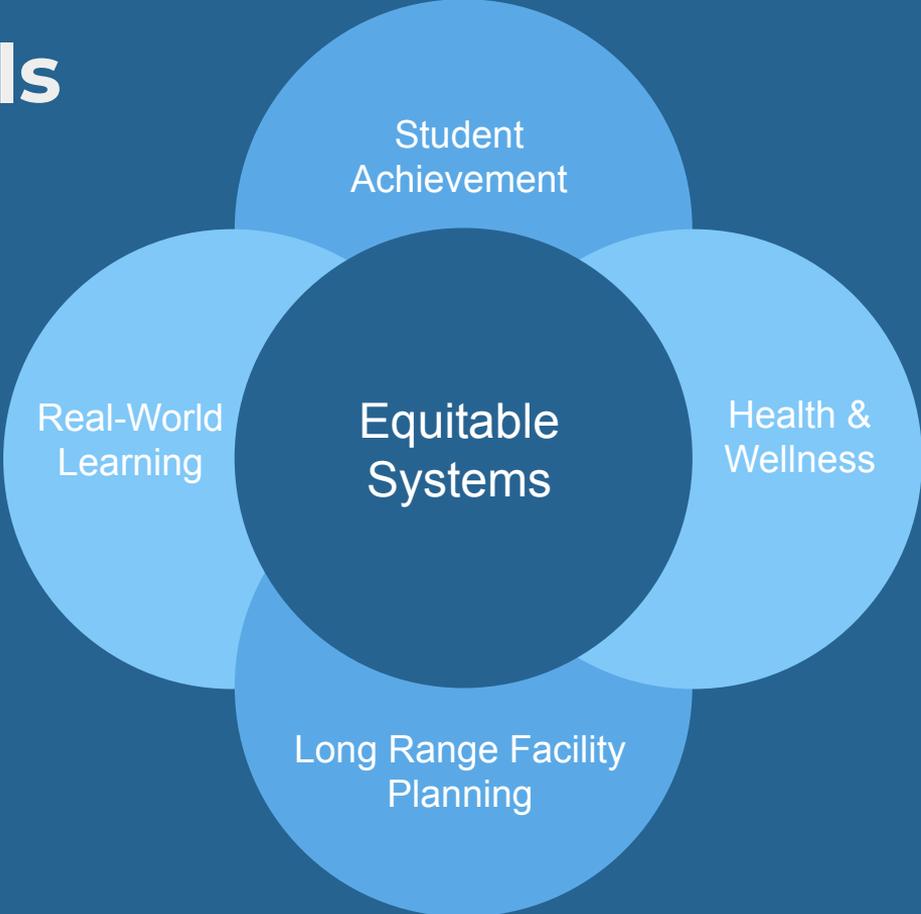
# Mission

Our district is committed to building relationships of trust and respect, providing inclusive learning environments that are culturally relevant, and igniting student engagement through real-world, experiential learning.

# Board Goals

- ★ Student Achievement
  - ★ Equitable Systems
  - ★ Real-World Learning
  - ★ Health & Wellness
  - ★ Long Range Facility Planning
- 

# Board Goals



Where do  
we want to go?



# Goal 1: Readers & Mathematicians

All students will be strategic readers and deep-thinking mathematicians.

# Objective 1: Math

## Elementary

50% of 3rd-5th grade students will demonstrate proficiency in math as measured by Oregon State Math Assessment.

## Middle

7th grade students will demonstrate both their math conceptual understanding and procedural fluency of key grade level understanding through local performance assessment.

## High

The percent of 9th graders receiving math credit will be reviewed. The discrepancy between the rate of all students and the rate of special populations will decrease by 20%.

# Objective 2: Reading

## Elementary

60% of 3rd-5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA assessment.

50% of 2nd grade students will demonstrate proficiency in reading as measured by Spring STAR.

## District

Teachers and leaders will be able to articulate their role in supporting students to become strategic readers at all levels for all students.

## Goal 2: Engagement & Connection

All students will feel connected and feel a part of their school community.

# Objective 1: Engagement & Connection

Raise the district percentage of students who attend school regularly to 70%.

## Objective 2: Engagement & Connection

More students will respond positively to the Relationship section of the YouthTruth survey.

Elementary - to 82%

Middle - to 62%

High - to 50%

**How are we  
going to get there?**



## Strategies - Goal 1: Readers & Mathematicians

- Support **staff capacity**
- Implement **adopted curriculum** and scope and sequence
- Address **systems and structures** that have been based on fixed mindset
- Increase the **rigor and relevance** of instruction

## Strategies - Goal 2: Engagement & Connection

- Support staff to enhance a **welcoming environment**
- Use **actionable data** to develop cycles of inquiry
- **Positive engagement** with school community and families

# CELEBRATION





**XII. ENROLLMENT UPDATE (8:30 p.m.)\***



# Corvallis

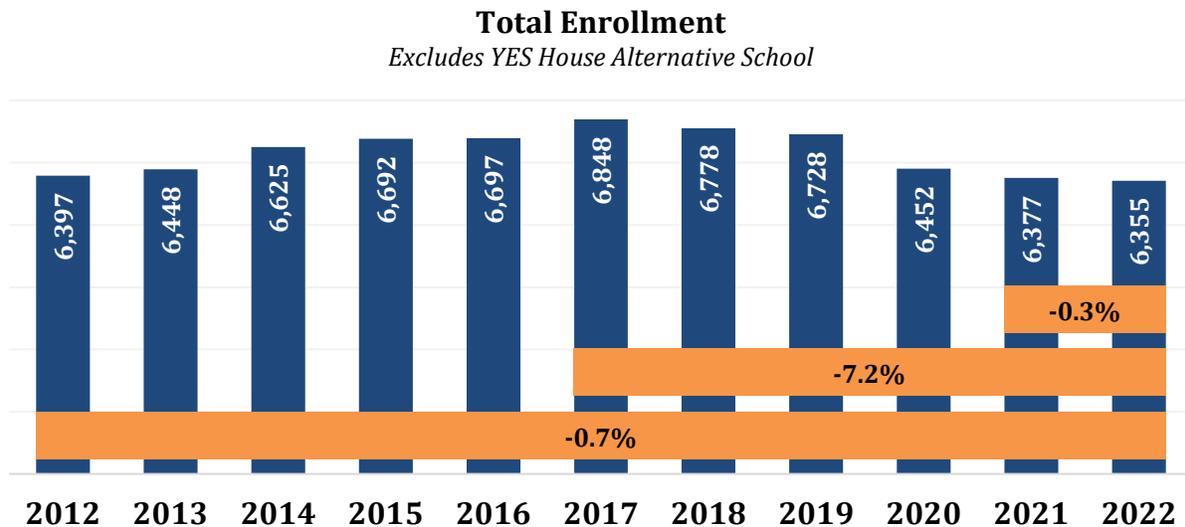
## SCHOOL DISTRICT

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

### Enrollment Update

**NO ACTION REQUIRED**

The fall enrollment update is a representation of the preliminary number of K-12 students enrolled on the first school day in October each year. On October 3, 2022 a total of 6,355 students were enrolled in the district's schools and programs, including all regular and charter school programs.

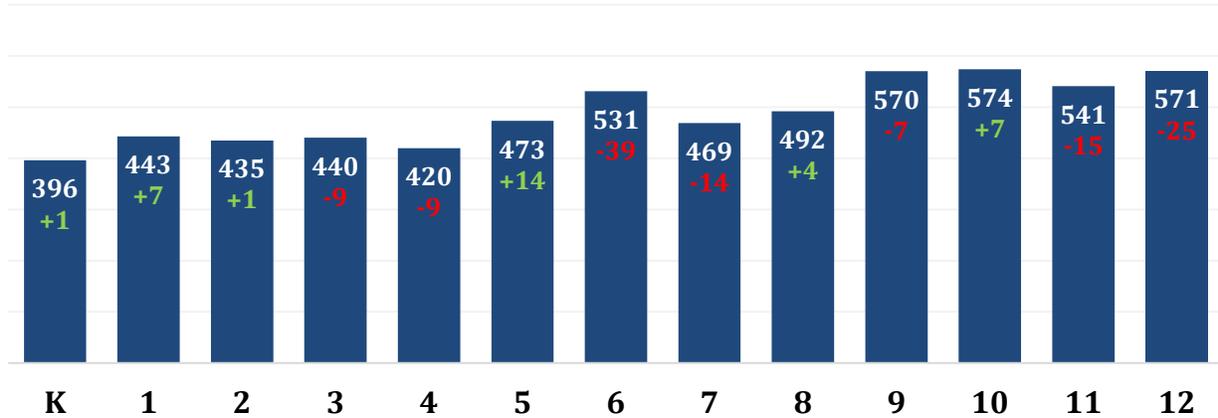


Compared to last year, total enrollment has decreased by 22 students or -0.3%. Compared to five years ago, total enrollment has decreased by 493 students or -7.2%. Compared to ten years ago, total enrollment has decreased by 42 students or 0.7%.

#### Actual vs. Projected

The total enrollment of 6,355 students is 84 students less than what was projected for this year. Actual elementary enrollment is higher than projected by 5 students, while actual secondary enrollment is lower than projected by 89 students.

**2022 Total Enrollment by Grade**  
Actual vs. Projected



Enrollment by School

The average elementary school enrollment is 335 with a low of 235 (Mt View) and a high of 390 (Letitia Carson). Middle school enrollment between Cheldelin and Linus Pauling varies by 203 students. High school enrollment between Corvallis High School and Crescent Valley High School varies by 334 students.

**2022 Total Enrollment by School/Program**

Adams Elementary	384	6.0%
Bessie Coleman Elementary	345	5.4%
Garfield Elementary	379	6.0%
Kathryn Jones Harrison Elementary	283	4.5%
Letitia Carson Elementary	390	6.1%
Lincoln Elementary	331	5.2%
Mt View Elementary	235	3.7%
Franklin K-8	301	4.7%
Cheldelin Middle	571	9.0%
Linus Pauling Middle	774	12.2%
Corvallis High	1212	19.1%
Crescent Valley High	902	14.2%
Alternative Pathways	142	2.2%
Muddy Creek Charter School	106	1.7%
<b>TOTAL</b>	<b>6,355</b>	<b>100%</b>

### Student-Teacher Ratios

The average student-teacher ratio at district elementary schools is 23, while the average student-teacher ratio at district secondary schools is 24.

	<b>Student Enrollment</b>	<b>Classroom Teachers (FTE)</b>	<b>Student-Teacher Ratio</b>
Adams Elementary	384	16.00	24
Bessie Coleman Elementary	345	14.00	25
Garfield Elementary	379	17.00	22
Kathryn Jones Harrison Elementary	283	12.00	24
Letitia Carson Elementary	390	17.00	23
Lincoln Elementary	331	15.00	22
Mt View Elementary	235	11.00	21
Franklin K-8	301	13.17	23
Cheldelin Middle	571	25.80	22
Linus Pauling Middle	774	35.60	22
Corvallis High	1212	49.83	24
Crescent Valley High	902	35.84	25
Alternative Pathways	142	5.75	25
Muddy Creek Charter School	106	6.00	18
<b>TOTAL</b>	<b>6,355</b>	<b>274</b>	<b>23</b>



# FALL 2022 ENROLLMENT REPORT

Corvallis School District  
November 3, 2022

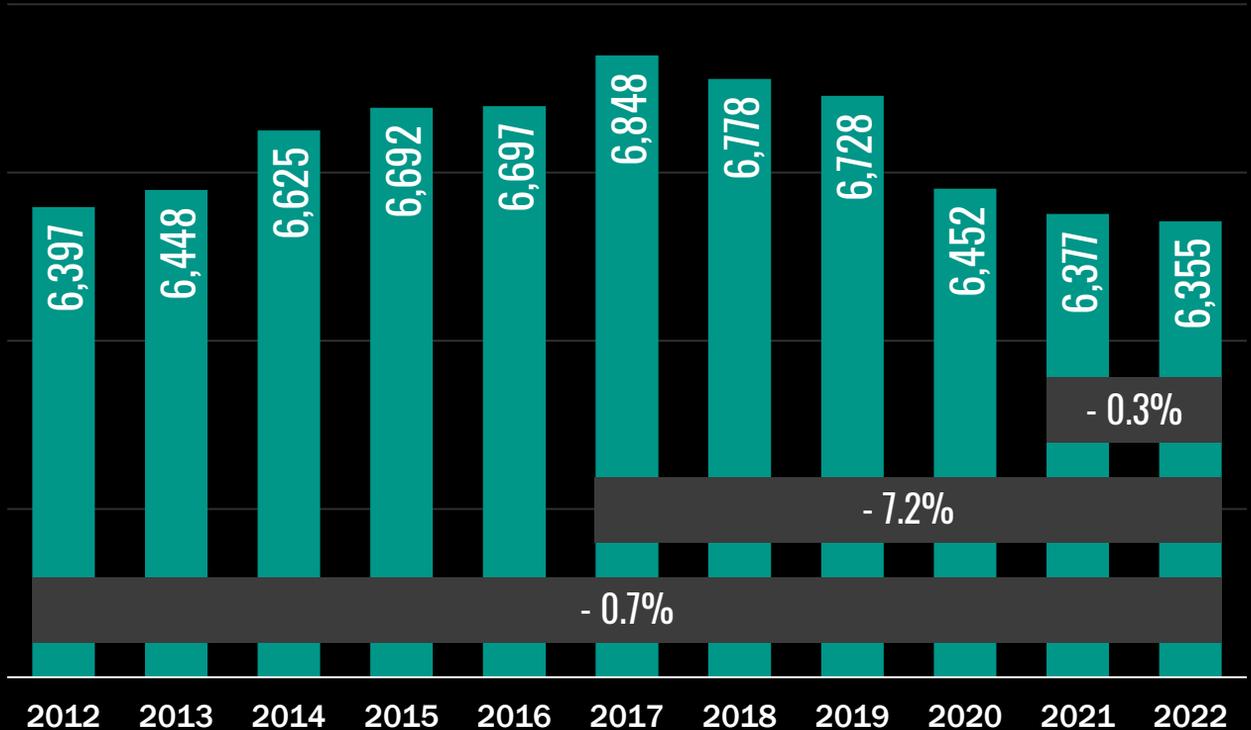
1

# Enrollment

Total

# TEN YEAR ENROLLMENT SUMMARY

*excludes YES House Alternative School*

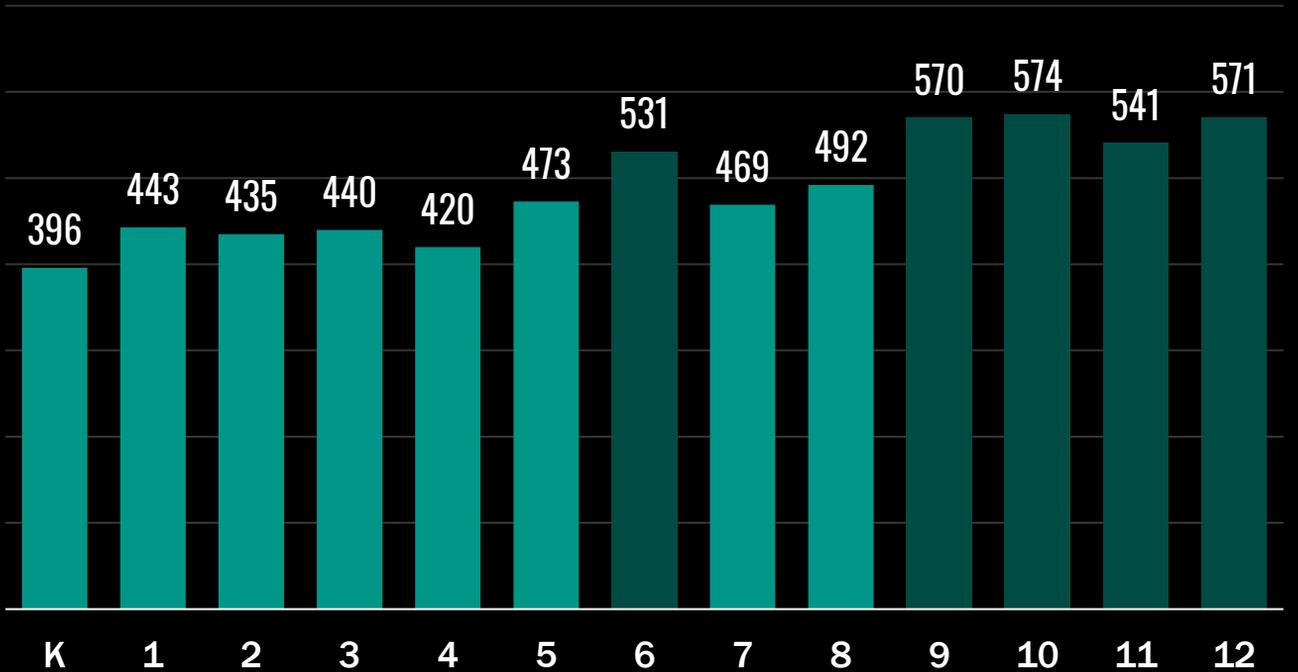


2

# Enrollment

By Grade

# TOTAL ENROLLMENT BY GRADE



TOTAL = 6,355

# TOTAL ENROLLMENT BY GRADE



TOTAL PROJECTED = 6,439  
TOTAL ACTUAL = 6,355  
DIFFERENCE = (84)

# TEN YEAR ENROLLMENT BY GRADE

*excludes YES House Alternative School*

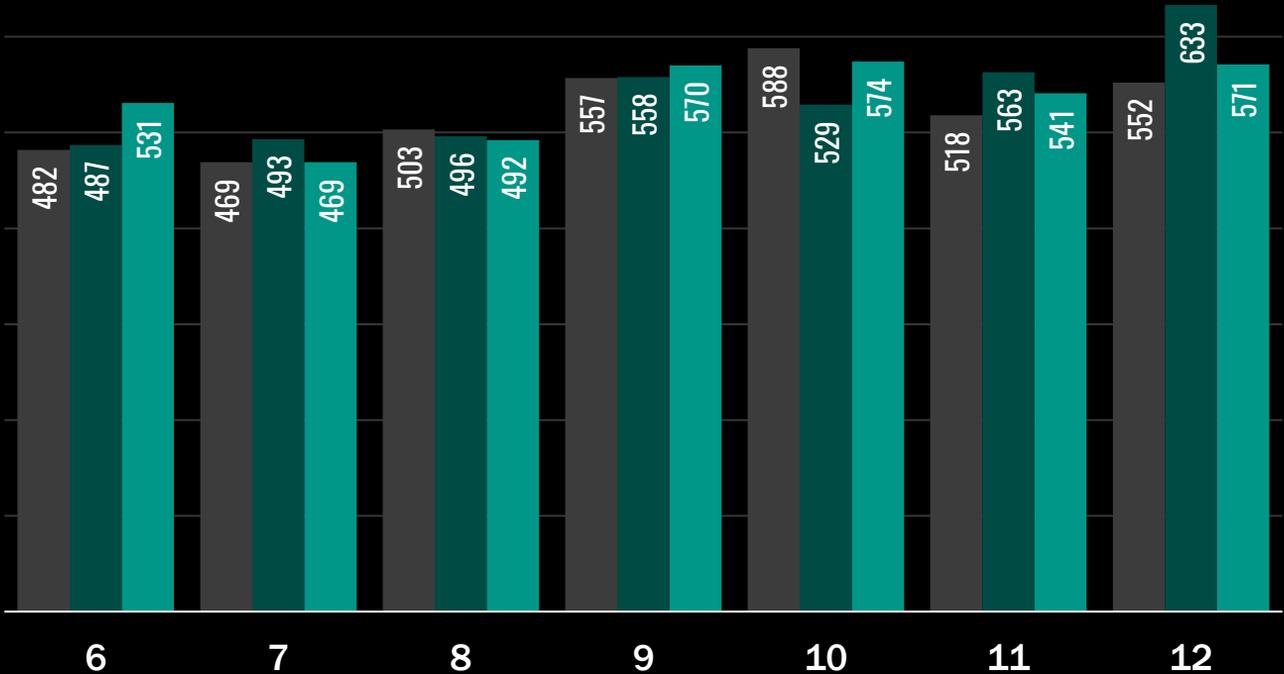
■ Ten Years Ago   ■ Five Years Ago   ■ This Year



# TEN YEAR ENROLLMENT BY GRADE

*excludes YES House Alternative School*

■ Ten Years Ago   ■ Five Years Ago   ■ This Year

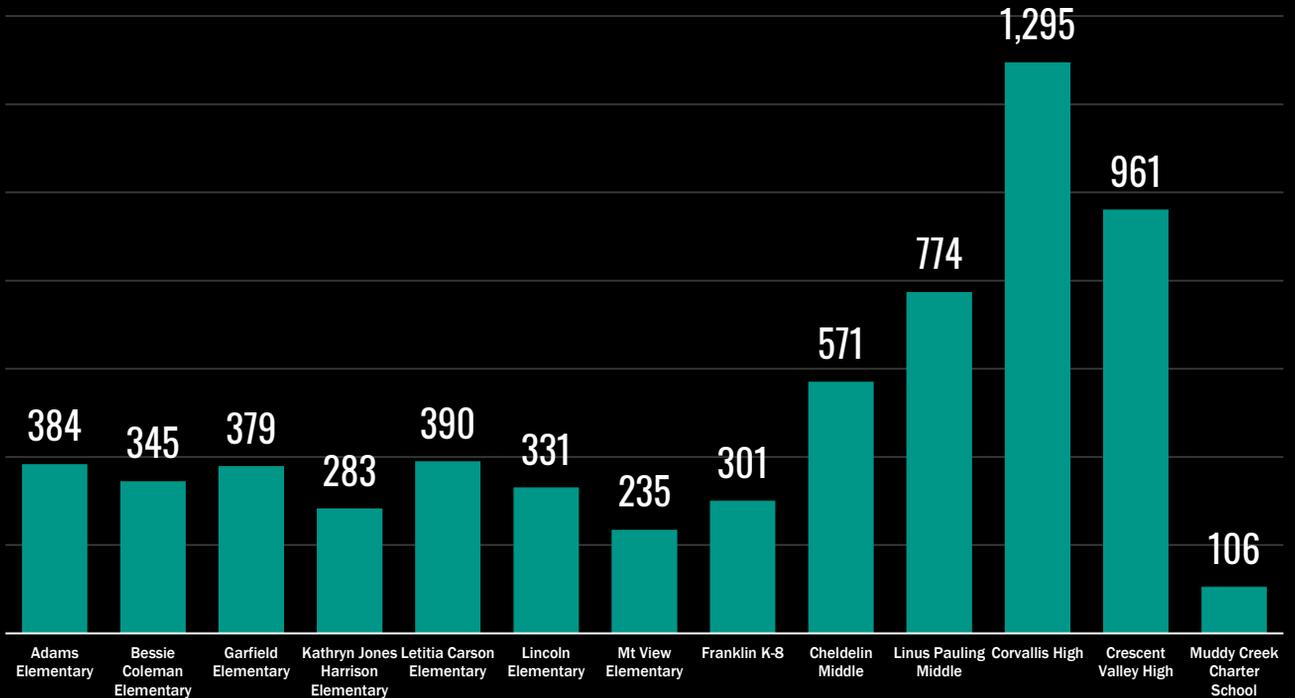


3

# Enrollment

By School

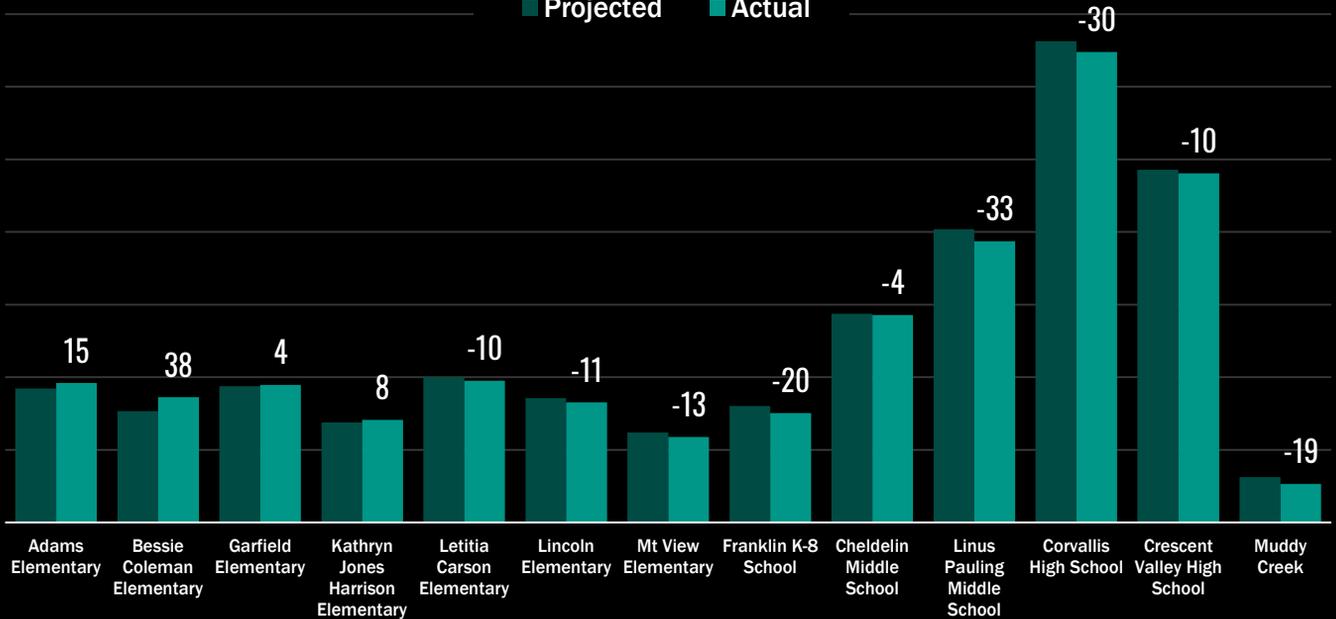
# TOTAL ENROLLMENT BY SCHOOL



TOTAL = 6,355

# TOTAL ENROLLMENT BY SCHOOL

■ Projected ■ Actual



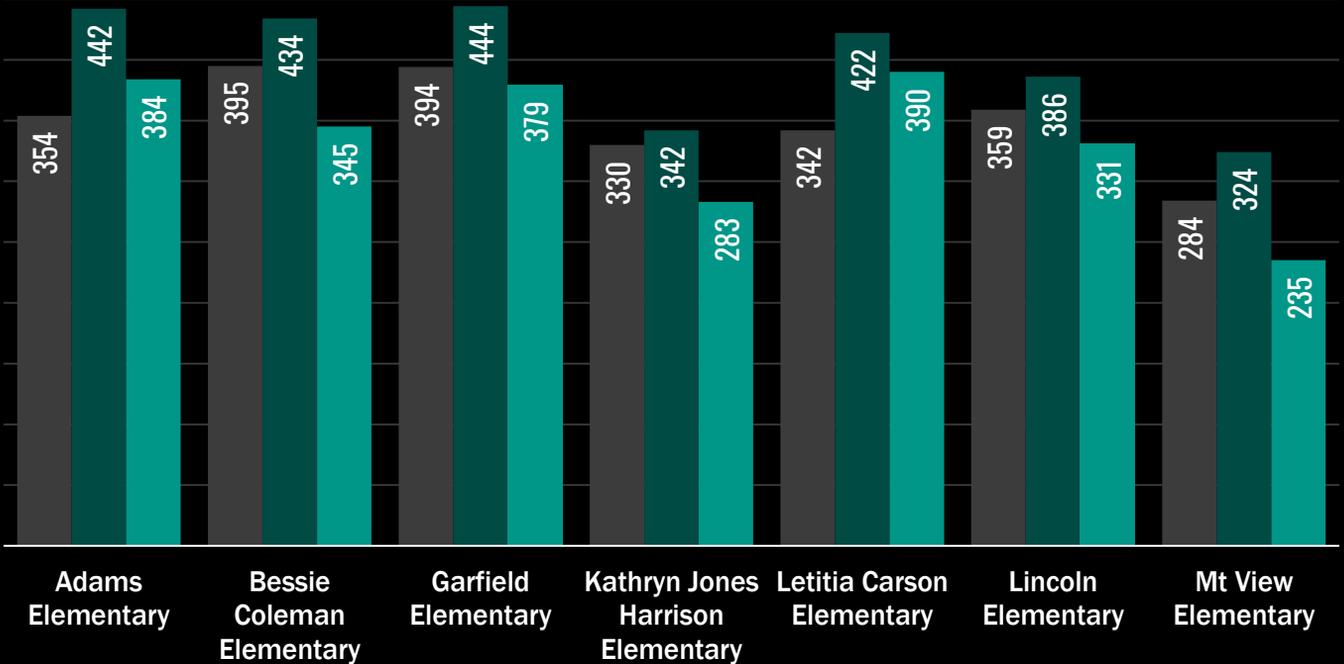
TOTAL PROJECTED = 6,439

TOTAL ACTUAL = 6,355

DIFFERENCE = (84)

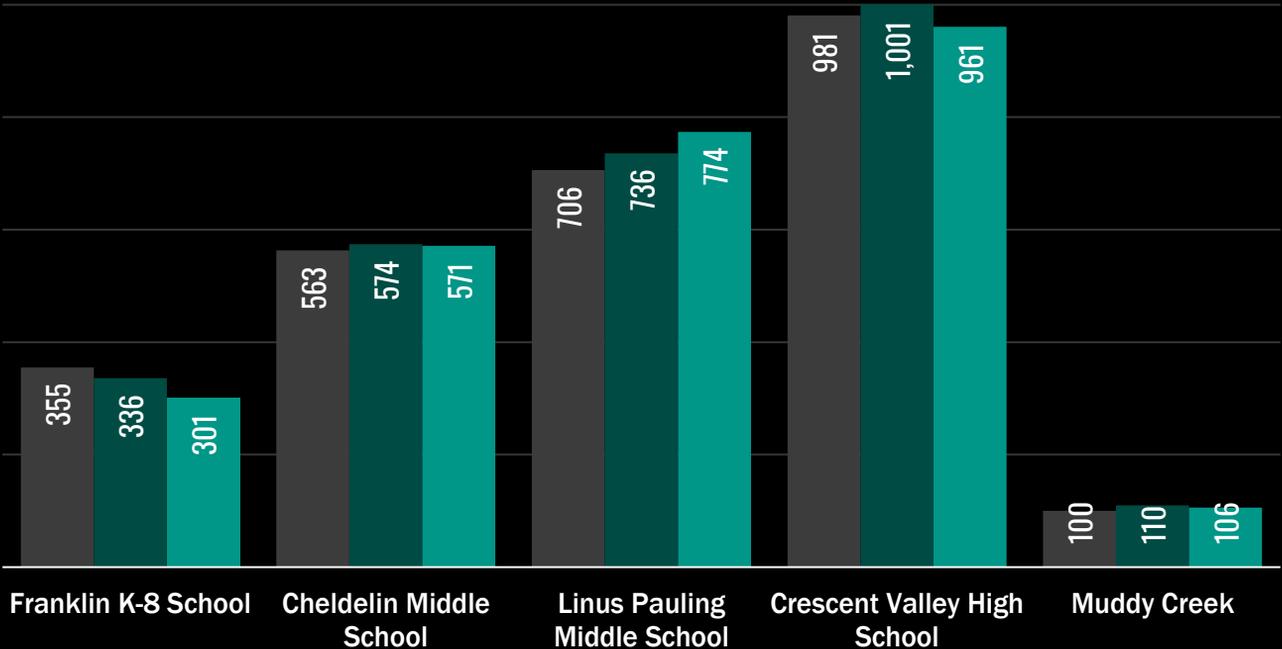
# TEN YEAR ENROLLMENT BY SCHOOL

■ Ten Years Ago   ■ Five Years Ago   ■ This Year



# TEN YEAR ENROLLMENT BY SCHOOL

■ Ten Years Ago   ■ Five Years Ago   ■ This Year

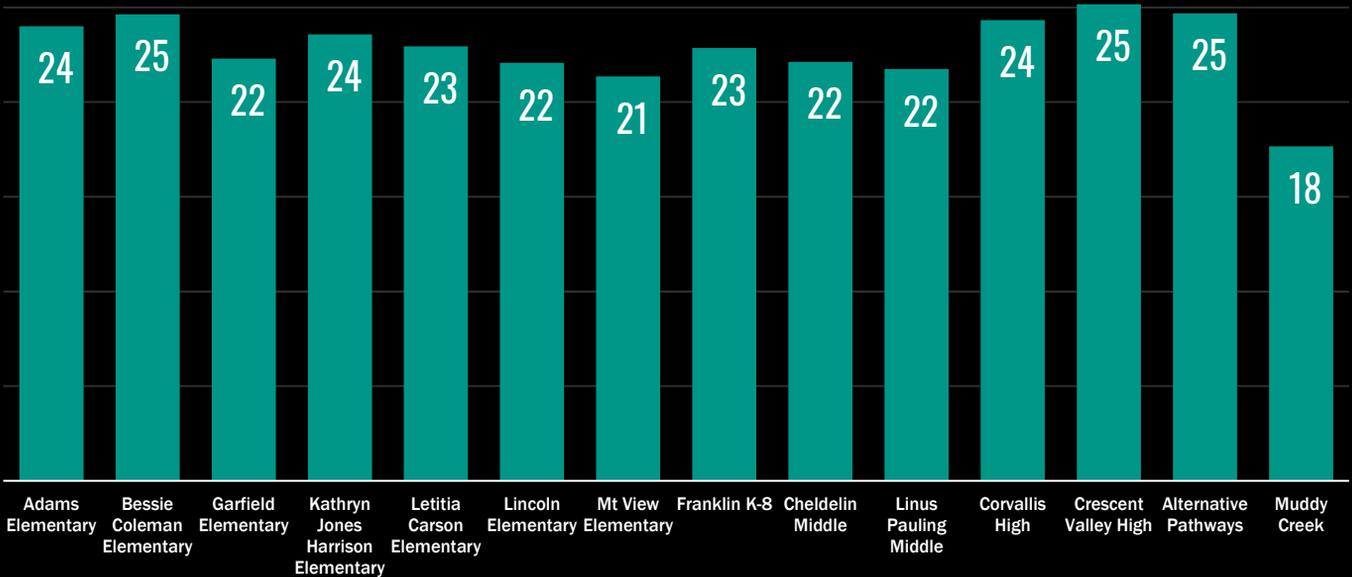


**4**

# **Enrollment**

**Student : Teacher Ratios**

# STUDENT:TEACHER RATIOS



**TOTAL** 6,355  
274 FTE **23**

**XIII. CONSOLIDATED ACTION (8:45 p.m.)\***

**A. Minutes**

1. October 13, 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 7:10 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</p>
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**II. ACKNOWLEDGMENT OF INDIGENOUS PEOPLES' DAY**

Board members took turns reading aloud Resolution Number 20-1002 – Acknowledgement of Indigenous People’s Day, celebrated annually on the second Monday of October (The document is posted online with the informational packet of this meeting.)

**III. EXECUTIVE SESSION**

The Board met in Executive Session at 5:15 p.m. 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**

**MOTION:**

**It was moved by Director Adams and seconded by Director Jones that the Board sustains the findings of the assistant superintendent with the exception of the action cited in item #2 and directs the District to remove the related warning from the student’s record. The motion was voted on and unanimously approved.**

**V. BOARD MEMBER REPORTS**

Co-Vice Chair Whitebear shared that several Board members attended the Corvallis High School SAFE mural reveal. It was terrific seeing the effort that went into the mural by students and staff; the mural is amazing. Additionally, the group hosted a great event with lots of good food and positive energy.

Chair Finger McDonald reminded the Board about the Oregon School Boards Association Roadshow, which will be held on October 17 at 5:45 p.m. at the Albany School District Office.

Director Al-Abdrabbuh shared the following:

- I attended the Oregon School Boards Association Prairie City Roadshow in John Day and learned about common issues across the state and how we can advocate for public education. A theme that came up was encouraging board member engagement and training.
- I am honored to have been chosen as the incoming Oregon School Boards Association President-Elect for 2023 and then President in 2024. Thank you for being so supportive; it offers a great opportunity to bring Corvallis voice to the state platform and to share lessons learned from around the state.
- Last weekend, I was appointed by the National School Boards Association as the Regional Director for the Pacific region, representing five states; it's the first time in about a decade Oregon is represented.
- National School Boards Association assigns new Board members a mentor, something we may want to look at in the future.

## **VI. SUPERINTENDENT'S REPORT**

Superintendent Noss shared information regarding upcoming events, including a communications audit survey, the Letitia Carson Elementary School Renaming Celebration, and a joint meeting with the Corvallis Public Schools Foundation board. (The Superintendent's report is posted online with the informational packet of the meeting and will be filed with the official 2022-23 Board records.)

### **A. Introduction of Student Representatives**

Superintendent Noss introduced the 2022-23 student representatives to the Board, Celia Frazier and Daemien Rooks from College Hill, Lucy Brown and Emily Matsuba from Corvallis High School, and Charlotte Patel and Zoe De Amicis from Crescent Valley High School. The student representatives will attend the business meetings and share updates from their schools.

## **VII. PUBLIC COMMENT**

Ashley Bonn, 1035 NE Diane Place, Corvallis, a district parent, expressed support for *The Kite Runner* after reading recent attacks on the book on social media. Ms. Bonn opined that *The Kite Runner* is an important piece of literature used in our high school curriculum and that we should not be banning books about situations that are relevant today. Additionally, she shared *The Kite Runner* provides an opportunity to have conversations with our young adults and educate them about a transition of power in another country when the Taliban takes over.

Valerie Serafin, 3421 SE 3<sup>rd</sup> Street, Corvallis, a district parent, expressed concern regarding the book *The Kite Runner*, assigned reading for her sophomore student. Ms. Serafin read a quote from the book and opined that even though the topic may be relevant, our students should not be subjected to sexually explicit material; there are other ways to educate our children while respecting them. Ms. Serafin questioned whether the District considered those who may have been subjected to

rape and shared that there are alternative pieces of great literature that could be used.

Melissa Norland, 3700 NW Harrison Blvd., Corvallis, a district parent, addressed the vaccine requirement for school district volunteers and questioned why exemptions are not available as they are for school staff. Ms. Norland stated that the Oregon Health Authority website has students, staff, and volunteers lumped together and does not state that one group may receive an exemption while others do not. Ms. Norland opined that it is within a person's right to decline vaccination with religious or medical justification and that it feels the District is being discriminatory to those who have chosen not to take the vaccine.

Superintendent Noss shared that currently, the process includes anyone requesting an exemption meeting with Human Resources to set an exemption standard. Our human resources department has not had the capacity as they are still filling positions for the year in our HR and Finance departments. We are looking at what it will look like with time and the additional costs of staffing to meet with every parent volunteer that requests an exemption.

Becky Dubrasich, 3900 SW Research Way, Corvallis, a district parent, exempted ER nurse, and the Corvallis captain of the Oregon Moms Union shared her concerns regarding Corvallis School District still not allowing vaccine exemptions for volunteers. Ms. Dubrasich reached out to surrounding school districts and shared that it is her understanding that districts are allowing exemptions for volunteers and that they did not have to hire additional staff. Ms. Dubrasich opined that the District's reasons for not accepting exemptions are an excuse as this same Board was proposing mandating vaccination for all students last year.

## **VIII. DUAL LANGUAGE IMMERSION (DLI) UPDATE**

Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator, was joined by District Administrators Nancy Davila-Williams, Aaron Hale, Alicia Ward-Satey, and Salvador Munoz to provide a Board update on the Dual Language Immersion program. (A copy of the report and the slide presentation are posted online with the informational packet of the meeting and will be filed with the official 2022-23 Board records.)

Dual Language Immersion students from Corvallis High School, including Jorge Aquino Gonzalez, Cynthia Cisneros Ruiz, Farren Groom, and Alden Lancaster, shared experiences from their time in the program. They answered questions from the Board with the following information:

- In 2035 we hope all District students will be able to respond to the Board in Spanish.
- We would like to see more staff and school board members that look like us.
- It would be good to have more Spanish class options, especially in Junior and Senior years.
- The program needs to keep evolving.

Two Corvallis School District Dual Language Immersion program alumni, Gustavo Esparza, a recent Oregon State University graduate, and Ana Maria Nunez Guzman, a teacher at Corvallis High School shared their experiences coming up through the program. (Their testimony is posted online with the informational packet of the meeting and will be filed with the official 2022-23 Board records.)

District staff answered questions from the Board with the following information:

- The Guatemalan community has grown over the last few years. Health navigators have helped to connect the community with Garfield staff through culturally appropriate events.
- Equity lessons that discuss different Latinx populations are taught in alignment with school projects at the end of each section of equity lessons.
- We have heritage months in place at Garfield, which are recognized and celebrated through assembly work, decoration, and discussion. Because we have such a large population of students and staff of color, it is more organic and part of our daily work and focus.
- Equity lessons are a foundation that are consistent across Lincoln, with heritage months being celebrated with more intentionality. Our Equity committee is our leadership team, providing more synergy and momentum. Heritage months are led by our staff of color and allies, which are more authentic.
- At the middle school level, we are looking at the Spanish reading materials used in our curriculum and working to ensure that it reflects the diversity in the Spanish-speaking world.
- Special education staffing in Dual Language Immersion is a growth area. Special education services are sometimes student services in the way of a 504 plan or other support, and there may be a disparity in our system in how folks can access those services.
- We must be mindful of using our equity lens questions to guide our systems and processes within our schools.
- Family liaisons and health navigators in our buildings have helped families navigate services.
- Bilingual special education staff is an area of growth. Currently, staff differentiates in the classroom to accommodate students on an IEP. We would love to find a special education teacher who understands the cross between special education and language acquisition.
- Bilingual Educational Assistants are needed in classrooms to assist students that may need extra support to engage in the class and get through the materials.
- We must find ways to bring bilingual math and special education teachers to Corvallis.

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

## **IX. DIVISION 22 REPORT AND ACTION**

Assistant Superintendent Harder provided the Division 22 report for the 2021-22 school year. (A copy of the report is posted online with the informational packet of the meeting and will be filed with the official 2022-23 Board records.)

Melissa Harder reported that our District met all standards and is in full compliance.

### **MOTION:**

**It was moved by Director Al-Abdrabbuh and seconded by Co-Vice Chair Whitebear 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 The motion was voted on and unanimously approved.**

## **X. ADOPT BOARD & SUPERINTENDENT WORKING AGREEMENTS AND BOARD NORMS**

Director Adams shared that he met with Superintendent Noss and reviewed the Working Agreements. The communication bullet points were moved from the Board & Superintendent Working Agreements to the Board Norms document. There were a few language adjustments to the Board & Superintendent Working Agreements document, but most of the language was retained; there were no substantive changes.

### **A. Adopt 2022-23 Board and Superintendent Working Agreements**

#### **MOTION:**

**It was moved by Director Jones and seconded by Director Al-Abdrabbuh to adopt the 2022-23 Board and Superintendent Working Agreements as submitted. The motion was voted on and unanimously approved.**

### **B. Adopt 2022-23 Board Norms**

#### **MOTION:**

**It was moved by Director Al-Abdrabbuh and seconded by Director Jones to adopt the 2022-23 Board Norms as submitted. The motion was voted on and unanimously approved.**

## **XI. CONSOLIDATED ACTION**

#### **MOTION:**

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

The Board approved the following items:

- A. Minutes** – September 8, 2022, September 29, 2022 – (These 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** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

## **XII. CONSOLIDATED INFORMATION**

The Board received the following information prior to the meeting. Board members asked questions regarding items B1 and C4 and received answers from staff.

- A. Non-Licensed Personnel Information** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board

records.)

**B. Unaudited Financial Statements** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

1. **June 2022 Financial Statements (Unaudited)**
2. **July 2022 Financial Statements (Unaudited)**
3. **August 2022 Financial Statements (Unaudited)**

**C. Board Policies** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

1. **Board Policy GBEA — Workplace Harassment**
2. **Board Policy GCDA/GDDA-AR — Criminal Record Checks and Fingerprinting**
3. **Board Policy IK — Assessing and Reporting Academic Achievement**
4. **Board Policy JGAB — Use of Restraint or Seclusion**

### **XIII. BOARD MEMBER COMMENTS**

Co-Vice Chair Whitebear requested that Superintendent Noss bring a report to a future meeting regarding disciplinary action at the secondary level, especially interested in a cross-analysis with gender, race, and abilities and a review of related policies.

### **XIV. ADJOURNMENT**

There being no further business before the Board, Chair Finger McDonald adjourned the meeting at 9:40 p.m.

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Sarah Finger McDonald, Board Chair

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Ryan Noss, Superintendent

Prepared By: Kim Nelson

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2. October 20, 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 6:32 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                  Vincent Adams</p> <p><u>BOARD MEMBERS EXCUSED</u>                  Tina Baker                  Terese Jones</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. ACKNOWLEDGMENT OF LGBTQI2S+ MONTH**

Board members took turns reading aloud Resolution Number 21-1001 – Acknowledgement of LGBTQI2S+ Month, celebrated each October. (The document is posted online with the informational packet of this meeting.)

**III. CORVALLIS PUBLIC SCHOOL FOUNDATION WORK SESSION**

Chair Finger McDonald welcomed the Corvallis Public Schools Foundation (CPSF) and noted that during the work session, participants would be moving around the room working in small groups, and sound might be limited. (The work session agenda is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Becca Gose, Chair of the Corvallis Public Schools Foundation Board, shared that the strategic alignment between the two organizations is essential; the foundation’s focus supports the work of the District. Ms. Gose shared her appreciation for the former Executive Director, Liv Gifford; she was highly successful and impactful in growing the foundation. Additionally, she thanked Angela Hibbard for stepping into the Interim Executive Director role.

Ashlee Chavez, Chair of the Executive Director Search Committee, shared information regarding the foundation’s growth over the past decade. With the addition of the Development Director, the role of the Executive Director has changed with more focus on bringing together a team and

working strategically with the District in the alignment of goals on the path forward. Additionally, Ms. Chavez shared the following information regarding the recruitment and hiring processes the committee has developed with a goal of hiring and onboarding by the end of March 2023.

There was a group discussion around the question prompts that were shared with the group ahead of the work session.

Question 1 – Important qualities (not qualifications) for the CPSF Executive Director are:

- A good communicator.
- Listens deeply to the community, students, family members, and educators to identify opportunities to be filled.
- Dedication to building relationships and opportunities for partnerships.
- Values the goals of the school district.
- Interpersonal communication skills.
- Coalition and team building opportunities that may not be obvious, like finding a way to get fresh produce to families in need. Finding resources and building connections.
- Understanding nuances within the community, district, stakeholders, institutional donors, individual donors, and the intention of a meeting or event.
- Fosters connections and relationships and works on them long term, sees end goals.
- Knowing your board and understanding how they work.
- A belief in all kids and taking a stance on social work in a way the District can't.
- Closely held beliefs that show up in decision-making.
- Supports the values the work of the school district, taking the time to learn what we value and what we are working towards for our kids.
- Continuity needs to be a theme; keep what is good and take us to the next level.
- Dedication to diversity, equity, and belonging in everything they do.
- Someone who can be vulnerable and elevates the voice of others.

Question 2 – Critical stakeholders to involve in the selection of the next CPSF Executive Director include:

- Superintendent or Assistant Superintendent, Students Services Director, Casa Latinos Unidos, Jackson Street, County Health Director, Teaching and Learning Director, School Board member, institutional donors, regional or state stakeholders, Executive Directors from other local foundations, Executive Directors from sister foundations.
- People whom the foundation has served.
- Teachers and students who have been grant recipients; showing the candidates what grants have accomplished

Due to time constraints, the third question was moved into the conversation regarding School Board goals. The questions related to the Board goals are focused on reviewing current to determine if there are revisions that need to be made. Superintendent Noss divided the group into small groups to discuss the question prompts in the work session agenda.

The group reconvened to share the following summary from their break-out groups:

- There is good alignment between the goals of the foundation and the school board goals.
- The Board goals help direct the focus of the foundation.

- The Board goals help our donors understand why we do what we do and align with the school board's goals to serve students and staff.
- District goals are an essential lens to help the foundation prioritize; it doesn't mean the foundation has the same goals, as they are two separate organizations that approach the work differently.
- Community values find their way into the goals because the District has been intentional about creating strong partnerships in the community.
- The goals are aimed at what we want the community to be like; we are building Corvallis citizens of tomorrow.
- This partnership has expanded what we think is possible.
- By 2032, every sophomore will be on the path to being bilingual.
- There is much alignment between the foundation and the school board, and the board's goals help the foundation. The District does the work and the education, and the foundation builds the resources and connections for the good of the kids and the community.
- The current goals reflect what we see in our community, but we discussed what is different now from five years ago when they were adopted. The political polarization, the lack of spaces for discourse, and people operating in bubbles, public education is the place it all comes together. Current goals address many of these issues with a focus on real-world learning, critical thinking, collaboration, communication, increasing and supporting students' voices, empowerment, and leadership.
- How do we call out how we will create space for viewpoint diversity and how do we help students develop the skills to go out into the world?
- Public schools are the only remaining place everyone belongs; we need to utilize the opportunity to get the community involved.
- There is a disconnect between the community and the school district; the challenge is making public schools a place where everyone belongs.
- Helping to increase the investment (social and emotional) in the community.
- Board goals to reflect community goals, opportunities to build programs to serve kids, something donors will want to invest in.

Co-Vice Chair Whitebear joined the meeting at 7:41 pm.

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

#### **IV. BOND UPDATE**

Wenaha Group Senior Project Manager Dale Kuykendall referred to a report provided to the Board before the meeting and presented 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.)

#### **V. BIAS RESPONSE UPDATE**

Assistant Superintendent Harder and Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator, referred to a report provided to the Board before the meeting and presented a slide presentation. (The document and slides are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

District staff and Board members offered the following comments:

- I am so happy to see how this has come together.
- We have created a system with shared accountability at different levels.
- Putting students at the center, creating a safe place, and guaranteeing that we will take action.
- Incredible to see what has come together.
- Staff, students, and community deserve to be safe; we are working on how we will communicate with the community.
- Slow down, pause, and go make good decisions.
- This is a sterling example of goal number two.
- Systematic response to systematic bias.
- We are teaching students skills to take out into the world.
- Positive identity development.
- This work is much more than I expected when we discussed this last year.
- I noticed that you added disability; it is often missed as bias.
- There will be mid-year and year-end reporting to take back to administrators.
- Reminds students how powerful their voices are.
- We must continue to have a goal focused on equity and being visible to students.
- My students have come home talking about the equity lessons.

#### **VI. APPROVE CONTRACT WITH OREGON SCHOOL EMPLOYEES ASSOCIATION (OSEA)**

Human Resources Director Jennifer Duvall referred to a report provided to the Board before the meeting. (The document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Jennifer Duvall shared the following:

- While working through the contract with the classified employees, it was important that we retained the positive relationship we have had over the years and acknowledged the value they bring to all of our students.
- Most articles in the contract have some addition or change based on really hearing what was important to our staff.

Superintendent Noss reiterated Ms. Duvall's appreciation for classified staff and responded to a Board member's question regarding District budget concerns with the following information:

- We have work to do with the legislature; we expect lower funding than we need.
- We anticipate the end of federal dollars that we have had through the pandemic.
- Corvallis is an expensive place to live, which impacts our student enrollment, and we will continue to see declining enrollment over the next four years.
- All these components factor into concerns we are walking into over the next biennium.

#### **MOTION:**

**It was moved by Director Al-Abdrabbuh and seconded by Director Adams to approve the contract with Oregon School Employees Association (OSEA).**

Director Adams appreciated the District and the OSEA teams; they worked hard to reach this agreement. This agreement represents a deep appreciation for the classified staff and their contribution to the district. It was a very complex process; District staff always prioritized staff and keeping kids at the center.

Director Al-Abdrabbuh shared the sentiments of Director Adams and expressed his appreciation for how pro-union this Board is, always focusing on the needs of students. Additionally, Director Al-Abdrabbuh shared that although he will vote yes and celebrate, he cautioned that looking forward, this Board, along with staff and the community, will need to advocate the legislature and federal funding sources; we cannot settle for less and continue to provide progressive agreements that take care of our staff like this one.

Chair Finger McDonald expressed her appreciation for the work through this process, especially recognizing the value of our staff. We need to advocate for public education so that we can continue to carry out school every day in a way that supports our students and sends them out into the world to serve in an inspirational way.

**The motion was voted on and unanimously approved.**

## **VII. BOARD MEMBER COMMENTS**

Director Adams encouraged Board members to send any additional notes from the work session with the CPSF to Board Secretary Kim Nelson. She will forward them to Angela Hibbard at the Foundation.

Director Whitebear shared that she was excited to be part of the Letitia Carson renaming ceremony. It was beautiful to see connections and the representation of family members of the people the schools are named after. The art is beautiful, and it was exciting to see that the baskets are a different weaving style of the Umatilla tribe members from this region. It's enriching for students to experience small cultural differences from other parts of Oregon. Thanks to Principal Eric Beasley and to all that pulled the event together.

## **VIII. ADJOURNMENT**

There being no further business before the Board, Chair Finger McDonald adjourned the meeting at 9:05 p.m.

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Sarah Finger McDonald, Board Chair

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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: November 3, 2022

## Licensed Personnel Action

## ACTION REQUESTED

### Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Reimer, Robin	DLI Teacher - Second Grade	1.00	Garfield Elementary School	10/17/2022	Temporary Teacher

### Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Coppock, Jennifer	District Nurse	1.00	District Office	10/10/2022	Resignation
Mann, Jamie	Middle School Math Teacher	0.60	Linus Pauling Middle School	12/24/2022	Resignation

### MOTION REQUESTED:

"I move to approve the Licensed Personnel action as submitted."

## C. Budget Committee Appointments



# Corvallis

## SCHOOL DISTRICT

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

### **Budget Committee Appointments**

### **ACTION REQUESTED**

#### Background

The budget committee consists of seven members appointed by the Board plus the seven elected Board members. The appointive committee members are appointed for three-year terms. This year the terms of three members expired (Katherine Bremser, Margit Foss, and Andrew Freborg), resulting in three vacancies for full terms expiring June 30, 2025. The School Board also recognized one additional one-year appointment due to the resignation of Sravya Tadepalli.

Pursuant to [Board Policy DBEA](#), the Board identified these vacant budget committee positions on September 29, 2022. The budget committee vacancies were advertised through a news items on the district's website, a press release, a social media post, and the district's regular communication channels with families. Applications were accepted through October 25, 2022 and reviewed by district staff involved in the budget development process.

The district received one request for reappointment and seven (7) new applications. All application materials follow this cover.

#### ACTION REQUESTED:

- Reappoint Andrew Freborg for an additional three-year term ending June 30, 2025
- Appoint Aaron Rivers to a three-year term ending June 30, 2025
- Appoint Courtney Holgate-Champney to a three-year term ending June 30, 2025
- Appoint Andrea Thornberry to a one-year term ending June 30, 2023

#### MOTION REQUESTED:

"I move that Andrew Freborg, Aaron Rivers, and Courtney Holgate-Champney be appointed to the Budget Committee for three-year terms ending June 30, 2025, and that Andrea Thornberry be appointed to the Budget Committee for a one-year term ending June 30, 2023.



# Corvallis

## SCHOOL DISTRICT

### 2023 Budget Committee Application

Mr. **Aaron Rivers** (He/Him)

[REDACTED]  
Corvallis, OR 97330  
[REDACTED]

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**I am interested in participating in the Budget Committee because I have two children attending Corvallis public schools and I would like the available resources to be put to their most effective use. I believe that my experience as a parent, educator in a high school and various community colleges, and education in accounting would be helpful to the Committee in making decisions to improve education in Corvallis.**

Please describe your professional/educational background related to this position.

**I have a graduate degree in Applied Physics and have also completed multiple online college class in order to be able to sit for the CPA exam, and thus I believe that I have extensive experience in different learning formats. I have also taught physics, chemistry, and math at multiple community colleges and worked as a math tutor and long-term substitute math teacher at a high school. These experiences have taught me about the skills necessary for success for both secondary and post-secondary schools. In addition, I am currently working as an accountant and have extensive education in accounting and financial management.**

OPTIONAL: Upload a letter of interest  
**Attachment.**

OPTIONAL: Upload a resume  
**Attachment.**

*Entry ID: 3161*

*Entry Date: 10/19/22 10:23:57*

19 October 2022,

To the Corvallis School District Board:

My name is Aaron Rivers and I am applying to serve on the Corvallis School Board Budget Committee. I am interested in this position because I want to help the school district improve its services to students and to improve the educational experience of all CSD 509 students. My children have attended Corvallis schools beginning in kindergarten and have studied at the former Hoover Elementary, Garfield, Cheldelin, and are both currently at Crescent Valley High School so I am familiar with many of the schools in Corvallis. Additionally, I have a background in accounting that I believe would be helpful for the Budget Committee.

Please feel free to contact me if you have any questions or need more information.

Thank you for your time,

Aaron Rivers

# **Aaron R. Rivers**

[REDACTED]  
Corvallis OR 97330  
[REDACTED]

## *Education*

**Passed all CPA exams (2019)**

**M.S. in Applied Physics**, University of Washington, Seattle WA, 2001

**B.S. in Chemistry**, University of Puget Sound, Tacoma WA, 1998

- *Additional education in* accounting and personal financial planning from the University of Washington, University of California-Berkeley, and University of California-Irvine

## *Experience*

*January 2022 to present*

**Stover, Neyhart, Yee & Co.**, Corvallis OR

*Accountant*

- Collected, analyzed, and prepared information for tax returns to individuals, trusts, and estates.
- Developed tax plans for individuals with various situations and needs.

*2007 to 2008*

**Glenview South High School**, Glenview IL

*Math Tutor and Long-term Substitute Math Teacher*

*2005 to 2006*

**Coastal Carolina Community College**, Jacksonville NC

*Instructor in math, physics, and chemistry*

- Implemented a new program integrating technology in physics labs

*2001-2004*

**University of Colorado**, Boulder CO

*Associate Scientist*

- Designing and performing global climate simulations presenting results for publication and presentation



# Corvallis

SCHOOL DISTRICT

## 2023 Budget Committee Application

Mr. **Brandon Konda** (He/Him)

[REDACTED]  
Corvallis, OR 97333

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**My daughter is a 7th grader at Linus Pauling and my son will be attending in two years. I've operated my own independent financial planning practice for 12 years and have served on other boards, such as Orange County Head Start, as a financial expert. I am interested in learning more about how the school develops its budget and assisting in that process.**

Please describe your professional/educational background related to this position.

**Bachelor of Science in History & Political Science at Kansas State University  
Master of Public Administration from George Washington University  
2 years of working as a congressional aide  
14 years of working as a financial advisor  
Series 6, 7, 63, 66 licensed  
Accredited Investment Fiduciary designee**

OPTIONAL: Upload a letter of interest

**No attachment.**

OPTIONAL: Upload a resume

**No attachment.**

Entry ID: 3160

Entry Date: 10/18/22 20:39:12



**Corvallis**  
SCHOOL DISTRICT

## 2023 Budget Committee Application

Ms. **Courtney Holgate** (She/Her)

[REDACTED]  
Corvallis, OR 97330  
[REDACTED]

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**I would like to get involved in the Corvallis School District where I can have an impact. I'm passionate about public schools and feel they are a critical part of our society. I also look forward to the opportunity to communicate and inform the greater Corvallis population of the budget situation within the Corvallis School District (as permitted) as well as programs that the school sponsors. With my communication skills I also feel that I can act as a conduit for input from the community to convey their priorities back to the school board.**

Please describe your professional/educational background related to this position.

**I have a master's degree in Business Administration from Oregon State University as well as a large amount of professional experience managing complex budgets. I have also led a number of teams and served extensively on committees with individuals coming from diverse backgrounds.**

OPTIONAL: Upload a letter of interest

**No attachment.**

OPTIONAL: Upload a resume

**Attachment.**

Entry ID: 3157

Entry Date: 10/17/22 09:18:47

# Courtney Holgate-Champney

SUPPLY CHAIN CONSULTANT

## PROFESSIONAL PROFILE

I believe in execution and creating results based on sound data driven judgment, strong project management skills and the ability to act. My passion is for process and my knowledge is in software product demonstrations, negotiation, sourcing, inventory and procurement methodologies and concepts. With over 15 years' experience in supply chain technology, I've proven myself as an effective leader and individual contributor who can implement change and drive the sales process while maintaining strong relationships with both internal and external teams.

## EXPERIENCE

### SENIOR SOLUTION CONSULTANT

Workday, Remote | 2019 – Present

Solution consultant responsible for demonstrating Workday Supply Chain Management product as well as our platform solution to healthcare prospects and existing customers. Fiscal year 2022 contributions resulted in \$27 million+ in sales.

- Develop, present, and respond to proposals for specific customer requirements, including request for proposal responses and industry-specific solutions.
- Collaborate with sales and teams to understand and convey customer requirements, to promote the sale of company products and enhance the development of products, and to provide sales support.
- Identifying the educational needs of our team and coordinate formal educational or training programs or classes, and teaching or instructing others. Create demo scenarios and scripts that incorporate the value of the software as well as functional capabilities.
- Fiscal year 2020 Model Object Winner, Fiscal year 2021 Sales Club Qualifier

### MMIS AND ANALYTICS MANAGER

Samaritan Health Services, Corvallis, OR | 2013 – 2019

Corporate supply chain manager responsible for PeopleSoft ERP, Application Development and Business Intelligence analytics as well as leader of the Value Analysis and Standardization Team Initiatives resulting in over \$1 million in savings annually.

- Developed and elevated materials procurement and distribution capabilities and work flows both within the direct reporting team and with the extended team throughout five communities including a level 2 trauma center, 3 critical access hospitals, over 100 clinics and 4 gyms.
- Managed Supply Chain modules including Master Data (item master, supplier master, vendor item master, inventory and par inventory), Mobile Supply Chain and Contract Management, to serve our application users. Primary lead for planning, testing and coordinating migration to new software patches, versions, and releases; coordinated and executed training; developed practices and procedures; prioritized service requests and enhancements; and identified key user issues and concerns.
- Supervised data architecture, data modeling, and analytics. Developed quality measures and KPI's for all supply chain departments. Provided consultative services to supply chain teams conducting analyses. Engaged senior leadership and market leaders with actionable analytics.

## SKILLS

Healthcare Management

Supply Chain

Team Leadership

Project Management

Software Product Demonstration

Improving Efficiency

IT Applications

Strategic Planning

Financial Reporting

Budgeting

## EDUCATION

MASTERS OF BUSINESS  
ADMINISTRATION

Organizational Leadership  
Oregon State University  
2018 - 2020

BACHELOR OF SCIENCE

Health Management and Policy  
Minor: Business Administration  
Oregon State University  
2012 - 2016

GENERAL STUDIES

Boise State University  
2002 - 2004



Corvallis, OR

Linkedin.com/in/

# Courtney Holgate-Champney

HEALTHCARE SUPPLY CHAIN PROFESSIONAL



## EXPERIENCE continued

- Inventory and equipment logistics project lead. Oversee annual inventories for both perpetual and periodic inventory locations throughout all five sites (total value for inventories is over \$8 million). Managed new hospital builds for both supply and equipment. Streamlined inventory processes to reduce total on hand inventory by 20%.
- Directed corporate value analysis programs. Oversaw clinical value analysis teams responsible for research, benchmarking, clinical utilization and waste. Used best practice strategies and market trends to determine cost reduction opportunities. Established corporate service line programs and product review committees. Provided guidance in cost containment related to contract compliance and product standardization.

## TECHNICAL SKILLS

Microsoft Office Suite

Visio & Lucid Chart

ERP Systems

Epic EMR Systems

PowerBI

Jira

Tableau

SalesForce

EDI

### CLINIC COORDINATOR

Samaritan Health Services, Corvallis, OR | 2011 - 2013

- Managed staff and physicians as well as budget and clinic performance. Consistently met budgetary and performance goals established at a clinic level and organization level.
- Communicated with patients, their families and/or physicians regarding issues with care or concerns about patient care plans
- Trained clinic employees on Epic EMR as a Credentialed Trainer for Cadence while going through an EMR transition.
- Interviewed, selected and trained individuals for front and back office staff. Experience in interviewing and onboarding physicians.
- Ensured staff compliance with company policies and procedures and state and federal rules and regulations

## CERTIFICATIONS

Demo 2 Win  
December 2019

Certified Materials and Resource  
Professional  
*Association for Healthcare  
Resources & Materials Management*  
Expires July 2020

LEAN/Six Sigma Yellow Belt  
Certification  
*Samaritan Health Services*

### BUYER

Samaritan Health Services | 2010 - 2011

- Responsible for negotiating terms and contracts with vendors
- Facilitated the correct and timely ordering, delivery, receipt and payment of supplies and services in a manner that supported and advanced the hospitals mission
- Researched and evaluated suppliers based on price, quality, selection, service, support, availability, reliability, production and distribution capabilities, and the supplier's reputation and history
- Provided excellent customer service to the end users of Samaritan Health Services
- Quoted, analyzed and purchased capital equipment

### MATERIALS SPECIALIST

PeaceHealth – Sacred Heart Medical Center, Eugene, OR | 2007 – 2010

- Reduced expenses, increased revenue and promoted accountability by maintaining patient and departmental charge systems as well as analyzing usage and procedures



# Corvallis

SCHOOL DISTRICT

## 2023 Budget Committee Application

Mrs. **Niki Mendoza** (She/Her)

[REDACTED]  
Corvallis, OR 97333  
[REDACTED]

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**My childhood K-12 was in CSD. My mom [REDACTED] retired from CSD. I moved my family back to Oregon so that our children (now 5th and 8th) could return to CSD. We believe in being an active participant in our public school community, and the Budget is a critical part of that community.**

Please describe your professional/educational background related to this position.

**I graduated from UO in 1990 and from UO Law in 1994. I am a professional Mediator and Special Master and former litigating attorney. See PhillipsADR.com. I consistently seek consensus over conflict, and am able to work through and make tough decisions when necessary. I have served on community boards such as a large public middle school All-Star Board and a large community HOA Board, both in Southern California.**

**I would be honored to serve our most amazing community as part of the Budget Committee.**

OPTIONAL: Upload a letter of interest

**No attachment.**

OPTIONAL: Upload a resume

**No attachment.**

*Entry ID: 3155*

*Entry Date: 10/16/22 00:09:30*



# Corvallis

## SCHOOL DISTRICT

### 2023 Budget Committee Application

Ms. **Jackie Rockwell** (She/Her)

[REDACTED]  
Corvallis, OR 97333

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**I'd like to give back to the community and I'm also interested to see how the budget process works.**

**I have two, going on three kids attending schools within the district and I would like to be a part of the important decisions that affect the kids and families in Corvallis.**

**Plus I love numbers!**

Please describe your professional/educational background related to this position.

**I have worked in accounting for 14 years and I have owned and operated my own bookkeeping business for 8 years.**

**I have a Bachelors degree in Mathematics.**

**I have a Masters degree in Accounting and Financial Management.**

**I work with non-profits to track their spending against their budget, but this would be my first time on the other side of the budget, the creation side.**

OPTIONAL: Upload a letter of interest

**No attachment.**

OPTIONAL: Upload a resume

**No attachment.**

*Entry ID: 3154*

*Entry Date: 10/14/22 16:13:34*



# Corvallis

SCHOOL DISTRICT

## 2023 Budget Committee Application

Mr **Justin Gumm** (He/Him)

[REDACTED]  
Corvallis, OR 97330

[REDACTED]

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**I am interested because I want to make sure no money is wasted and the students get everything they need to better their education and beyond**

Please describe your professional/educational background related to this position.

**N\A**

OPTIONAL: Upload a letter of interest

**No attachment.**

OPTIONAL: Upload a resume

**No attachment.**

*Entry ID: 3153*

*Entry Date: 10/14/22 12:10:51*



**Corvallis**  
SCHOOL DISTRICT

## 2023 Budget Committee Application

Ms **Andrea Thornberry** (She/Her)

[REDACTED]  
Corvallis, OR 97330  
[REDACTED]

Do you live within the Corvallis School District boundary area? **Yes**

Are you an Officer, Agent, or Employee of the District? **No**

Why are you interested in joining the Budget Committee?

**I have vast experience in budgeting and finance. This seems like a great opportunity for my skill set to match my desire to volunteer for the district.**

Please describe your professional/educational background related to this position.

**I earned an MBA at Virginia Tech in 2002 with a concentration in finance. Until 2019 my career was in non-profit management. As Executive Director of Heartland Humane Society, I drafted and followed annual budgets and financial policies for the course of my 12 years tenure. Over the past two decades I have served on many boards and committees, often in roles of Treasurer or President. Currently, my business partner and I own Luca Financial Organizing, a local company that provides daily financial tasks for individuals, family budgets, and small business bookkeeping. My CV (attached) provides further detail on my vocational and volunteer work experiences.**

OPTIONAL: Upload a letter of interest

**No attachment.**

OPTIONAL: Upload a resume

**Attachment.**

*Entry ID: 3169*

*Entry Date: 10/25/22 12:43:41*

# Andrea Thornberry

## Curriculum Vitae

### BIOGRAPHY

Andrea Thornberry attended Virginia Tech, where she received an undergraduate degree in Psychology, Creative Writing, and Philosophy and later an MBA with a concentration in Investments Finance. After moving to Corvallis, OR, Andrea volunteered at the Boys & Girls Club of Corvallis and did some freelance grantwriting. Eventually, her volunteering led to a position in Resource Development and she soon became the Resource Development Director.

In 2007, with a strong desire to remain in non-profit community service work, Andrea accepted a position as Executive Director at Heartland Humane Society. Andrea utilized all of her undergraduate and graduate learning experiences in the day-to-day management of a growing organization, particularly in the areas of Board Development, Resource Development, Staff Development, and Financial Policy and Procedure. Andrea is also a Past-President of Soroptimist International of Corvallis, a member of Rotary Club of Greater Corvallis, and serves on various committees throughout the community.

In the winter of 2019, Andrea began a new business, Luca Financial Organizing, as a Daily Money Manager. As such, she performs the personal financial tasks clients require, from paying bills to working with a client's CPA, financial advisor, lawyers, and realtors. Finances are extremely personal and emotional. Professional guidance is essential for people to comfortably reach their lifelong goals. As a former non-profit professional, these services are seen through the lens of direct community service and she is excited to enter this new means of service delivery.

### EDUCATION

**MBA (2002)** Pamplin College of Business, Virginia Tech, Blacksburg, VA. Concentration: Investments Finance  
**B.S. (2000)** Psychology, Virginia Tech, Blacksburg, VA. Minors: English, Philosophy

### WORK EXPERIENCE

#### **Luca Financial Organizing, Dec. 2019 – Present, Owner.**

Provides services to clients such as paying monthly expenses, decoding medical bills, creating household budgets, tax document organization, and small business accounting. Works with other professionals to provide wrap-around services for clients, such as CPAs, lawyers, financial advisors, insurance agents, landlords, real estate brokers, banks, and any other providers of personal financial services.

#### **Heartland Humane Society, Sept. 2007 – Oct. 2019, Executive Director.**

In the twelve years at the shelter, careful strategic planning and implementation of new ideas and investments led the shelter to significantly reduce the number of animals euthanized. As such, the shelter's "save rate" rose from 77% to 95% while remaining an open-door facility, accepting all animals regardless of behavior or health.

Additionally, full-time staff positions were created in the areas animal welfare education, outreach and development, and surgery coordination. A fund through the Benton County Foundation was also established.

**Boys & Girls Club of Corvallis, Jan. 2006 – Jul. 2007, Resource Development Director.** Developed and implemented strategies to meet budgetary needs through grant writing, event planning, and other fundraising activities.

**Boys & Girls Club of Corvallis, Aug. 2003 – Jan. 2006, Resource Development Specialist.** Coordinated small fundraising events and developed and maintained relevant data for fundraising analysis and planning.

**Independent Grant Writer, Dec. 2002 – Aug. 2003.** Researched and drafted grants for local non-profits.

### **BOARDS, COMMITTEES, & WORK GROUPS**

#### **Bridges Oregon, Sept. 2022 – Present, Treasurer**

Bridges Oregon, Inc. is a nonprofit organization serving Oregonians who are Deaf, DeafBlind, or Hard of Hearing or face other communication barriers. It is in our mission to facilitate equity and inclusiveness and to provide a bridge to opportunities through advocacy, education and communication.

Sept. 2022 – Present, Treasurer

#### **Downtown Corvallis Association (DCA), Sept. 2007 – Present, Treasurer**

The DCA is a non-profit organization dedicated to continued preservation and enhancement of Downtown Corvallis as the heart of the Greater Corvallis community. The DCA works to maintain Downtown as the center of commerce, government, culture and leisure. The Downtown Corvallis Association supports the overall vibrancy of Downtown through business assistance, public advocacy, political involvement, and community events that enhance the Downtown Corvallis experience for residents and visitors.

June 2019 - Present, Treasurer

Dec. 2018 – Present, Board Member

#### **Rotary Club of Greater Corvallis, Dec. 2005 – Present, Secretary**

Managed the Rotary website, Facebook page, and the other internal and external communications. This included all of the data entry, monthly updates, save-the-date cards, and press releases and teaching new members how to access the sites. Served on the Community Service Committee, Youth Services Committee, and Exchange Student Committee, among other committees and volunteer activities.

2019 – Present, Board Member, Secretary

2014 –2015, Board Member, Public Relations Chair

#### **Corvallis Organization for Real Empowerment (CORE), Oct. 2019 – Present, Founder and Treasurer**

CORE celebrates, recognizes, and promotes forward thinking and individuals that cultivate an equitable community. CORE hosts monthly speakers, book club, visual media club, and provides scholarships and awards for community members making a difference in the area of social justice. Creates budgets, created and updates website, set-up membership communication systems and programs.

2019 – Present, Treasurer

#### **Soroptimist International of Corvallis, Jun. 2008, Member**

Assisted with the Spring Tea and Auction, including managing the catalog, tracking and organizing the donations, selecting auctioneers, and general auction consultation. Mentor for newer members to engage them in club responsibilities and activities. Planned and executed retreats, created budgets, maintained the website, and performed various other administrative tasks. Delegated programs and timelines to different committees and provided leadership for the direction and growth of the club.

2018 – Present - Recording Secretary

2012-2015 – Past-President

2011-2012 - President

### **Leadership Corvallis, June, 2006 –June 2019, Board Member**

Leadership Corvallis offers area residents a chance to learn about a variety of government and non-profit agencies and businesses in Corvallis and Benton County. Lead the Board of Directors in managing the business and affairs of the organization. Created a system for board member recruitment and on-boarding. Worked with the members to develop the board to be effective and efficient. Engage alums in Leadership Corvallis activities and events. Maintained the alumni database, created e-newsletters, organized socials and networking events, and organized nominations for Celebrate Corvallis and the Hans Neukomm Leadership awards. Involved with various committees and projects such as class yearbook, Curriculum Committee, Marketing Committee, and Class Project Committee.

2018-2019 – Past-President

2017-2018 - President

2016-2017 - President-Elect

2016-2017 - Chair of Nominations Committee

2014-2016 - Alumni Committee Chair

2006-2014 – Committee Member

### **Benton County Mental Health, Addiction, and Developmental Disabilities Board, Apr. 2015 – Apr. 2017, Advisory Board Member**

Provided input and help develop better ways to serve each population. This included looking for intersections across the populations and service delivery system in order to improve service delivery and maximize efficient use of resources. As a member of the board, conducted a study of mental health resources and gaps for the homeless population in Benton County. Interviewed local homeless shelters and service agencies, Samaritan Health Services, and Corvallis Police Department to gain a full understanding of how homeless individuals with mental illness receive, or do not receive, necessary services. The board submitted a formal recommendation to the Benton County Commissioners on how the Health Department can be appropriately involved in service for this population. Drafted language for the report and wrote the summary conclusion.

### **Center Against Rape and Domestic Violence, Dec. 2013 – Apr. 2017, Board Member**

Advised, governed, oversaw policy and direction, and assisted with the leadership and general promotion of CARDV so as to support the organization's mission and needs.

Served as a committee member on the Men Ending Domestic Violence Coalition, created to galvanize a local movement to mobilize men in joining women to end violence and discrimination against women and girls. Involved with this committee from inception, through construction of mission and vision, and the development of curriculum currently in use. Served on the Finance Committee to ensure fiscal solvency and resource growth and the Board Development Committee to recruit, educate, and engage board members in accordance with the strategic plan.

### **MEMBERSHIPS**

**Corvallis Organization for Real Empowerment**, Oct. 2019 - Present

**Soroptimist International of Corvallis**, Jun. 2009 – Oct. 2019

**Downtown Corvallis Association**, Sept. 2007 – Present

**Corvallis Chamber of Commerce**, Sept. 2007 - Present

**Rotary Club of Greater Corvallis**, Dec. 2005 – Present

**Virginia Tech Masters of Business Administration Assoc. (MBAA)**, Aug. 2000 – May 2002

### **RECOGNITION AND AWARDS**

Junior First Citizen, January 2016

Junior First Citizen Nominee, January 2015

Most Impactful Corvalisites, December 2014

Paul Harris Awards, 2010, 2015, 2019, 2022

#### **STRATEGIC PLANNING FACILITATION**

**Bridges Oregon**, Jan. 2021, Planning and Facilitation for Board Retreat

**Heartland Humane Society**, Annually 2007 – 2019, Planning and Facilitation for Board Retreats

**Gaza Exchange**, Nov. 2012, Planning and Facilitation for Board Retreat

**Soroptimist International of Corvallis**, Annually 2010 – 2018, Planning and Facilitation for Member Retreats

**Boys & Girls Club of Corvallis**, 2004 and 2007, Planning and Facilitation for Staff and Board Retreats

#### **OTHER VOLUNTEER WORK**

OSUAA Corvallis Business Roundtable Committee, Jun. 2015 – Nov. 2015, Committee Member

Ashbrook Independent School, May 2013 – Oct. 2013, School Auction Registration Lead and Committee

Corvallis Chamber of Commerce, Nov. 2012 – Nov. 2014, Membership Strategies & Events Committee

Ashbrook Independent School, Mar. 2011 – Mar. 2016, Annual Play Publicity Coordinator

Furniture Share, 2011, Development Volunteer

Corvallis Montessori School, 2008 – 2009, Auction Committee

Presbyterian Childcare & Preschool, Apr. 2008 – Jul. 2010, Advisory Board Member

Grace Center for Adult Day Services, 2007, Development Volunteer

Mid-Valley Development Professionals, Jan. 2006 – Dec. 2010, Board Member

Mid-Valley Development Professionals South Planning Committee, Nov. 2003 – Nov. 2008, Treasurer

#### **OTHER EMPLOYMENT**

**Virginia Tech, Aug. 2000 – May 2002, Graduate Assistant.** Aided the management department in researching workplace diversity issues for a future undergraduate course, Diversity in the Workplace. Responsible for grading coursework for graduate and undergraduate classes.

**Bogen's Steakhouse & Bar July 1996 – Aug. 2000, Floor Manager and Kitchen Manager.**

Develop and implement new methods for promoting consistency among employees. Effect changes in food production to increase efficiency and communication between cooks and servers. Manage compliance with health regulations, menu adjustments, recipes, ingredient storage, and culinary methods and techniques.

Trained new employees.

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

1. Policy IK — Assessing and Reporting Academic Achievement



# Corvallis

## SCHOOL DISTRICT

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

### **ACTION REQUESTED**

Board Policy IK—Academic Achievement—Revised—Second 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." Final version for approval.

#### Involvement

Staff members: Melissa Harder & Kristin Mahoney

#### Cost Impact

None.

#### Function

Adoption of revised version.



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 standards<sup>1</sup> 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.

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<sup>1</sup> Information detailing the academic content standards may be found on the Oregon Department of Education website at [www.oregon.gov](http://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 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](#)

## 2. Policy JGAB — Use of Restraint or Seclusion



# Corvallis

## SCHOOL DISTRICT

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

### **ACTION REQUESTED**

Board Policy JGAB—Use of Restraint or Seclusion—Revised—Second 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. Final version for approval.

#### Involvement

Staff members: Melissa Harder & Kristin Mahoney

#### Cost Impact

None.

#### Function

Adoption of revised version.



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 object<sup>1</sup>, 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

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<sup>1</sup> 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.

"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.

3. "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.
4. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that required some form of medical treatment.
5. "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.
6. "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.
7. "Prone restraint" means a restraint in which a student is held face down on the floor.
8. "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 characteristics<sup>2</sup> 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

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<sup>2</sup> 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

### 3. Policy GBEA — Workplace Harassment



# Corvallis

## SCHOOL DISTRICT

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

### **ACTION REQUESTED**

Board Policy GBEA—Workplace Harassment—Revised—Second Reading

#### Background

Updated legal references were the only changes made. Final version for approval.

#### Involvement

Staff members: Melissa Harder & Kristin Mahoney

#### Cost Impact

None.

#### Function

Adoption of revised version.



# 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 assault<sup>1</sup> 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

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<sup>1</sup> “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.

nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> 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

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

<sup>3</sup> 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).

**Cross Reference(s):**

AC - Nondiscrimination

ACA - Americans with Disabilities Act

ACB - Every Student Belongs

GBA - Equal Employment Opportunity

**XIV. CONSOLIDATED INFORMATION (8:55 p.m.)\***

**A. September 2022 Financial Statement (Unaudited)**



# Corvallis

## SCHOOL DISTRICT

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

### **September Financial Statements (Unaudited) NO ACTION REQUIRED**

#### Background

The Statement of Resources and Requirements for the General Fund for the period ending September 30, 2021 and September 30, 2022 follow this report. Year-to-date operating revenues through the end of September 2022 total \$14.7 million or 16.8% of total budgeted operating revenues as compared to \$13.3 million or 16.1% through the end of September 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 \$0.8 million less than budgeted, primarily due to an decrease in state school funding (declining enrollment and reimbursable transportation costs) and an increase in local option taxes (less compression). The beginning fund balance reflects a decrease of \$0.3 million over the adopted budget.

Year-to-date operating expenditures through the end of September 2022 total \$14.9 million or 16.3% of total budgeted operating expenditures as compared to \$11.5 million or 13.2% through the end of September 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 September 30, 2022 result in an ending fund balance of \$11.9 million, or 13.7% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$2.4 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 September 30, 2021 and 2022
2. Schedule of Investments as of September 30, 2022
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of September 1-30, 2022

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of September 30, 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	9/30/2021	Budget	6/30/2022	Budget	Budget	9/30/2022	Budget	6/30/2023	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 37,769,442	\$ 12,941,083	34.3%	\$ 38,627,176	102.3%	\$ 40,919,722	\$ 13,579,610	33.2%	\$ 39,858,438	97.4%
Property Taxes Levied by District	31,981,778	72,903	0.2%	32,539,634	101.7%	33,366,664	55,255	0.2%	33,355,459	100.0%
Other Local Revenues	952,538	3,425	0.4%	1,297,718	136.2%	916,136	-	0.0%	916,136	100.0%
Local Option Taxes Levied by District	8,351,253	18,154	0.2%	8,634,694	103.4%	8,715,618	14,459	0.2%	9,760,930	112.0%
State School Fund - Prior Year Adjustment	-	-	-	(69,456)	-	-	-	-	(976,779)	-
Other Revenues	3,239,596	236,859	7.3%	3,389,995	104.6%	3,686,183	1,078,628	29.3%	4,197,292	113.9%
<b>Total Operating Revenues</b>	<b>\$ 82,294,607</b>	<b>\$ 13,272,424</b>	<b>16.1%</b>	<b>\$ 84,419,762</b>	<b>102.6%</b>	<b>\$ 87,604,323</b>	<b>\$ 14,727,951</b>	<b>16.8%</b>	<b>\$ 87,111,476</b>	<b>99.4%</b>
Beginning Fund Balance	\$ 12,941,586	\$ 14,494,452	112.0%	\$ 14,494,452	112.0%	\$ 14,600,814	\$ 14,310,130	98.0%	\$ 14,310,130	98.0%
<b>TOTAL RESOURCES</b>	<b>\$ 95,236,193</b>	<b>\$ 27,766,876</b>	<b>29.2%</b>	<b>\$ 98,914,214</b>	<b>103.9%</b>	<b>\$ 102,205,137</b>	<b>\$ 29,038,081</b>	<b>29.4%</b>	<b>\$ 101,421,606</b>	<b>99.2%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 42,590,462	\$ 5,470,225	12.8%	\$ 42,775,333	100.4%	\$ 45,178,988	\$ 5,355,056	11.9%	\$ 44,352,656	98.2%
Associated Payroll Costs	25,516,519	2,788,327	10.9%	24,254,496	95.1%	26,569,970	2,894,375	10.9%	26,038,571	98.0%
Purchased Services	13,106,303	1,400,373	10.7%	11,521,104	87.9%	12,680,717	1,511,129	11.9%	12,427,103	98.0%
Supplies and Materials	3,801,952	1,162,950	30.6%	4,194,575	110.3%	4,643,624	1,070,941	23.1%	4,550,752	98.0%
Capital Outlay	100,000	8,510	8.5%	113,535	113.5%	220,000	47,675	21.7%	215,600	98.0%
Other Objects	1,563,382	643,382	41.2%	1,745,041	111.6%	1,789,369	3,994,898	223.3%	1,753,582	98.0%
<b>Total Operating Expenditures</b>	<b>\$ 86,678,618</b>	<b>\$ 11,473,766</b>	<b>13.2%</b>	<b>\$ 84,604,084</b>	<b>97.6%</b>	<b>\$ 91,082,668</b>	<b>\$ 14,874,073</b>	<b>16.3%</b>	<b>\$ 89,338,262</b>	<b>98.1%</b>
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	-	-	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 95,236,193</b>	<b>\$ 11,473,766</b>		<b>\$ 84,604,084</b>		<b>\$ 102,205,137</b>	<b>\$ 14,874,073</b>		<b>\$ 89,488,262</b>	
<b>ENDING FUND BALANCE</b>		<b>\$ 16,293,109</b>		<b>\$ 14,310,130</b>			<b>\$ 14,164,008</b>		<b>\$ 11,933,343</b>	
Contingency				2,110,494	2.5% *				2,177,787	2.5% *
Rainy Day Reserves				4,220,988	5.0% *				4,355,574	5.0% *
Unappropriated Reserves				7,978,647	9.5% *				5,399,983	6.2% *
<b>* Percent of Operating Revenue</b>				<b>14,310,130</b>	<b>17.0%</b>				<b>11,933,343</b>	<b>13.7%</b>

Corvallis School District 509J  
Schedule of Investments  
September 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	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
	09/08/22	08/29/23	355	3.500%	\$99.87	2,000,000
	08/15/22	05/22/23	280	2.881%	\$98.01	2,900,000
	09/15/22	06/26/23	284	3.520%	\$97.50	2,900,000
	05/06/22	11/06/23	549	2.349%	\$96.92	5,000,000
<b>Total Investments Outside of Local Government Investment Pool:</b>						<b>\$ 61,200,000</b>
Local Government Investment Pool:				Average Annualized Rate		
	General Account			1.90%		\$ 1,331,139
	Debt Service Account - GO 2020 Bond Series			1.90%		<u>18,221,051</u>
<b>Total Investments Inside of Local Government Investment Pool <sup>1</sup></b>						<b>\$ 19,552,190</b>
<b>Total Investments</b>						<b>\$ 80,752,190</b>

<sup>1</sup> 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%	35.3%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	40.5%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	24.2%
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%
<b>TOTAL</b>		<b>100.00%</b>

#### Benchmarks as of 9/30/22:

3 Month U.S. Treasury Yield Curve Rate	3.33%
3 Month Jumbo Certificate of Deposit Rate	0.85%

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

Vendor by Fund and Object	Check Total
<b>100 - General Fund</b>	
<b>Buildings Acquisition</b>	
LINDSTROM CONSTRUCTION LLC	39,068.60
<b>Charter School Payments</b>	
INAVALE COMMUNITY PARTNERS, INC	33,918.00
<b>Computer Software</b>	
CARASOFT	8,178.00
FRONTLINE TECHNOLOGIES GROUP LLC	1,750.00
INCIDENT IQ, LLC	18,102.89
KUTA SOFTWARE LLC	1,140.00
MCGRAW-HILL EDUCATION HOLDINGS LLC	4,711.20
N2Y LLC	1,282.32
OETC	55,053.64
UNIVERSITY OF OREGON	1,380.00
VERNIER SOFTWARE & TECHNOLOGY	3,667.50
WEVIDEO	2,349.23
<b>Consumable Supplies and Materials</b>	
ADORAMA CAMERA	1,208.00
AMAZON CAPITAL SERVICES	50,372.45
BENCHMARK EDUCATION CO.	2,805.00
BENTON COUNTY, OREGON	2,625.00
CHOWN HARDWARE	10,607.29
CTL CORPORATION	5,394.97
DAY WIRELESS SYSTEMS	3,570.00
DECKER INC	1,578.05
DELICIAS VALLEY CAFE	2,015.00
ELEMENT GRAPHICS, INC	2,766.34
FLINN SCIENTIFIC INC	1,701.38
FRED MEYER CUSTOMER CHARGES	1,468.29
HOME DEPOT CREDIT SERVICES	8,468.06
KCDA PURCHASING COOPERATIVE	2,193.20
KING OFFICE EQUIPMENT INC	4,460.34
LABEL OUTLET METALCRAFT	2,900.00
MICRO K12	8,050.00
OFFICE DEPOT, INC	23,296.65
PANERA, LLC	5,064.93
PAPA'S PIZZA PARLOR	1,407.48
PART WORKS INC	3,214.31
PINKHAM SPECIALTY CO	26,197.00
PLATT ELECTRIC SUPPLY CO	1,639.10
SCHOOL SPECIALTY LLC	1,911.04
SHIRT CIRCUIT	3,894.80

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

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
SLP TOOLKIT LLC	1,720.00
SPAETH LUMBER & HOME CENTER	4,590.30
STOVER, EVEY AND JACKSON	3,750.00
TRYSTING TREE GOLF CLUB	1,853.00
TWGW, INC	1,929.16
ULINE SHIPPING SUPPLY	2,543.80
WAXIE SANITARY SUPPLY	15,302.86
<b>Dues and Fees</b>	
COGNIA INC	2,400.00
COSA	21,585.00
<b>Electricity</b>	
CONSUMERS POWER INC	33,041.20
<b>Equipment \$5,000 and greater</b>	
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	8,606.00
<b>Equipment-like items \$1,000 - \$4,999</b>	
ID WHOLESALER	1,886.84
<b>Exp Summary</b>	
HAWKINS DELAFIELD & WOOD LLP	1,250.00
<b>Fuel</b>	
BENTON COUNTY PUBLIC WORKS	9,400.71
NW NATURAL	4,900.44
<b>Garbage</b>	
REPUBLIC SERVICES	5,457.47
<b>Legal Services</b>	
HUNGERFORD LAW FIRM LLP	8,884.65
<b>Other Communication Services</b>	
COMCAST/INSTITUTIONAL NETWORKS	22,236.08
T-MOBILE	13,959.00
<b>Other Insurance and Judgments</b>	
JOHN & KATHRYN BECKER-BLEASE	4,964.52
<b>Other Non-instructional Professional and Technical</b>	
BOB'S AUTO & TOWING	1,000.00
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	1,760.00
HORSEPOWER PRODUCTIONS	1,150.00
LINN BENTON LINCOLN ESD	20,880.00
MAXIM STAFFING SOLUTIONS	4,047.75
PBS ENGINEERING & ENVIRONMENTAL INC	2,217.80
RACIALLY CONSCIOUS COLLABORATION LLC.	3,500.00
SOLIANT	1,680.00
VALLEY MERCHANT POLICE INC	1,845.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	2,866.37

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

Vendor by Fund and Object	Check Total
<b>Printing and Binding</b>	
OFFICE DEPOT, INC	1,679.80
OREGON STATE UNIVERSITY PRINTING	4,545.51
<b>Redemption of Principal</b>	
FIFTH THIRD BANK	1,694,353.42
US BANK EQUIPMENT FINANCE	8,489.12
<b>Regular Interest</b>	
FIFTH THIRD BANK	19,619.15
OPTIMIZON	11,900.00
US BANK EQUIPMENT FINANCE	1,186.56
<b>Reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	21,360.65
STA WEST REGION	250,154.20
<b>Rentals</b>	
BEST POTS INC - ALBANY	2,428.51
CORVALLIS RENTAL EQUIPMENT INC	1,008.00
PHILOMATH RENTAL	2,587.70
<b>Repairs and Maintenance Services</b>	
A & B SEPTIC SERVICE	1,780.00
BENSON'S INTERIORS INC	6,061.00
BENTON COUNTY PUBLIC WORKS	12,166.11
BOILER & COMBUSTION SERVICE INC	4,365.00
CAMPBELL CONSTRUCTION NW	40,655.50
CHOWN HARDWARE	1,970.00
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	2,574.09
DAIKIN APPLIED	5,703.00
GOOD EARTH PEST COMPANY	1,160.00
HARVEY & PRICE MECHANICAL CONTRACTORS	1,188.50
HR MECHANICAL SERVICES	10,629.56
INTERIOR TECH	9,998.00
PAINT DOCTOR'S PAINTING	2,875.00
REXIUS	9,420.00
SALEM FIRE ALARM INC	1,995.00
SCHINDLER ELEVATOR CORPORATION	1,019.86
STOM PAINTERS, INC	26,332.25
SYNERGY SECURITY SOLUTIONS	4,822.00
<b>Technology Taggable Equip &lt;\$5,000</b>	
DELL MARKETING LP	31,462.60
<b>Telephone</b>	
AMPLIFIED IT LLC	5,929.16
AT&T MOBILITY-ACCT#837370420 (TECH)	5,726.78
CENTURYLINK	11,019.50

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

Vendor by Fund and Object	Check Total
<b>Textbooks</b>	
CENTER FOR THE COLLABORATIVE CLASSROOM	3,489.40
JW PEPPER & SON INC	1,193.34
<b>Travel, Out of District</b>	
BENCHMARK EDUCATION CO.	5,600.00
COSA	2,140.00
<b>Water and Sewage</b>	
CITY OF CORVALLIS	71,285.79
<b>100 - General Fund Total</b>	<b>2,862,492.07</b>
<b>204 - District Donation Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	2,137.70
DIAL-A-BUS OF BENTON COUNTY	1,223.54
FRED MEYER CUSTOMER CHARGES	4,569.76
PACIFIC POWER	1,066.77
RIVERLAND FAMILY FARMS	7,722.00
SOURCES OF STRENGTH INC	1,500.00
<b>Instructional, Professional and Technical Service</b>	
BE EMPOWERED, LLC	5,000.00
<b>Other Non-instructional Professional and Technical</b>	
CEDARFEATHER PRODUCTIONS LTD	1,100.00
Chavarria-Correa, Elena	1,800.00
Ortiz, Maria C	1,800.00
<b>204 - District Donation Fund Total</b>	<b>27,919.77</b>
<b>208 - Designated Facilities Fund</b>	
<b>Buildings Acquisition</b>	
MODERN BUILDING SYSTEMS	3,972.52
<b>208 - Designated Facilities Fund Total</b>	<b>3,972.52</b>
<b>296 - Grants Fund</b>	
<b>Cleaning Services</b>	
CINTAS	7,983.57
<b>Computer Software</b>	
ASPIREDU INC	14,000.00
DREAMBOX	21,000.00
ISTATION	14,896.00
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	1,007.66
CITY OF CORVALLIS - PARKS & RECREATION	2,301.00
SCHOOL-CONNECT	2,400.00
SPHERO	3,073.67
WAXIE SANITARY SUPPLY	3,489.00
<b>Other Non-instructional Professional and Technical</b>	

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

Vendor by Fund and Object	Check Total
BOYS & GIRLS CLUB OF CORVALLIS	10,719.22
SOLIANT	1,360.00
<b>Reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	55,470.67
STA WEST REGION	149,095.02
<b>296 - Grants Fund Total</b>	<b>286,795.81</b>
<b>297 - Student Body Funds</b>	
<b>Consumable Supplies and Materials</b>	
ADORAMA CAMERA	3,387.80
CHEERZONE	2,535.31
DEHEN CHEER & DANCE	2,680.65
EASTBAY	10,731.50
ELEMENT GRAPHICS, INC	1,278.00
JOSTEN'S INC.	1,387.00
M3 ENTERPRISES	1,100.00
NO DINX INC	1,010.08
OMNI CHEER - LOCKBOX SERVICES 786436	1,318.90
PEPSI-COLA	3,276.52
SHIRT CIRCUIT	11,177.85
TURSI SOCCER	14,201.25
<b>Travel, Student Out of District</b>	
STA WEST REGION	1,990.28
<b>297 - Student Body Funds Total</b>	<b>56,075.14</b>
<b>298 - Designated Revenue Fund</b>	
<b>Consumable Supplies and Materials</b>	
SPAETH LUMBER & HOME CENTER	6,030.66
<b>Equipment \$5,000 and greater</b>	
WAXIE SANITARY SUPPLY	38,560.00
<b>Rentals</b>	
PHILOMATH RENTAL	2,495.40
<b>298 - Designated Revenue Fund</b>	<b>Total</b>
	<b>47,086.06</b>
<b>299 - Food Service Fund</b>	
<b>Consumable Supplies and Materials</b>	
US FOODS INC	12,263.69
<b>Food - Food Service Only</b>	
FRANZ FAMILY BAKERIES	3,606.91
LOCHMEAD DAIRY	4,277.29
RIVERWOOD ORCHARD AND FARM	2,230.00
<b>Inventories</b>	
UNITED SALAD CO	21,575.75
US FOODS INC	112,330.17
<b>Repairs and Maintenance Services</b>	

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

Vendor by Fund and Object	Check Total
AAA QUALITY APPLIANCE CARE CO	3,838.02
BENTON COUNTY PUBLIC WORKS	5,751.07
<b>Taxes and Licenses</b>	
BENTON COUNTY HEALTH DEPARTMENT	2,999.00
<b>299 - Food Service Fund</b>	<b>Total</b>
	<b>168,871.90</b>
<b>400 - Capital Projects Fund</b>	
<b>Architect/Engineer Services</b>	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	8,734.76
DLR GROUP	178,340.17
FOUNDATION ENGINEERING	4,521.00
PBS ENGINEERING & ENVIRONMENTAL INC	97,702.49
PIVOT ARCHITECTURE	36,193.92
WENAH GROUP INC	150,916.29
<b>Buildings Acquisition</b>	
BENTON COUNTY COMMUNITY DEVELOPMENT DEPT	114,257.58
CITY OF CORVALLIS - DEVELOPMENT SERVICES	107,573.34
CLAIR COMPANY INC	32,862.95
CONVERGINT TECHNOLOGIES	50,134.00
DRY BOX INC	2,140.00
ELEVATE BUILDING COMMISSIONING LLC	2,750.00
FORTIS CONSTRUCTION	4,694,301.68
GERDING BUILDERS, LLC	1,730,529.80
GLUMAC	1,187.00
KCDA PURCHASING COOPERATIVE	384,144.00
LILE INTERNATIONAL	47,317.95
LINDSTROM CONSTRUCTION LLC	39,068.60
LLAMA MOVERS LLC	106,870.00
NORTHWEST HILLS COMMUNITY CHURCH	20,000.00
REPUBLIC SERVICES	1,514.77
SYNERGY SECURITY SOLUTIONS	3,003.08
TODD CONSTRUCTION, INC.	112,862.97
WAXIE SANITARY SUPPLY	1,259.55
WENAH GROUP INC	5,518.70
<b>Rentals</b>	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
<b>400 - Capital Projects Fund Total</b>	<b>7,937,999.93</b>
<b>601 - Insurance Fund</b>	
<b>Group Insurance</b>	
UHS Premium Billing	586,643.00
WILLAMETTE DENTAL GROUP (GROUP Z1329)	29,573.95
<b>Other Non-instructional Professional and Technical</b>	
INTEGRATED BEHAVIORAL HEALTH	11,304.00

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

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
<b>601 - Insurance Fund</b>	<b>627,520.95</b>
<b>Total</b>	
<b>#N/A</b>	
<b>Consumable Supplies and Materials</b>	
MEDCO COMPANY	2,528.25
<b>Dues and Fees</b>	
OREGON SCHOOL ACTIVITIES ASSOCIATION	3,610.00
<b>Non-reimbursable Student Transportation</b>	
BENTON COUNTY PUBLIC WORKS	1,663.19
<b>Other Non-instructional Professional and Technical</b>	
MID-VALLEY SOCCER REFEREES ASSN	15,238.50
MID-VALLEY VOLLEYBALL OFFICIALS ASSN	3,078.00
MID-WESTERN FOOTBALL OFFICIALS ASSN	7,644.67
<b>Rentals</b>	
ARMORZONE ATHLETICS	1,950.00
<b>#N/A Total</b>	<b>35,712.61</b>
<b>Grand Total</b>	<b>12,054,446.76</b>

B. Board Policy DA: Fiscal Policies - Revised - First Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: October 20, 2022

### **NO ACTION REQUIRED**

#### Board Policy DA—Fiscal Policies—For Information Only—First Reading

##### Background

Fiscal policies clarify and crystalize the intent behind how a district will manage its financial resources. While districts should always comply with relevant laws and regulations promulgated by federal and state government, laws and regulations alone do not provide sufficient guidance for the board and staff to work together, optimally, towards the district's goals. Policies go further by establishing local standards for acceptable and unacceptable courses of financial action, parameters in which the district can operate, and a standard against which the district's fiscal performance can be judged.

Board policy DA was originally adopted by the board in December 2007, and then readopted in February 2011, June 2013, and October 2018. The current policy covers a wide array of fiscal policy topics including general fund ending fund balance, the use and replenishment of reserves, notice of shortfall, definition of a balanced budget, one-time nonrecurring revenues, financial reports, revenue forecasting, and year end budget surplus.

With specific regard to the level of general fund ending fund balance, the Government Finance Officers Association (GFOA) recommends, at a minimum, that governments maintain an unreserved (not earmarked for a specific purpose) ending fund balance of no less than five to fifteen percent of its general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures.

In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility. Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile. Due to the volatility of state revenues and PERS employer contribution rates, devoid of any significant changes concerning state taxation or PERS, staff believes that the district's current policy designations and targets are set at an appropriate level.

Recommendation

Staff recommends a review of Policy DA and preservation of the existing ending fund balance designations and targets.

Function

No revisions proposed or needed at this time. Review of current policy.

## Fiscal Policies

### 1. General Fund Ending Fund Balance

The Corvallis School District 509J School Board works to ensure that the district delivers the best educational program available within the constraint of well-managed resources. To offer such a program the Board recognizes the importance of a budget that delivers sustainable levels of instruction, staffing, number of instructional days and maintenance of facilities.

The State of Oregon has a volatile tax structure which results in unstable levels of school funding. This instability can cause a significant variance in the level of programs school districts are able to financially support. Until such time that the state creates a stable funding system that will see Oregon schools through recessionary periods, the Board directs the superintendent to propose a budget that will allow for sustainability over a five-year period.

The Board recognizes its responsibility to establish an ending fund balance in an amount sufficient to:

- a. Allow the district to deliver a sustainable level of programs through anticipated recessionary periods;
- b. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
- c. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
- d. Meet the uncertainties of state and federal funding; and
- e. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

Consequently, the Board directs the superintendent to include in the annual proposed budget designations to ensure an ending fund balance as follows:

- a. Appropriated Contingency Reserve of two and a half percent (2.5%) of the General Fund total resources net of the beginning fund balance;
- b. Appropriated Rainy Day Reserve of five percent (5.0%) of the General Fund total resources net of beginning fund balance;
- c. Unappropriated Ending Fund Balance of five percent (5.0%) of the General Fund total resources net of the beginning fund balance; and
- d. Targeted Reserves Ending Fund Balance as may be allocated and designated for specified purposes such as a reserve to offset future PERS employer contribution rate increases, a reserve to offset a 50/50 biennial State School Fund allocation, or a reserve for equipment replacements.

### 2. Use and Replenishment of Reserves

- a. Appropriated Contingency Reserve may be used for unanticipated expenditures or for emergencies.
- b. Appropriated Rainy Day Reserve funds may be used to address adverse economic conditions which negatively affect the district's revenues and ability to meet the needs of students
- c. Unappropriated Ending Fund Balance is unavailable for expenditures as not appropriated.
- d. Targeted Reserves Ending Fund Balance may be used for specified purposes as designated.

In the event the Board authorizes use of reserves, the superintendent shall propose a plan to restore budget sustainability and replenish reserves within three years of use. At least fifty percent (50%) of unanticipated revenues, exclusive of State School Fund grant or other non-General Fund revenue, shall be dedicated to replenish reserves to target levels.

### 3. Notice of Shortfall

Should the projected ending fund balance for the current and ensuing fiscal year fall below target levels, the superintendent will notify the Board and propose a corrective plan of action to prevent or limit any further erosion of the fund balance, including measures to increase balances to target levels if possible. The plan will be submitted to the Board for consideration and action.

### 4. Definition of a Balanced Budget

The budget should be structurally balanced, where recurring revenues equal or exceed recurring expenditures. The annual proposed budget presentation will identify how recurring revenues are aligned with or not aligned with recurring expenditures.

### 5. One-Time Nonrecurring Revenues

One-time resources should be used for one-time expenditures that will not create a continuing obligation for the district or an unsustainable level of expenditures and should not be expended before revenues are received.

### 6. Financial Reports

The Board will receive regular financial reports that include estimates of expenditures for the district's various funds in comparison to budget appropriations, actual receipts in comparison to budget estimates and provide an update on the district's overall financial condition. Reports will keep the Board informed of significant changes impacting the district's overall financial condition due to changes such as state funding, demographics or other key factors. Supplementary reports will be furnished as needed or upon request by the Board or superintendent.

### 7. Revenue Forecasting

All revenue forecasts shall be based on conservative assumptions, though reflective of the latest, best information available. Revenue estimates shall be made through an objective, analytical process. The district will not include revenue in budget preparation that cannot be verified with documentation of its source and amount. Key assumptions will be presented in the budget document.

8. Year End Budget Surplus

To encourage responsible expenditure of budgets, up to fifty percent (50%) of unused budget appropriations for the General Fund will ~~will~~ ~~may~~ be made available to schools or departments in the following year, ~~or an alternative rate as recommended by the superintendent in the proposed budget document and as adopted by the Board.~~ The Board believes that the current budget allocations should benefit primarily current year students.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

## C. Non-Licensed Personnel Information



# Corvallis

## SCHOOL DISTRICT

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

### Non-licensed Personnel Information

### NO ACTION REQUIRED

#### Recommendation to Hire

Name	Position	Hrs/FTE	Building	Start Date	Contract Status
Parks, Halo	Educational Assistant - Lifeskills	7.00	Kathryn Jones Harrison Elementary	10/17/2022	Regular/Probationary
Webster, Isabella	Educational Assistant 2	6.50	Letitia Carson Elementary	10/17/2022	Regular/Probationary
Unger, Hallie	Educational Assistant 2	6.50	Letitia Carson Elementary	10/17/2022	Regular/Probationary
Garcia, Duncan	Educational Assistant 2	6.50	Garfield Elementary School	10/13/2022	Regular/Probationary
Kiely, Christina	Food Service Assistant - Baker	4.00	Corvallis High School - Central Kitchen	10/19/2022	Regular/Probationary
Sherburne, Christopher	Educational Assistant 2	7.00	Crescent Valley High School	10/17/2022	Regular/Probationary
Ibarra, Magdalena	Educational Assistant 2	6.50	Letitia Carson Elementary	10/25/2022	Regular/Probationary
Shungu, Joel	Educational Assistant 2	6.50	Adams Elementary School	10/07/2022	Regular/Probationary
Snell, Jillian	Educational Assistant 2	6.50	Adams Elementary School	10/17/2022	Regular/Probationary



# Corvallis

SCHOOL DISTRICT

Name	Position	Hrs/FTE	Building	Start Date	Contract Status
Ozuna, Jessica	Health Service Assistant	4.00	Franklin K-8	10/25/2022	Limited Term
Hargrove, Breanna	Educational Assistant - Lifeskills	7.00	Linus Pauling Middle School	10/25/2022	Regular/Probationary
Helback, Susan	Educational Assistant - Lifeskills	7.00	Crescent Valley High School	11/01/2022	Limited Term
Anderson, Mary Elisabeth	Educational Assistant 2	4.00	Bessie Coleman Elementary	10/24/2022	Limited Term
Martin, Cherie	Child Care Provider	2.00	Crescent Valley High School	10/31/2022	Regular/Probationary
Voice, Robyn	Food Service Assistant	5.00	Lincoln Elementary / Harding Center	10/31/2022	Regular/Classified
Rockwood, Kimberley	HR Specialist	1.00 FTE	District Office	10/17/2022	Probationary Non Rep



# Corvallis

SCHOOL DISTRICT

## Termination/Resignation/Layoff/Retirement

Name	Position	Hrs/FTE	Building	Effective	Reason
Helback, Susan	Educational Assistant - Lifeskills	7.00	Crescent Valley High School	10/31/2022	Retirement
Coppola, Maria	Educational Assistant 2	4.50	Bessie Coleman Elementary	10/10/2022	Resignation
Ames, Christa	Educational Assistant 2	6.00	Kathryn Jones Harrison Elementary	10/25/2022	Resignation
Schofield, Daniel	Student Behavior Support 2	6.50	Franklin K-8	10/12/2022	Resignation
Shungu, Joel	Educational Assistant 2	6.50	Adams Elementary School	10/13/2022	Resignation
Corrigan, Lisa	Career Center Specialist	8.00	Corvallis High School	11/11/2022	Resignation
Unger, Hallie	Educational Assistant 2	6.50	Letitia Carson Elementary	10/18/2022	Resignation
Murray, Kaeleb	Campus Steward 1	8.00	Kathryn Jones Harrison Elementary	11/04/2022	Resignation
Wyatt, Jodie	District Behavior Coach	1.00	District Office	10/18/2022	Resignation

D. Board Policies -- **FOR INFORMATION**

1. Policy IKF — Graduation Requirements



# Corvallis

## SCHOOL DISTRICT

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

**NO ACTION REQUIRED**

Board Policy IKF—Graduation Requirements—Revised—First Reading

### Background

Changes to the definition of an “educational program” now include Youth Corrections Education Program, Juvenile Detention Program, long term care or residential program, and a hospital program. This will allow for an easier transition to a traditional educational setting if we are accepting credits from a larger range of programs. Additionally, a definition was added to World Languages to include “sign language, heritage language and languages other than a student’s primary language.” This will allow for more opportunities to earn credits in this subject area. Finally, changes were made to the legal references.

### Involvement

Staff members: Melissa Harder and Kristin Mahoney

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: IKF  
Adopted: 1/10/11  
Readopted: 8/19/13; 12/05/16; 6/20/19, 1/9/20, 2/3/22  
Orig. Code: 7560

### High School Graduation Requirements\*\*

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma, and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student who is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12 was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student ~~in another district or public charter school~~ an educational program<sup>2</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that ~~district or public charter school~~ educational program in this state.

### Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics<sup>3</sup>, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts, or world languages<sup>4</sup> (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements, outlined in OAR 581-022-2000, a student must<sup>5</sup>:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

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<sup>3</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021)

<sup>4</sup> "World language" includes sign language, heritage language and languages other than a student's primary language.

<sup>5</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts, or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits of mathematics;
  - b. Two credits of language arts;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics, or civics;
  - e. One credit of health;
  - f. One credit of physical education; and
  - g. One credit of the arts, or a world language.
  
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma, or extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

### **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, modified diploma, extended diploma, or alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate after four years starting in the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent that clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, extended diploma, or alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate, or completion of a General Educational Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma, or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or

alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>6</sup> and submitting the form to the district.

The district will issue a high school diploma, pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)

[ORS 329.045](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 336.585](#)

[ORS 336.590](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)

[OAR 581-022-0102](#)

[OAR 581-022-2000](#)

[OAR 581-022-2005](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2025](#)

[OAR 581-022-2030](#)

[OAR 581-022-2115](#)

[OAR 581-022-2120](#)

[OAR 581-022-2505](#)

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<sup>6</sup> Department of Education page for: [30-day notice and opt-out form](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

~~House Bill 2056 (2021).~~

~~Senate Bill 744 (2021).~~

Senate Bill 1522 (2022).

## 2. Policy JECB — Admission of Non-Resident Students



# Corvallis

## SCHOOL DISTRICT

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

**NO ACTION REQUIRED**

Board Policy JECB—Admission of Nonresident Students—Revised—First Reading

### Background

There is an addition stating, “students who have attended a CSD school previously following a legal change of address” have priority in the process. This will allow for a continuity of education for students. Please note, this does not apply to students currently enrolled in the Dual Language Immersion program as those students are guaranteed a spot through 12th grade regardless of address changes.

### Involvement

Staff members: Melissa Harder and Kristin Mahoney

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

**Code:** JECB  
**Adopted:** 6/26/06  
**Revised/Readopted:** 2/06/12; 3/10/14; 5/10/18; 5/09/19; 5/07/20; 3/03/22

### **Admission of Nonresident Students**

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending (receiving) district thereby allowing the attending district to receive State School Fund moneys.
2. **Court placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The district will not enroll students by a tuition agreement.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny regular school or alternative education program admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

#### **Consent for Admission of a Nonresident Student by Interdistrict Transfer**

Annually, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, gender expression, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, talented and gifted identification, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission see the following paragraph for priorities), information about which school(s) the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process will give priority to students based on space who have:

1. Siblings currently enrolled in the district; and
2. Students who have attended a CSD school previously following a legal change of address.
3. Attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student. Decisions regarding transfer requests made by the Board will be final.

The district may require minimum standards of behavior once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as criteria for the student to remain in the district. Students whose consent is revoked for violation of behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time for which the consent is given. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Nonresident students may continue enrollment in the district but need to submit an online transfer request for approval to the next school level. The student will not need to seek permission more than once from the same district of origin to transfer into the district. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for any student on an IEP.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 327.006](#)  
[ORS 329.485](#)  
[ORS 335.090](#)  
[ORS 339.115 - 339.133](#)

[ORS 339.141](#)  
[ORS 339.250](#)  
[ORS 343.221](#)  
[ORS 433.267](#)  
[OAR 581-021-0019](#)

**Cross Reference(s):**

JEC- Admissions

**XV. BOARD MEMBER COMMENTS (9:05 p.m.)\***

**XVI. ADJOURNMENT (9:25 p.m.)\***

\*All times are approximate.

*Note: The Chair of the Board may alter the order of business as they deem proper and necessary.*

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Julie Catala at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us).

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

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

Public Comment –

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

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

<b>SCHOOL BOARD MEMBERS</b>			
Vincent Adams	541-738-4324	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Tina Baker	541-223-1997	Luhui Whitebear, Co-Vice Chair	541-632-3568
Sarah Finger McDonald, Chair	541-908-3756		

<b>EXECUTIVE STAFF MEMBERS</b>	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Olivia Meyers Buch, Finance and Operations Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841