

6:30 PM

Thursday, April 13, 2023

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

Meeting Details:

Thursday, April 13, 2023, 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. **READING OF RESOLUTION NO. 22-0302 ARAB AMERICAN HERITAGE MONTH**

Corvallis School District 509J

**ACKNOWLEDGEMENT OF ARAB AMERICAN HERITAGE MONTH**

**Resolution Number 22-0302**

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Arab Americans, which includes people with ancestry from North Africa to the Persian Gulf; and

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

WHEREAS, Arab American Heritage Month grew out of local efforts in several school districts throughout the nation in the 1900s; and

WHEREAS, Arab American Heritage Month has been proclaimed by several states since; and

WHEREAS, Arab Americans are largely left out of academic discourse; and

WHEREAS, Arab Americans have historically been and continue to be targeted by anti-Arab violence and actions of hate; and

WHEREAS, the U.S. Department of State designated April as Arab American Heritage Month in 2021; and

WHEREAS, Oregon proclaimed April as Arab American Heritage Month permanently in 2021; and

WHEREAS, Arab American Heritage Month has yet to be proclaimed at the national level; and

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

WHEREAS, Arab American History Month provides an opportunity to continue the District's growth in learning about the many contributions of Arab Americans 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.

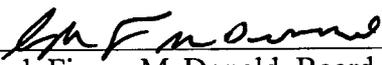
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **April 2022** as well as each April annually, as **Arab American Heritage Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as well as highlight the contributions of all Arab 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 17th day of March, 2022.

**Signed:**

  
\_\_\_\_\_  
Sarah Finger McDonald, Board Chair

**Attested:**

  
\_\_\_\_\_  
Ryan Noss, Superintendent

- III. **BOARD MEMBER REPORTS**
- IV. **OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES**
- V. **SUPERINTENDENT'S REPORT**



## **Superintendent's Report**

Shared with the Corvallis School Board during the April 13, 2023 meeting.

### **Hiring of New Administrative Team Staff, Effective July 1, 2023**

- **Stephanne Seals** - Stephanne has been hired as the new principal for Cheldelin Middle School. She most recently worked for the Greater Albany Public Schools District as the principal at North Albany Middle School. Before that, she worked for the Salem-Keizer and Wichita School Districts as an assistant principal. She has worked in public education for 28 years as a principal, learning coach, and middle school teacher.
- **Chaundra Smith** - Chaundra has been hired as the new principal at Lincoln Elementary School. She most recently worked for the Educator Advancement Council in Salem as the professional learning facilitator, supporting statewide professional learning systems and reviewing and analyzing equity in policies and professional learning opportunities. Before that, she worked for the Greater Albany Public Schools District as a principal and the Corvallis School District as a dual language instructional coach and English language learner program coordinator. She is bilingual in English and Spanish and has worked in public education for 26 years.
- **Greg Hyde** - Greg has been hired as the principal at Linus Pauling Middle School. He currently works as the Linus Pauling Assistant Principal. Before that, as a science teacher, he worked for the Corvallis, Oregon City, and Gordon County School Districts. He has worked in public education for 29 years.
- **Caleea Kidder** - Caleea has been hired as the assistant principal at Linus Pauling Middle School. She is a Human Resources Administrator at the Greater Albany Public Schools District. Before that, she was a principal at the Community of Peace Middle School and an assistant principal and dean of students at Hiawatha Academies. She is bilingual in English and Spanish.

### **Updates on Work to Address Middle School Student Behavior**

- On March 17, Cheldelin Principal Jon Strowbridge, Linus Pauling Principal Alicia Ward-Satey, Middle School Coordinator Kim Johnson, Assistant Superintendent Melissa Harder, and I met with staff at their buildings to review and gain input on school-wide behavior expectations and responses.
- On March 24, we met to create one document addressing responses to student behavior that staff will consistently use at Cheldelin and Linus Pauling. Staff at both buildings will review this document for additional input this week.
- Both schools are modifying their electronic referral system to allow for improved communication to staff members about the administrative response to behavioral referrals.
- Kim Johnson continues to meet with a team of middle school teachers and administrators to plan an alternative pathways model at the middle school level for next school year.
- During the March 23 school board meeting, the board approved funding for the middle school alternative pathway program.

- We have started piloting a middle school alternative pathway program at Cheldelin, which will continue throughout the spring. (End of the school year)

### **Benton County Kalapuya Building Open House and CSD pARTy**

In collaboration with Benton County, the district is co-hosting a community open house and student art exhibit at the new Benton County Kalapuya building on Thursday, April 20.

At 4:30 pm, there will be a ribbon-cutting with drinks and snacks for the public to view the artwork. Featured artwork includes 2D and 3D pieces from Corvallis School District elementary, middle, and high school students. This event is possible through the funds provided by the IMAGINE grant from the Corvallis Public Schools Foundations and the collaboration of Benton County.

From 6:00-7:30 pm, the Benton County Board of Commissioners is hosting an open house for the public to tour the County's new Kalapuya Building, learn about the modern and sustainable facility, and talk with department experts and leaders from Benton County who are now located at the building. Departments include the Board of Commissioners Office, Finance, Information Technology, Environmental Health, Community Development, Human Resources, Records and Elections, and Assessment.

More information on the event is [here](#).

### **Crescent Valley High School Robotics World's Qualification**

On April 8th, Crescent Valley's robotics team qualified for the World Championships hosted by [FIRST](#) after placing 3rd in the Pacific Northwest District Championships. They will be competing in Houston, Texas, from April 19-23 with 600 other teams from around the world. After competing in three District events and the PNW District Championships, they emerged as the 4th best team in Oregon and 10th in all of the PNW.

Please join me in congratulating Crescent Valley's team on this accomplishment and wishing them luck in their competition this month.

### **2023 Golden Apple Award Winners**

To celebrate the work of Corvallis School District educators, the Golden Apple Awards were established more than two decades ago by local philanthropist Mario Pastega through the [Corvallis Public Schools Foundation](#). Last month, the Corvallis Public Schools Foundation recognized four educators to celebrate their outstanding contributions to students and the school communities where they work.

- Leigh-Ann Russel, Special Education Teacher at Corvallis High School
- Liz Wieland, 6th-grade Science and Theater Arts at Cheldelin Middle School

- Jenny Smith, Educational Assistant at College Hill High School
- David Abrams, 5th-grade Teacher at Adams Elementary

Congratulations to our 2022 Golden Apple Award recipients, and thank you to the [Corvallis Public Schools Foundation](#) for this celebration of our outstanding educators!

### **Bond and Equity**

The bond management team is convening this Friday to reflect on bond program outcomes in our buildings, community, and professional lives. When voters passed our bond, we deliberately carved out time to develop processes to ensure we made value-driven decisions aligned with our district, our community, and our bond promises. We will review key documents that guided our decision-making throughout the bond, including our Core Values for Educational Design, Design Guidance Principles, and tools like our Sustainability Guidelines and Equity Look Fors. We are excited to hear from our partners and will report our findings to you in a future bond report.

**VI. STUDENT REPRESENTATIVE REPORTS**

**VII. PUBLIC COMMENT (7:30 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 into 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		

## VIII. BOND UPDATE



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Facilities and Transportation  
Meeting Date: April 13, 2023

### **Bond Program Update**

**NO ACTION REQUIRED**

#### Background

Wenaha Group provides project management services for the Facilities Improvement Bond approved by voters in May 2018. Wenaha Group's project managers will prepare a monthly report to communicate status and progress on bond projects. The report will be included in a board packet each month, published on the district website, and shared with key communicators.

Direct questions regarding bond projects to [kim.patten@corvallis.k12.or.us](mailto:kim.patten@corvallis.k12.or.us)



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023



## GENERAL PROGRAM UPDATES

The past month, including the Spring Break week, yielded good progress on our projects. Please see the reports below for our most active projects; Adams Elementary, Franklin K-8, Mt. View Elementary and College Hill High School, for a look at the progress. Construction teams and project managers are working hard to make sure things are well-planned for a successful conclusion to the last summer of work.

Minor adjustments were made to the financial forecasting, indicating that bond program will complete within available funds, delivering all bond promises. The Corvallis School District should be proud of this accomplishment, especially in these days of economic and labor uncertainty. Kudos to the entire bond team!



*Franklin looking good, with a new roof, new windows, new reader board and new paint!*



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023

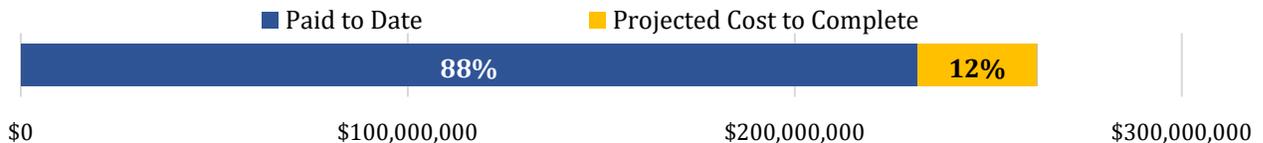


## FINANCIAL SUMMARY AS OF FEBRUARY 28, 2023

Voter Approved Bond Issuance	\$ 199,914,046
Bond Sale Premium	39,204,888
Bond Interest Earnings	10,674,367
OSCIM Grant <sup>1</sup>	6,234,147
Other Funding <sup>2</sup>	4,977,532
Projected Resources through End of Program	1,655,478
<b>Total Program Resources</b>	<b>\$262,660,459</b>

Paid to Date	\$ 231,659,029
Projected Cost to Complete	30,961,870
<b>Total Projected Costs</b>	<b>\$ 262,620,899</b>
Unallocated Program Reserves	39,560
<b>Total Program Requirements</b>	<b>\$ 262,660,459</b>

- <sup>1</sup> **Oregon School Capital Improvement Matching (OSCIM) Grant.** Matching grant through this state program; restricted to Lincoln project.
- <sup>2</sup> **Other Funding.** Additional grants and reimbursements from several sources including energy conservation reimbursements, seismic rehabilitation grants, High School Success grant; community solar investments; ODE Facility Grants; and Designated Facilities Fund; restricted to specific projects.
- <sup>3</sup> **Projected Resources through End of Program.** Energy conservation reimbursements and incentives, community solar investments, resources from High School Success grant, interest earnings, and ODE Facility Grants.



	Bond Allocation	Other Funding Sources <sup>1</sup>		Total Projected Costs <sup>2</sup>	Paid to Date		Projected Cost to Complete
		allocated	pending allocation				
Adams	\$ 11,594,457	\$ 984,337	\$ 7,353,961	\$ 19,932,755	\$ 12,940,367	65%	\$ 6,992,388
Garfield	20,431,066	5,193,470	(2,876)	25,621,660	25,619,358	100%	2,302
Bessie Coleman	38,462,382	(579,181)	1,318,017	39,201,217	38,536,070	98%	665,147
Kathryn Jones H	12,322,158	6,743,678	413,891	19,479,727	18,879,219	97%	600,508
Lincoln	32,068,849	6,461,880	1,355,635	39,886,364	39,712,982	100%	173,382
Mt View	8,904,029	8,146,119	(589,573)	16,460,575	6,849,643	42%	9,610,932
Leticia Carson	11,807,766	6,349,628	4,172	18,161,566	17,789,341	98%	372,225
Franklin	8,897,336	2,520,420	988,192	12,405,948	10,952,489	88%	1,453,459
Cheldelin	9,992,479	333,543	1,720,308	12,046,330	11,614,674	96%	431,656
Linus Pauling	400,000	9,572	125,639	535,211	535,369	100%	(158)
Corvallis	7,982,711	2,450,366	37,990	10,471,067	10,245,552	98%	225,515
Crescent Valley	16,226,898	4,404,919	(138,224)	20,493,593	20,268,726	99%	224,867
Harding	11,208,697	4,628,359	49,256	15,886,312	7,259,259	46%	8,627,053
Program Administration	9,615,219	1,482,019	941,336	12,038,574	10,455,979	87%	1,582,595
<b>TOTAL</b>	<b>\$199,914,046</b>	<b>\$ 49,129,130</b>	<b>\$ 13,577,723</b>	<b>\$262,620,899</b>	<b>\$ 231,659,029</b>	<b>88%</b>	<b>\$ 30,961,870</b>

<sup>1</sup> **Other Funding Sources.** Includes bond sale premium, bond interest earnings, OSCIM grant, High School Success grant, ODE Facilities Grants, and other funding such as energy conservation reimbursements from the SB 1149 program or Energy Trust of Oregon, and seismic rehabilitation grants.

<sup>2</sup> **Risk Associated with Projection.** Low - Complete/Nearing Completion Medium - Under Contract



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
March 9, 2023**



**ADAMS ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

**Project Manager: Kieron Spellman**  
**Wenaha Group**

**Architect: DLR Group**

**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Dec 2021	100%	
Construction	April 2022	June 2023	85%	

**CURRENT ACTIVITIES**

- Music Room: Finishes are being installed, including acoustical and AV components.
- New Addition:
  - Roofing: Roofing approximately 95% complete – need to complete detail work and seismic joints.
  - All waterproofing on the exterior walls is complete, window flashings and windows have been installed.
  - All exterior masonry has been installed with siding to commence shortly.
  - Corridor – Painted and floor polished. Lighting and acoustical panels to be installed shortly.
  - Commons/Kitchen Area – Sheetrock has been installed and taping in process.
  - Classrooms: floors polished at wet areas. All the walls and ceilings have been painted. Acoustical panels are being installed and mechanical systems have been installed and working. Lights to be installed when acoustic ceiling panels are complete.
- Covered Play Structure: Roofing, basketball hoops have been installed. Paving and striping will be completed as soon as school is out for the summer.



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE March 9, 2023



- New boilers and associated pipe work have been completed, tested, and turned on. The complete system has been treated and flushed. The school, both existing and new addition is now being heated by the new boilers.

### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continuing to build-out of music room and new addition.
- The new addition is scheduled to be completed by the end of May.
- The remaining site work and bike enclosure will be completed during the summer months.

**HIGHLIGHTS - n/a**

**CHALLENGES AND SOLUTIONS - n/a**

**PROJECT PHOTO GALLERY**



*New addition Exterior*





# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE March 9, 2023



*Interior classroom, corridor and restroom*





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
March 9, 2023**



**BESSIE COLEMAN ELEMENTARY SCHOOL  
REPLACEMENT SCHOOL**

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

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

**CURRENT ACTIVITIES**

- All PIPC – Aspen Intersection – Traffic signals and crosswalks.
  - All horizontal boring has been completed.
  - Concrete sidewalks have been completed at the NW, SW and SE corners.
  - All wiring being pulled the week of April 3rd.
  - NE traffic signal pole footing and sidewalk modifications will be completed within the next couple of weeks.
  - Traffic signals are to be installed as soon as the wiring has been completed.
  - City scheduled to program traffic signals, week of April 17<sup>th</sup>.
  - After a week of testing, the existing traffic signals will be removed, and final work associated with the driveway approach will be completed.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Complete installation of the Aspen intersection realignment.
- Grading and seeding of the ballfield. Work commences as soon as weather and field conditions allow for equipment.

**CHALLENGES AND SOLUTIONS**





# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE March 9, 2023



*Aspen intersection work*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**CHELDELIN MIDDLE SCHOOL  
MAJOR RENOVATION**

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

**PROJECT DESCRIPTION**

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

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	June 2019	100%	Complete
Design & Permitting	May 2019	March 2020	100%	Complete
Design & Permitting PH II	July 2020	Mar-design, Feb- May permit 2022	100%	Complete
Ph I Construction	June 2020	Aug 2021	100%	Complete
Ph II Construction	June 2022	Dec 2022	100%	Final testing

**CURRENT ACTIVITIES**

- Over spring break Gerding performed a few tasks including swapping a couple of HVAC terminal units that were crossed up, adding some reinforcing in the roof structure at a couple duct penetrations and repairing piping connections at one unit heater.
- Final drywall repair will be complete the week of this board meeting.
- Gerding will install some roof curb blocking attachments and reflash a couple roof curbs on the roof the next opportunity we have for several days of nice weather.



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023



- We made great progress on the solar installation at Cheldelin over the break. Final connections the power grid will follow in the coming month.

### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- CSD has a couple activities scheduled that are impacting some final Testing and Air Balancing work for this project. That work will happen in the coming 2 months. This includes some existing duct repairs and changing some pump impellers to increase water flow to the heating system.

### PHOTOS



*Cheldelin – New solar installation*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



*Cheldelin – Zone of TU swapping*



*Cheldelin – TU unit that was swapped*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



*Cheldelin – Duct penetration reinforcement*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**COLLEGE HILL/HARDING CENTER  
MAJOR ADDITION AND REMODEL**

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Feb 2019	100%	
Design for permitting	Jan 2021	Nov 2021	100%	
Permit- Historical, Land Use & Bldg	July 2021	Jun 2022	100%	
Construction	June 2022	Sept 2023	65%	Painting, floor polishing, starting roofing, HVAC in attic work continues

**CURRENT ACTIVITIES**

- Todd’s team was able to place the new air handler units (3 pieces per unit) into the attic space. They come in sections to fit into the attic and then assemble inside the attic.
- Many of the classrooms have finished drywall and paint on them now. Insulators are insulating the ceiling spaces at this time.
- The boiler installation and piping is going very well. Progress in the boiler room is clean and professional looking.
- We have completed the underground boring for the new electrical service across 31<sup>st</sup> street and are awaiting PP&L to set the pole so the service work can continue.
- Todd Construction’s seismic upgrade work will continue once we start to remove roofing and we can complete those activities needing to occur from above.



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023



- We have removed the old entrance canopy and are working toward installation of the new entry canopy. The new canopy will sit up on the existing roof in its final condition rather than a projection from the side of the building.
- Reroofing activities are scheduled to start mid-April and continue into June.

### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Summer work will include many of the floor finishes, special wall finishes and casework counter installations.
- New furniture and redistribution of some of the reused furniture will happen mid-summer into August.
- Site activities including paving and sidewalk replacements and site restoration should be active for the next few months and wrapping up in June.

### HIGHLIGHTS

- We anticipate paving half the site (including the parking lot) in late April.

### CHALLENGES AND SOLUTIONS

- Many framing items were poorly installed during the original construction compared to today's requirements. We continue to encounter items that need correcting and/or additional support. Handling this extra work takes additional time and money. The team is carefully reviewing each item to make sure we are safe and functional when complete but also monitoring budget increases.

### PROJECT PHOTO GALLERY



*CHHS – Front entry canopy removed for new installation. (old canopy sitting in foreground)*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
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*CHHS – Front office walls taking shape*



*CHHS – New weight room area taking shape (old girls locker/shower room)*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



*CHHS – air handler units in attic space*



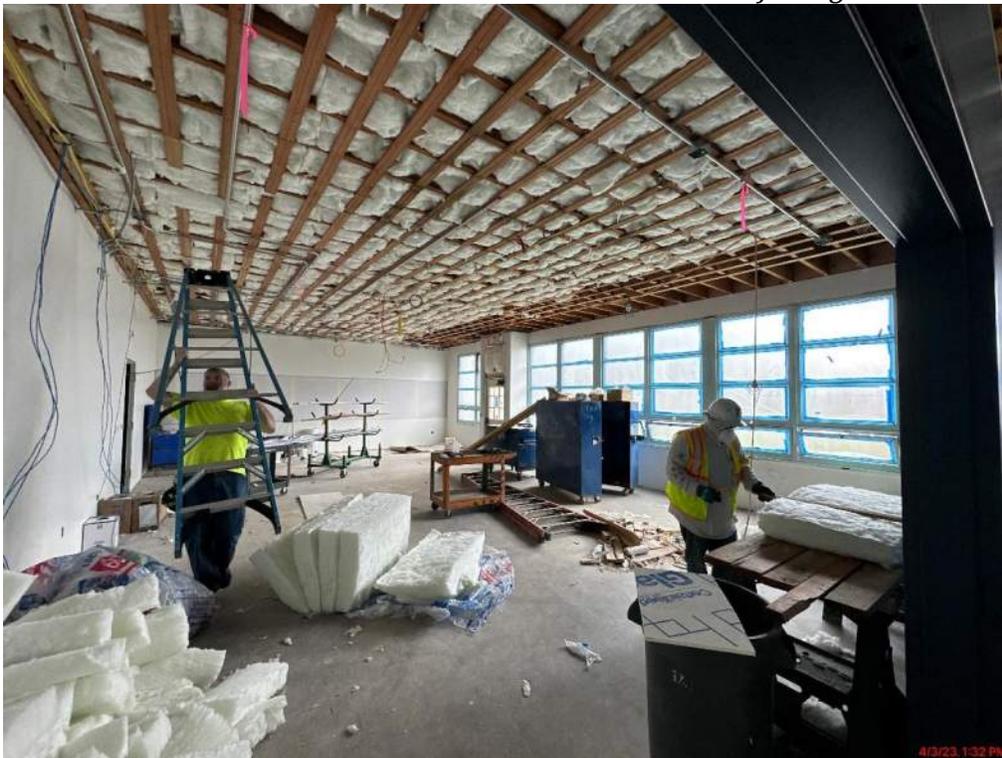
*CHHS – misc. ductwork installation in attic space*



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023



*CHHS – Roof shingles onsite and ready for install*



*CHHS – New ceiling insulation (keep that attic heat out of the classrooms)*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**CORVALLIS HIGH SCHOOL**  
MAJOR RENOVATION

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	June 2020	100%	
Design & Permitting	June 2020	April 2021	100%	
Construction	Spring 2019	April 2021	100%	
Major Construction	April 2021	June 2022	100%	

**CURRENT ACTIVITIES**

- Gerding reinforced/reattached a loose door frame from the hallway into ceramics over spring break.
- Gerding also had the roofer work on stopping a canopy leak. (So far it seems to have solved the issue).
- The design team provided the construction team with direction on how to make repairs to some damaged ceiling supports in both AT- N & S. We will reinforce some supports in the ceiling structure under two light ductwork penetrations. Work is difficult to access and will require work during the summer.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER – N/A**

**HIGHLIGHTS – N/A**

**CHALLENGES AND SOLUTIONS – N/A**

**PROJECT PHOTO GALLERY – N/A**





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**CRESCENT VALLEY HIGH SCHOOL**  
MAJOR RENOVATION

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	Mar 2020	100%	
Design & Permit Bldg A seismic	July 2020	Feb 2021	100%	
Construction Bldg F & elevator	June 2020	Dec 2021	100%	
Construction Bldg A seismic	June 2022	Aug 2022	100%	

**CURRENT ACTIVITIES - N/A**

**ACTIVITIES SCHEDULED FOR NEXT QUARTER -** The wood and metals shop were not designed to have air conditioning. CSD & the design teams continue review temperatures in the wood shop space. This issue will be further evaluated when warmer temperatures arrive this spring.

**HIGHLIGHTS - N/A**

**CHALLENGES AND SOLUTIONS - N/A**

**PROJECT PHOTO GALLERY - N/A**





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**FRANKLIN K-8**  
MAJOR REMODEL

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	Dec 2020	100%	
Design & Permitting	Jan 2021	Mar 2021	100%	
Construction	Mar 2022	Dec 2022	99%	Operable wall, ext painting remain, 3 phase power

**CURRENT ACTIVITIES**

**SPRING BREAK WORK ACCOMPLISHED**

- We installed 99% of the chair rail at the main hallway down to the library (just a few sections were too short).
- Installed additional tack board in the main hallway as far as we could go with the time we had. Unfortunately, this work went much slower than anticipated. We focused on adding the new rather than replacing the old so more of the school had usable tackable materials.
- We replaced the 300 sf of kitchen area roof completing our new roof efforts leaving only a couple of detail items to resolve.
- All HDMI extenders were installed throughout the school (parts finally arrived).
- Acoustical sound panels, FRL, 3 new basketball hoops and wood base were installed in the gym.
- The sliding transaction window into the office manager’s space was installed.
- We installed both new fans in the old temporary office flex room.



## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023**



- We were able to chip away at some interior repaint, repair of finishes and a sizable amount of exterior paint and blue trim work.
- The temporary heat source that was blowing through the science window was removed, as well as the heating unit and propane tank outside. Bike racks to be installed in this location.
- All missing glass pieces were installed, including the desired restroom mirrors.
- We replaced the six unit ventilators in the north elementary wing.
- Hallway TV mount should happen behind the scenes shortly.

### **ACTIVITIES SCHEDULED FOR NEXT QUARTER**

#### **SUMMER WORK:**

- We expect delivery of the new RTU (Roof Top Unit) and ERV for science heat in April and will install these units during the first couple weeks of summer.
- We will complete all the exterior painting and blue trim.
- The district will be painting the interior of the classrooms over summer break.
- Bollard installation and the paving patching around the transformer vault will happen soon. In late August, the 3-phase power transformer will install. This will allow us to remove several old electrical panels and transition to the new panels and circuiting and further clean up the look in the hallways.
- Installation of the refinished wood wainscot will still occur over summer break. This work will coincide with repair of currently installed tackable wall covering and any final FRL installations and trim work.

### **HIGHLIGHTS**

- In a continued effort to reduce site supervision costs we have scheduled all remaining work activities to occur over summer break.
- The school district is using all spaces of the school at this time and will continue to do so through the start of summer break.

### **CHALLENGES AND SOLUTIONS**

- None currently



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**PROJECT PHOTO GALLERY**



*Franklin – Added tack board and chair rail west side of hallway*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



*Franklin – Unit ventilator swap out*



*Franklin – New unit ventilator in place*



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023



*Franklin – Gym acoustical panels and FRL installing*



*Franklin – Fresh exterior white paint and blue trim*



**CORVALLIS SCHOOL DISTRICT**  
**April 13, 2023**



**GARFIELD ELEMENTARY SCHOOL**

MAJOR ADDITION AND REMODEL

**Project Manager: Patrick Linhart**

**Wenaha Group**

**Architect: DLR Group**

**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

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

**SCHEDULE**

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

**CURRENT ACTIVITIES**

- No Update - Project is complete



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
March 9, 2023**



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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	May 2021	100%	
Construction	April 2021	June 2022	99%	

**CURRENT ACTIVITIES**

- PIPC paperwork submitted – Received City punch list. A significant number of sidewalk panels have heaved (raised) since they were signed off for Temporary Occupancy. Working with geotechnical engineer to determine why and then providing a response to the City.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

**HIGHLIGHTS – N/A**

**CHALLENGES AND SOLUTIONS –**

- City Rejected Rooftop Mechanical Screens: City has approved our revised plan for mechanical screens. Presently compiling the deferred submittal to issue to City before commencing work on site to make the modifications.
- After school being in session, it has been determined that there are a few additional site improvements needed:





## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE March 9, 2023**



- Depth of swale to pond at front entrance – Capitol Engineering has revised the plan and submitted to the City for review. Waiting for the City response. Capitol is also reviewing other solutions that might reduce costs.
- Flooding at field – Issues have arisen with flooding at the end of the fire lane and east end of the field. Working with surveyor to determine our solution. City has indicated OK not to proceed with any work onsite until school is out for the summer and the field conditions have improved.

### **PROJECT PHOTO GALLERY – N/A**



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
March 9, 2023**



**LETITIA CARSON ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

**Project Manager: Kieron Spellman**  
**Wenaha Group**

**Architect: DLR Group**

**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	May 2021	100%	Permits received
Construction	April 2021	June 2022	99%	

**CURRENT ACTIVITIES**

- PIPC paperwork submitted. Completed PIPC punch list work over spring break. Request has been made for the City to review the work completed, to enable the warranty period to commence.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER – N/A**

**HIGHLIGHTS – N/A**

**CHALLENGES AND SOLUTIONS**

- City Rejected Rooftop Mechanical Screens: City has approved our revised plan for mechanical screens. Presently compiling the deferred submittal to issue to City before commencing work on site to make the modifications.

**PROJECT PHOTO GALLERY – N/A**



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
March 9, 2023**



**LINCOLN ELEMENTARY SCHOOL  
REPLACEMENT SCHOOL**

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

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

**CURRENT ACTIVITIES**

- PIPC: Negotiated required repairs with City. Fortis has completed all the repairs per City punch list and has requested reinspection, so warranty can begin and PIPC signed off to allow receipt of final Certificate of Occupancy.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER - N/A**

**HIGHLIGHTS - N/A**

**CHALLENGES AND SOLUTIONS -**

- All landscaping has been turned over to CSD to maintain. Further work will take place regarding the field condition in the spring once the new growing season commences.

**PROJECT PHOTO GALLERY - N/A**



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**LINUS PAULING MIDDLE SCHOOL**

RESURFACE TRACK

**Project Manager: Wenaha Group**

**Architect: N.A.**

**Contractor: Field Turf USA**

**PROJECT DESCRIPTION**

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

**SCHEDULE**

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

**CURRENT ACTIVITIES**

- N/A

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- N/A

**HIGHLIGHTS**

- N/A

**CHALLENGES AND SOLUTIONS**

- N/A

**PROJECT PHOTO GALLERY**

- N/A



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



**MOUNTAIN VIEW ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

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

**PROJECT DESCRIPTION**

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

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Dec 2018	Dec 2020	100%	
Design & Permitting	Jan 2021	Dec 2021	100%	
Construction	Apr 2022	August 2023	80%	

**CURRENT ACTIVITIES**

- **Admin Addition:**
  - All interior walls have been sheetrocked and presently being taped. Painting to commence when complete.
  - Roofing is complete.
  - All ceilings commence as soon as the walls have been painted.
  - All MEP rough in has been completed and finish will commence when walls painted, and ceiling grid installed.
  - Exterior – waterproofing, window flashings and windows presently being installed.
  - Scheduled to be completed in May.
- **Art/Science Addition:**
  - A roof membrane has been installed and the remaining roofing will be completed when weather allows. The building is dried in.
  - MEP rough is progressing.
  - Exterior – waterproofing, window flashings and windows presently being installed.
  - Scheduled to be completed before the end of school year.



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 13, 2023



- **Sector B Classrooms (Existing Bldg)**
  - Turned over at Spring Break.

## ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continue to construct the structure for the Admin Suite addition.
- Continue to construct the Art Room classroom pod addition.
- The exterior site construction (parking, drive lanes, landscaping) will occur in the summer of 2023. Working on logistics plans to complete the water detention pond and install of the 40,000-gallon fire water storage tank before the end of school to ensure all the parking lots and drop off/pick up areas are able to be completed over the summer.

## HIGHLIGHTS - N/A

## CHALLENGES AND SOLUTIONS

- Working on documenting several cost saving changes with the architect on exterior play area, collaboration spaces and seismic in gym and cafeteria. Fortis is pricing these changes and making provisions to incorporate changes into this summer's work.

## PROJECT PHOTO GALLERY



*Exterior Administration*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
April 13, 2023**



*Reception*



*Staff Work Room*



*Staff Room*

**IX. CORVALLIS PUBLIC SCHOOLS FOUNDATION WORK SESSION (8:00 p.m.)\***



Prepared for: Corvallis School Board  
Prepared by: Ryan Noss, Superintendent  
Meeting Date: April 13, 2023

## **Work Session with the Corvallis Public Schools Foundation (CPSF)**

### **NO ACTION REQUESTED**

1. Welcome and Introductions (5 min)
2. Foundation Update (10 min)
3. Memorandum of Understanding (MOU) Between CPSF and CSD (30 min)
  - Current agreement
  - Joint work versus contractual language
  - Valued practices to add to the MOU
4. CSD Listening Session Report (15 min)
5. Closing

# Corvallis School District Community Engagement Sessions | Summary



## Participants



209

The Corvallis School District (CSD) facilitated 8 engagement sessions to solicit feedback from the community about their experiences with the CSD, and the current Board goals. A total of 209 parents, students, staff, and community members participated in the engagement sessions. The information will be used to inform and develop the 2023-2028 Board goals. The following are the primary themes that emerged from the engagement sessions:

## Positives & Strengths



### Corvallis Community

1. Safety
2. College Town
3. Location
4. Care & Connection
5. Resources

### Corvallis School District

1. Student & Community Engagement
2. Quality Teachers
3. Student Support
4. Facility Improvement
5. Commitment to DEI

## Barriers & Challenges



### Corvallis School District

1. Diversity & Cultural Competence
2. Special Education
3. Academics
4. Behavioral Issues
5. Basic Needs

### Access to Programs/Services

1. Transportation
2. Knowledge
3. Language
4. Financial Resources
5. Communication

## Supporting Students



1. Build Partnerships
2. Academic Excellence
3. Teach Life Skills
4. Career & College
5. Transitions

## Board Goals



1. Equitable Systems
2. Health & Wellness
3. Real-World Learning
4. Academic Achievement
5. Implementation & Evaluation

## Advancing Equity



1. Student Involvement
2. Resources & Support
3. Communication
4. Teachers & Staff
5. Curriculum



Corvallis  
Public Schools  
FOUNDATION

# CPSF Update

Joint Board Meeting  
April 13, 2023





Corvallis  
Public Schools  
FOUNDATION

# Since we last met...

- Key Foundation Initiatives
- New Executive Director
- ED community introduction & recalibration of team
- Board Retreat





# Board Retreat

<b>Mission</b>	Support Corvallis public schools and inspire learning for a lifetime.	
<b>Vision</b>	Our <i>vision</i> is that <b>all students</b> —regardless of race, culture, socioeconomic status, language, ability, gender, sexual orientation or other identifiers— <b>graduate as engaged community members, ready to contribute to their fullest potential and navigate the world’s complexities</b> .	
<b>Priorities</b>		
<b>Educational Access</b>	<b>Learning Enrichment</b>	<b>Graduation Rate Interventions</b>
<i>Academic success hinges on the well-being of the whole child.</i>	<i>Innovative ideas can advance equity and enhance students’ education.</i>	<i>Every student can succeed.</i>
Addressing pressing needs from mental health support to assistance for students navigating poverty including food and clothing, hygiene items, and other essentials.	Encouraging innovation and enriching educational experiences in the classroom and beyond..	Support for summer intervention programs that help graduation rates in Corvallis continue to improve
Family Support Program, SOS, Mental Health Support	IMAGINE Grants, YEA! Grants	Summer Programs, Math Camps, Credit Recovery



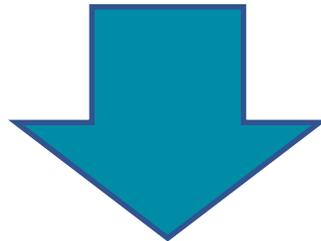


Corvallis  
Public Schools  
FOUNDATION

# Strategic Goals

Goals from 2019-2022 Strategic Plan:

- *Improved and effective communication with CSD employees, donors, and the community.*
- *Define a clear vision for CPSF that aligns with CSD priorities.*
- *Improved systems and infrastructure to support sustainable growth*



*Closer alignment & partnership between CSD + CPSF*





Corvallis  
Public Schools  
FOUNDATION



# CPSF + CSD Partnership





Corvallis  
Public Schools  
FOUNDATION



- MOU History & Current agreement
- Evolving from contract to working agreement
- Discuss: *What practices and behaviors reflect and strengthen the partnership between the two organizations? How might they guide the MOU?*

**X. HIGH SCHOOL WORLD LANGUAGE CURRICULUM ADOPTION (9:00 p.m.)\***



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator, Marcianne Rivero Koetje, Equity and ELL Coordinator

Meeting Date: April 13, 2023

## High School World Language Curriculum

## ACTION REQUIRED

### Background

It has been over a decade since the district has adopted a new world language curriculum. The intention of adopting new materials is to ensure that our students participating in world language courses have access to rigorous, relevant and authentic materials. In this report we will provide a background on the materials we plan to adopt, a timeline for the adoption, and next steps for implementation.

At the beginning of the adoption process, we connected with high school teachers and asked them about their hopes for *students, teachers and community*. Teachers shared that they wanted to adopt curricula that:

- Embedded best practices for language acquisition,
- Supported students to develop cultural competency, and
- Asked students to use language for a purpose.

### Overview of Adoption Process and Beyond:

- Fall 22/Winter 23: Convene committee, visioning, alignment work
- Fall 22/Winter 23: Continued alignment work
- Fall 22/Winter 23: Select materials for pilot
- Spring 2023: Pilot
- Spring 2023: Student feedback
- April 3-April 8: Instructional materials available for public viewing and comment.
- Fall of 23/24
  - New materials in classrooms in fall
  - Fall/ winter: Rounds and fidelity observations

### Future Steps to Ensure Successful Materials Implementation

Once adopted by the school board materials will be purchased immediately.

Professional learning will be provided in Summer and Fall of 2023. On-going grade level collaboration will take place throughout the school year with the purpose of improving instructional practice and student learning.

High school Spanish language teachers will also collaborate with middle school Spanish language teachers on essential knowledge and skills for successful transition into high school Spanish courses.

All language teachers will participate in Learning Walks. These learning walks are short and informal

visits to classrooms, where educators can focus on a specific instructional practice and provide feedback. In addition, learning walks allow for continued collaboration and alignment between and among educators.

Building leaders will do regular walkthroughs through middle school Spanish classrooms and focus feedback on the quality of student talk.

### **Overview of Recommended Materials**

#### **EntreCulturas for Spanish World Language**

Entre Culturas uses engaging student-facing content and a *Flex Learning Site* with detailed tips and tools, videos, webinars, and more, to support learning and teaching.

Features of the EntreCulturas curriculum are below:

- Evolving with research in neuroscience and pedagogy
- Designing backwards by starting with what students will be able to know and do
- Cultivating interculturality by making connections to local, national and international cultures and encouraging explorations of individual and community identities
- Differentiating instruction to meet the needs of all learners
- Engaging learners by facilitating target language comprehensibility and teaching grammar as a concept in context

[Click HERE to view EntreCulturas Program Overview](#)

#### **Chemins for French World Language**

Chemins is a fully integrated and scaffolded French-language program that builds intercultural communicative proficiency through a cohesive cultural approach within each unit.

Features of the Chemins curriculum are below:

- Target language is presented in context at the start of each unit, providing comprehensible input.
- Vocabulary is presented and practiced in meaningful contexts.
- Culture is explored through an engaging multi-media approach.
- Students develop presentational skills for real-world contexts.
- Presents and recycles language in a functional context.
- Uses a variety of resources to allow students to monitor and reflect on their own learning.

[Click HERE to view Chemins Program Overview](#)

#### **Portfolio Deutsch for German World Language**

Portfolio Deutsch is made in Germany for U.S. schools and actively involves students in their own learning.

Features of the Portfolio Deutsch curriculum are below:

- Grammar is embedded in context, and students learn to connect structures with meaning.
- Textbooks, student workbooks and online resources are available.
- Engaging topics that are relevant to students.
- Actively involves students in their own learning through multiple modalities.
- Strong emphasis on vocabulary instruction and scaffolds to teach language.
- Accessible
- Robust resources for teachers

[Click HERE to view Portfolio Deutsch Program Overview](#)

## **Arabiyyat al-Naas for Arabic World Language**

A comprehensive curriculum that includes teacher, student and online resources in the areas of grammar, vocabulary, oral practice and listening resources.

Features of the Arabiyyat al-Naas curriculum are below:

- A comprehensive series that embodies a research-based approach to Arabic language teaching and learning.
- Integrates formal and colloquial Arabic and presents the language as it is used in real life.
- Comprehensive textbook that includes language skills through relevant and topics interesting to students.
- Strong emphasis on vocabulary instruction and scaffolds to teach language rich topics
- Offers a variety of levels from beginner to advanced
- Multiple resources and modalities for teaching language in the areas of listening, speaking, writing and reading.

[Click HERE to view Arabiyyat al-Naas Program Overview](#)

### **Feedback on Recommended Curriculum**

#### **Staff Feedback:**

Selected materials

- Are culturally relevant and engaging.
- Provide effective scaffolds for teaching reading, writing, speaking and listening.
- Aligned to the American Council on the Teaching of Foreign Languages standards (ACTFL).
- Provide relevant language samples (such as video).

#### **Student Feedback:**

Selected materials

- Have a balance between reading, writing, listening and speaking
- Provide relevant, authentic visuals
- Provided opportunities to compare cultures and languages

#### **Community Feedback:**

Selected materials

- Provide engaging videos and cultural comparisons
- Include appropriate grammar, vocabulary, and instruction that will prepare students for language use outside of school
- Will expand the opportunities for students to study Arabic language and culture

### **ACTION REQUESTED:**

Adopt *EntreCulturas* as the high school Spanish language curriculum.

Adopt *Portfolio Deutsch* as the high school German language curriculum.

Adopt *Arabiyyat al-Naas* as the high school Arabic language curriculum.

Adopt *Chemins* as the high school French language curriculum.

### **MOTION REQUESTED:**

“I move to adopt *EntreCulturas* as the high school Spanish language curriculum, *Portfolio Deutsch* as the high school German language curriculum, *Arabiyyat al-Naas* as the high school Arabic language curriculum, and *Chemins* as the high school French language curriculum.”

# CSD World Language Curriculum Adoption

Nikki McFarland  
Marcianne Rivero Koetje

Seeking approval for adopting the following curriculum

Arabic- Arabiyyat al-Naas

French- Chemins

Spanish- EntreCulturas

German- Portfolio Deutsch

# 59 Languages of Origin

Spanish, 689

Chinese, Mandarin,  
100

Arabic, 78

Korean,  
45

Mam, 31



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

# Overview of Adoption Process

Fall 22/Winter 23: Convene committee, visioning, alignment work

Fall 22/Winter 23: Continued alignment work

Fall 22/Winter 23: Select materials for pilot

Spring 2023: Pilot

Spring 2023: Student feedback

April 3-April 8: Instructional materials available for public viewing and comment.

# Feedback from Students, Teachers and Community

87-95% positive responses to materials being

- Culturally Responsive
- Balanced in viewpoints & perspectives
- Inclusive
- Appropriately challenging
- Related to a larger unit
- Rigorous
- Engaging
- Meaningful

# Feedback from Students, Teachers and Community

*“Great for learning Arabic” (Arabiyyat al-Naas)*

*“The Portfolio Deutsch books look amazing!” (Portfolio Deutsch)*

*“I believe that the grammar, vocabulary, and general instruction presented in the materials is appropriate, both for high schoolers and re current French language usage in France, and in other Francophone countries.” (Chemins)*

*“I like the videoblogs and cultural comparisons the most.” (EntreCulturas)*

# Looking Ahead 2023-24

Ongoing Professional Development

MS and HS Alignment (Arabic and Spanish)

Learning Walks

Planning time for implementation

**XI. SOCIAL STUDIES (SB13), ETHNIC STUDIES, HOLOCAUST CURRICULUM  
UPDATE**

# Social Studies Update

Implementation of State Requirements

# Overview of State Requirements

## **Tribal History/Shared History**

### **Curriculum**

The law requires instruction to the Tribal approved Essential Understandings across five content areas

### **Resources and Lessons**

Available from ODE

### **Grades**

4, 8, 10

### **Subject Areas**

Language Arts, Health/PE, Math, Science, and Social Science

## **Holocaust and Other Genocides**

### **Learning Concepts**

The law identifies learning concepts related to Holocaust and other genocides education

### **Resources and Training**

Available through local and national organizations and ODE

### **Grades**

K-12

### **Subject Areas**

Social Science

## **Ethnic Studies**

### **Standards**

Ethnic Studies Standards integrated with Social Science standards. Implementation of the standards is required by 2026-2027.

### **Grades**

K-12

### **Subject Areas**

Social Science



# Tribal History / Shared History

2017 - Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History.

Tribal History/Shared History is centered around the nine Essential Understandings identified by the Nine Federally recognized Tribes of Oregon.

The Essential Understandings form the basis of the content based grade level lesson plans supporting a deeper understanding of Tribal History.

These lessons target grades 4, 8 and 10 and will be part of the new Social Science standards for 2026.

\*Since Time Immemorial, \*Sovereignty, \*History, \*Tribal Government, \*Identity, \*Lifeways, \*Language, \*Treaties with the US, \*Genocide, Federal Policies, and Law

## Positive Outcomes for Students

“Students have grown in their understanding of Oregon geography and in their understanding of indigenous people groups in Oregon, with a focus on the Confederated Tribes of Grand Ronde closest to Corvallis.”

## Challenges and Barriers

Time and materials

Much of the material is not available in Spanish



**YOU ARE MY WITNESSES**

**ISAIAH 43:10**

# Holocaust and Other Genocides

Academic content standards that include specific reference to the Holocaust and other genocides are part of the new Social Science standards

Beginning with the 2021 School Year, Social Science teachers are incorporating the nine learning concepts supporting the teaching of the Holocaust and other Genocides

ODE is working with organizations dedicated to providing education about the Holocaust to educators to help identify resources for teachers

## Nine Concepts Reflected in Classes

96%

88%

92%

80%

# Holocaust and Other Genocides

## Challenges and Barriers

- Time, materials, professional learning opportunities
- “Preparing teenagers to learn about death on a massive scale is always difficult. There is a lot of prep work that goes into establishing expectations for respect, maturity, and allowing students to struggle with painful parts of world history.”



# Ethnic Studies Standards

An integration of Ethnic Studies Standards with Social Science Standards Implementation is required by the 2026 - 2027 school year

Ethnic Studies is defined as the study of “ethnic and social minorities”

- “Ethnic minorities” means individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent.
- “Social minorities” means women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual or transgender.

# Ethnic Studies Standards



Are you currently teaching a Social Studies course that is already aligned with the standard required by 2026?

### Elementary and Middle

Those who answered “yes” referenced Equity Lessons and their connection to the standards of identity, resistance, and resilience.

### High School

More than half of our Social Studies teachers are teaching content and lessons that connect to the standards.

Ethnic Studies course currently offered at College Hill

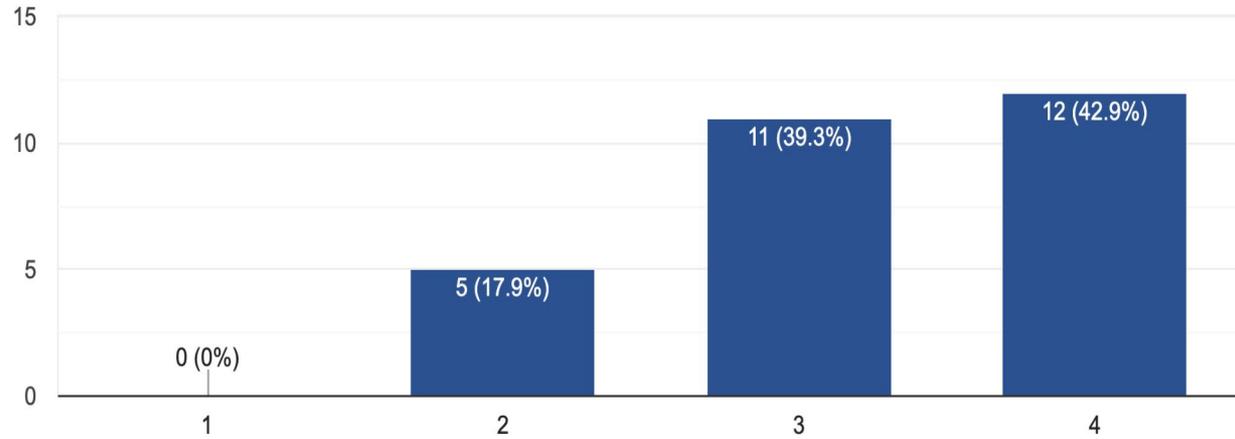
# Ethnic Studies Standards

1 - I have high levels of discomfort teaching about the ethnic studies standards

4 - I could teach these standards tomorrow with no discomfort

Rank your comfort level with teaching new and sometimes difficult histories.

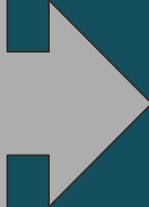
28 responses



Tribal History/  
Shared History



Ethnic  
Studies  
Standards



Social Sciences  
Standards  
2026



Holocaust  
and Other  
Genocides



# 2021 Social Science Standards Integrated with Ethnic Studies

## Kindergarten 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

### Civics and Government

K.1 \* Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.

K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.

K.3 \*Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.

### Economics

K.4 Distinguish between personal wants and needs.

### Financial Literacy

K.5 Identify forms of US money and explain how money is used.

K.6 Give examples of different jobs performed in communities.

K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing.

K.8 Explain how people earn income and that some jobs earn money while others are volunteer.

### Geography

K.9 Identify, compare, and contrast pictures, maps, and globes.

K.10 Locate, identify and describe places of importance to self, family, school, and culture.

K.11 \* Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.

K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).

## **History (Local, State, National, and World) (Focus: Me and My World)**

### **Historical Knowledge**

K.13 Understand that events happen in a sequential order.

K.14 \* Identify [examples of unfairness or injustice towards individuals or groups](#) and the “change-makers,” who worked to make the world better.

### **Historical Thinking (Skills)**

K.15 Distinguish between past and present.

K.16 Understand and create timelines to show basic personal events in sequential order.

K.17 \* Make connections identifying similarities and differences including [race, ethnicity, culture, disability, and gender](#) between self and others.

K.18 Compare and contrast past and present events or practices.

### **Social Science Analysis**

K.19 \* [Identify possible solutions to injustices](#) that demonstrate fairness and empathy.

K.20 \*Given context clues, develop [a reasonable idea about who, when, where, and why the primary or secondary source was created](#).

# Grade 1 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

1.1 \* Describe the responsibilities of leaders and team members and **participate in the creation and following of rules for group activities**

1.2 \* **Identify and apply civic virtues (such as equality, freedom, liberty, respect for individual rights, diversity, equity, justice, and deliberation) when interacting with classmates, families, and the school community.**

### Economics

1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).

1.4 \* **Define equity, equality, and systems of power.**

### Financial Literacy

1.5 Identify choices and decisions for various uses of money (saving, spending and sharing/contributing).

### Geography

1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).

1.7 Explain how seasonal changes influence activities in school and community.

1.8 Give examples of local natural resources and describe how people use them.

1.9 Construct maps (including mental maps), graphs, and other representations of familiar places.

### Historical Knowledge (Focus: My School and Family)

1.10 Understand that families have a past.

1.11\* **Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.**

1.12 \* **Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.**

1.13 \* Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.

1.14 \* Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.<sup>1</sup>

### **Historical Thinking (Skills)**

1.15 Use terms related to time to place events that have occurred in sequential order.

1.16 Develop and analyze a simple timeline of important family events in sequential order.

1.17 Explain the use of different kinds of historical sources to study the past.

1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.

### **Social Science Analysis**

1.19 Identify cause-and-effect relationships.

1.20 Identify and explain a range of issues and problems and some ways that people are addressing them.

1.21 \* Identify ways that students can take informed action to help address issues and problems **at school and/or in the community.**

1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.

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<sup>1</sup> Throughout the K-5 standards, traditionally marginalized groups should include, women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, or transgender.

# Grade 2 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

2.1 \* Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness.

2.2 Identify services provided by the city government.

2.3 \* Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity.

2.4 \* Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups.

2.5 Identify city and civic leaders and their functions.

2.6 \* Describe and analyze the different ways students can have an effect on their local community.

### Economics

2.7 Identify local businesses and the goods and services they produce.

2.8 Describe the role of banks in an economy.

### Financial Literacy

2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.

2.10 \* Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.

### Geography

2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.

2.12 Identify relative location of school and community in the state, nation and the world.

2.13 \* Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.

2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).

2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

### **Historical Knowledge (Focus: Community)**

2.16 \* Identify **the history and narratives of traditionally included and excluded** individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

2.17 Identify and describe community celebrations, landmarks, symbols **from a variety of** traditions and explain why they are significant to the cultural heritage of members of the community.

### **Historical Thinking (Skills)**

2.18 Differentiate between events that happened in the recent and distant past.

2.19 Develop and analyze a timeline of events in the history of the local community.

2.20 Generate questions using a historical source as it relates to the local community's history.

2.21 Explain how people and events of the past influence the present.

2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.

### **Social Science Analysis**

2.23 Describe the connection between two or more current or historical events.

2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.

2.25 Evaluate information relating to an issue or problem.

2.26 \* Use listening, consensus-building, and voting procedures to decide on and take informed action **to interrupt injustice or promote justice in their community.**

# Grade 3 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

- 3.1 Examine how different levels of city and county government provide services to members of a community.
- 3.2 Describe the responsibilities of people in their community and state.
- 3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.

### Economics

- 3.4 \* Describe the use of stereotypes and targeted marketing in creating demand for consumer products.
- 3.5 Explain how profit influences sellers in markets.
- 3.6 Identify key industries of Oregon.

### Financial Literacy

- 3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how individual financial actions have an impact on myself/others/resources.)

### Geography

- 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).
- 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).
- 3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

### Historical Knowledge (Focus: Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History])

- 3.11 \* Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region.

3.12 \* Describe how the identity of the local community shaped its history and compare to other communities in the region.

### Historical Thinking

3.13 Apply research skills and technologies to gather information about the past in a region.

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events

3.15 Explain how sources serve different purposes for answering historical questions.

3.16 Generate questions using multiple historical sources and examine their validity.

### Social Science Analysis

3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.

3.18 \* Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.

3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.

# Grade 4 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

4.1. \* Investigate **how the establishment**, organization, and function of the Oregon government, **its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.**

4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.

4.3 \* Examine the **Government and Constitutions'** of the nine federally recognized Oregon tribes.

### Economics

4.4 \* **Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.**

### Financial Literacy

4.5 Analyze different buying choices and opportunity costs.

4.6 Demonstrate understanding of needs and wants using a budget.

4.7 Determine the consequences of sharing personal information with others.

### Geography

4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.

4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.

4.10 \* Identify **political, economic, cultural and physical conflicts, including genocide**, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas **and people groups who lived in those areas.**

4.11 \* **Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human(e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.**

## Historical Knowledge (Focus: Oregon's Past [Oregon History])

4.12 \* Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the [impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans](#).

4.13 \* [Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon](#).

4.14 \* [Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state \(including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups\)](#).

4.15 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time, impacts people of the state including traditionally underrepresented groups.

## Historical Thinking (Skills)

4.16 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

4.17 \* Create and evaluate timelines exploring the relationships among the people, events, and movements of [resistance and justice](#) in Oregon.

4.18 Use primary and secondary sources to explain events in Oregon history.

4.19 Infer the purpose of a primary source and from that the intended audience.

## Social Science Analysis

4.20 Compare eyewitness and secondhand accounts of an event.

4.21 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.

4.22 Analyze historical accounts related to Oregon to understand cause-and-effect.

4.23 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.

4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.

# Grade 5 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

5.2 \* **Examine** and critique how colonial and new states' governments **established, limited or denied rights and responsibilities of specific groups and individuals** with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.

5.3 \* **Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.**

5.4 \* **Identify the mechanisms of power and the principles of democracy found in the ideas and laws of the founding documents of the U.S. Government.**

5.5 Describe how the national government affects local, state, and Oregon tribal governments.

### Economics

5.6 \* **Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.**

5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

### Financial Literacy

5.8 Analyze career choices through the return on investment (qualifications, education, and income potential).

### Geography

5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.

5.10 \* **Identify and** analyze the implications **and cultural ramifications for Native American Tribes** of the movement of people, goods, ideas, and cultural patterns **to what became** the United States, considering past, present, and future trends.

5.11 Describe how physical, human, and political features influence events, movements, and adaptation to the environment.

5.12 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.

5.13 Describe how natural and human-made events in one place affect people in other places.

### **Historical Knowledge (Focus: America's Past [U.S. History 1492- 1786])**

5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.

5.15 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration, and the location and impact of exploration and settlement.

5.16 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians.

5.17 Locate and examine the 13 British colonies that became the United States and identify the early founders, and describe daily life (political, social, and economic organization and structure).

5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.

5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups.

5.20 Identify and examine the roles that American Indians had in the development of the United States.

5.21\* Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.

5.22 \* Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.

### **Historical Thinking**

5.23 Summarize how different kinds of historical sources are used to explain events in the past.

5.24 \* Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.

5.25 \* Develop an understanding of why individuals and groups from various ethnic and religious and

traditionally marginalized groups during the same historical period, differed in their perspectives of events, [laws/policies](#), or movements in the United States.

## **Social Science Analysis**

5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.

5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.

5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.

5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.

# Grade 6 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

6.1 \* Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations.

6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere.

6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

6.4 \* Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

6.5 \* Investigate current issues and how they relate to other countries.

### Economics

6.6 Analyze the roles of competition, supply, and demand in determining prices and wages.

6.7 Explain the function of imports, exports, and trade in the economy.

6.8 \* Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals in early major western and non-western civilizations.

### Financial Literacy

6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards, and online and mobile payments.

6.10 Discuss the advantages and disadvantages of borrowing money to buy something.

6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss.

6.12 Define and explain the following: spending, savings, credit, and debt.

### Geography

6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.

6.14 Identify and describe how the physical and human characteristics of places and regions connect to

human identities and cultures in the Western Hemisphere.

6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population).

6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.

### **Historical Knowledge (Focus: The Americas<sup>2</sup>) [ Time Immemorial-Current Day])**

6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations.

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.

6.19 Examine the [historic and current contributions and relevance of indigenous cultures](#).

6.20 \* Identify and analyze the causes and effects of [oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere](#).

6.21 \* Identify [the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression \(e.g., bias, injustice, discrimination, antisemitism, and stereotypes\) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere](#).

### **Historical Thinking**

6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).

6.23 \* [Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.](#)

### **Social Science Analysis**

6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.

6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.

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<sup>2</sup> The 6th grade year focus is on the Americas with the exception of US History. N. American indigenous history prior to European settlement and all of Central and South American history are appropriate for 6th grade. Students have the opportunity for US History in 5th, 8th, and High School. When possible, connections and relevance to current events in the Americas should be linked to the Grade 6 Standards.

6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.

6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.

6.28 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.

## **Grade 7 2021 Standards with Ethnic Studies**

### New Standards Highlighted in Blue and with Asterisk

#### **Civics and Government**

7.1 Describe the role of citizens in governments.

7.2 \* Compare and contrast early forms of governance and the global **economic systems**, including the treatment of historically marginalized groups and individuals (i.e. indigenous peoples, ethnic and religious minorities) via the study of early civilizations of the Eastern Hemisphere.

7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.

7.4 \* **Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.**

7.5 \* **Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.**

#### **Economics**

7.6 Explain the function of profit in the economy.

7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.

7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society.

7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within mercantilism versus a free-trade global economy.

#### **Financial Literacy**

7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).

7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).

7.12 Define and explain the following: employment, income, and investing.

#### **Geography—Eastern Hemisphere**

7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and

predictions regarding geographic distributions.

7.14 Interpret maps and other geographic tools to find patterns in human and physical systems.

7.15 \* Identify and describe how the relationship to land, [utilization of natural resources](#), displacement, and land ownership impacts [historically underrepresented](#) identities, cultures, and communities in the Eastern Hemisphere.

7.16 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices.

7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions.

7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.

7.19 Determine and explain the interdependence of people around the world during significant eras or events.

### **Historical Knowledge (Eastern Hemisphere – World History) [Ancient-Current<sup>3</sup>]**

7.20 \* Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and, family and community systems) across indigenous civilizations, ethnic and religious groups, and other [historically underrepresented groups](#) throughout the Eastern Hemisphere.

7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).

7.22 Compare the political, technological, and cultural achievements of individuals and groups; and the transformation of cultures and civilizations.

7.23 Examine the importance of trade routes and trace the rise of cultural centers.

### **Historical Thinking**

7.24 Compare alternative ways that historical periods and eras are designated and time is marked in the Eastern Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).

7.25 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and

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<sup>3</sup> The 7th grade year focus is on the history of Africa, Asia, and Europe. The intention of the Grade 7 world history is to create a more inclusive history beyond the “Fertile Crescent”, Greece, and Rome. The empires and cultures of Africa and Asia beyond the Middle East, are also excellent choices to match the standards. When possible, connections and relevance to current events the region of study should be linked to the Grade 7 Standards.

its impact on ethnic and religious groups and other historically marginalized groups of the Eastern Hemisphere.

7.26 \* Identify and analyze the causes and effects of [oppression and resistance in the living histories of historically marginalized groups in the Eastern Hemisphere](#).

### **Social Science Analysis**

7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments

## Grade 8 2021 Standards with Ethnic Studies

### New Standards Highlighted in Blue and with Asterisk

#### Civics and Government

8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.

8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.

8.5 \* Examine and analyze [significant documents establishing civil rights](#) in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution

8.6 \* Examine and evaluate [legal structures \(e.g., Black Codes, Jim Crow, etc.\)](#) and Supreme Court decisions up to 1900 and [their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.](#)

8.7 \* [Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.](#)

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 \* Compare historical and contemporary means of changing societies and identify individuals and/or groups<sup>4</sup> promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) [for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.](#)

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<sup>4</sup> American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).

8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy.

8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

## Economics

8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.

8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy

8.14 \* Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S.

## Financial Literacy

8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)

8.16 \* Explain how compound interest can generate both wealth and debt.

8.17 \* Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.

8.18 Describe how marketing and advertising can influence financial decision-making such as spending and saving decisions.

## Geography

8.19 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).

8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.

8.21 Explain how technological developments (such as the cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g sustainability, economics ecosystems).

## Historical Knowledge (Focus: US History) [1776 to Reconstruction<sup>5</sup>]

8.22 \* Evaluate continuity and change over the course of United States history by analyzing examples of **class, gender, religious, regional, and racial conflict**, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.

8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.

8.24 \* Examine the causes of westward expansion, the resulting **cultural and physical genocide**, and the methods of **resistance, change, and adaptation, by indigenous peoples in response to the invasion** of their lands.

8.25 \* **Evaluate the impact of the intersectionality of what constitutes identity** including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.

8.26 Analyze the figures, groups, events, and philosophies that led to the United States' colonial independence from British Rule.

8.27 \* **Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups<sup>6</sup>, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**

8.28 \* **Critique and analyze** historical events to recognize power, authority, religion, economics, and governance **as they relate** to systemic oppression and its impact on **Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.**

8.29 \* **Identify and analyze the forms of resistance utilized by enslaved people, including self emancipation, sabotage, and rebellion.**

## Historical Thinking

8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

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<sup>5</sup> The Grade 5 Standards included Exploration through the Articles of Confederation. Grade 8 Standards can review the early Republic through the end of the Civil War and Reconstruction. When possible, connections and relevance to current events and the early history of the U.S. should be linked to the Grade 8 Standards.

<sup>6</sup> American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).

8.32 \* Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.

### **Social Science Analysis**

8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.

8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.

# High School 2021 Standards with Ethnic Studies

## New Standards Highlighted in Blue and with Asterisk

### Civics and Government

HS.1 \* Analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.

HS.2 \* Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

HS.3 \* Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

HS.4 \* Describe core elements of early governments that are evident in United States government structure.

HS.5 \* Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

HS.6 \* Examine institutions, functions and processes of the United States government.

HS.7 \* Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

HS.8 \* Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.

HS.9 \* Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

HS.10 \* Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.

HS.11. \* Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.

### Economics Microeconomics/Decision Making

HS.12 \* Analyze how determinants cause supply and demand to shift and the impact on secondary markets.

HS.13 \* Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

## National Economy

HS.14 \* Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.

HS.15 \* Analyze benefits and risks of various methods of organizing a business. (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).

HS.16 \* Use economic indicators to analyze the current and future state of the economy.

HS.17 \* Analyze the impact of the use of slavery and other exploitative labor systems (e.g., indenture, peonage, convict leasing, sharecropping, bracero program, migrant labor, Chinese immigrants labor, contemporary prison labor) on the development of the U.S. infrastructure, wage-competition, trade, and standards of living in local, state, and global markets.

HS.18 \* Explain the function of the stock market.

HS.19 \* Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.

HS.20 \* Identify and explain how the business cycle has a positive and negative disparate impact on the allocation of resources for producers and consumers, including traditionally underrepresented groups, in multiple communities in urban, rural, regional, and global economies.

HS.21 \* Analyze the ways in which incentives and competition influence Production and distribution in a market system.

HS.22 \* Describe the potential intended and unintended benefits and negative consequences of government economic programs and policies on the welfare and well-being of individuals and groups including traditionally marginalized groups.

## Global Economy

HS.23 \* Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.

HS.24 \* Explain how current globalization trends and policies affect economic growth, labor markets, labor conditions, human rights, the environment, and resource and income distribution in different nations.

HS.25 \* Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.

HS.26 \* Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

HS.27 \* Analyze the role of comparative advantage in international trade of goods and services.

## Financial Literacy

HS.28 \* Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.

HS.29 \* Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).

HS.30 \* Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.

HS.31 \* Compare and contrast tools for managing and protecting personal finances.

HS.32 \* Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).

HS.33 \* Compare and contrast different investment options in weighing risk versus return to meet financial goals for long-term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).

HS.34 \* Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.

HS.35 \* Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for post-secondary education.

HS.36 \* Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.

HS.37 \* Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.

## Geography

HS.38 \* Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.

HS.39 \* Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

HS.40 \* Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

HS.41 \* Analyze migration patterns to understand the relationships among major events, government

policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.

HS.42 \* Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.43 \* Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

HS.44 \* Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

HS.45 \* Identify and explain how political and economic power dynamics throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.46 \* Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).

HS.47 \* Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

HS.48 \* Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.

HS.49 \* Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HS.50 \* Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.

HS.51 \* Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

## **Historical Knowledge [United States History Post Reconstruction – Present & World History]**

HS.52 \* Evaluate continuity and change over the course of world and United States history.

HS.53 \* Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.54 \* Explain the development and significance of major philosophies, world religions, **faiths, belief systems, including “non-Western” religion and belief systems.**

HS.55 \* **Analyze and explain the significance of the interaction of major world religions, faiths, belief systems, philosophies, and writings in the development of local, state, national, and global society.**

HS.56 \* Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.

HS.57 \* Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.

HS.58 \* Analyze ideas critical to the development of social, labor, and political movements in history.

HS.59 \* Analyze and explain the history of the [American Indian/Alaska Natives/Native Hawaiians](#) in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

HS.60 \* Analyze and explain the historic and contemporary examples of social and political conflicts and compromises [including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.](#)

HS.61 \* [Analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/or global interest.](#)

HS.62 \* [Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups<sup>7</sup> and individuals in shaping the cultures of Oregon, the United States, and the world.](#)

HS.63 \* Examine the [personal and historical development of identity, including concepts of race, ethnicity, gender, sexual orientation, and religion.](#)

HS.64 \* [Analyze the significance of identity in the distribution and accumulation of social, political, and economic power.](#)

HS.65 \* [Identify and explain strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.](#)

HS.66 \* [Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.](#)

## Historical Thinking

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

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<sup>7</sup> Traditionally marginalized/underrepresented groups should include, women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, or transgender.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

### **Social Science Analysis**

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

HS.78 \* Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.

**XII. CONSOLIDATED ACTION (9:40 p.m.)\***

**A. Nonresident Transfer Allocation 2023-24**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder & Kristin Mahoney  
Meeting Date: April 13, 2023

### **ACTION REQUESTED**

#### Board Request—Non-Resident Transfer Spots

##### Background

Annually, the Board shall establish the number of nonresident student transfer requests into the district, to which consent will be given for the upcoming school year. Board Policy [JECB-Admission of Nonresident Students](#) and Administrative Regulation [JECB-AR-Admission of Nonresident Students](#) serve as guidance for the process by which transfers may be approved by Interdistrict Transfer Agreement.

Resident transfer requests are currently in progress between April 3-16, 2023 for grades K-12 via an online application process. Based on projected enrollments, the following announcement was made for resident transfers regarding space:

**Adams Elementary:** Siblings Only as space allows  
**Bessie Coleman Elementary:** Open as space allows  
**Garfield Elementary:** Open as space allows (language capacity for grades 2 through 5)  
**Kathryn Jones Harrison Elementary:** Siblings Only as space allows  
**Letitia Carson Elementary:** Siblings Only as space allows  
**Lincoln Elementary:** Open as space allows (language capacity for grades 2 through 5)  
**Mt. View Elementary:** Open as space allows  
**Cheldelin Middle School:** Open as space allows  
**Linus Pauling Middle School:** Siblings Only as space allows  
**Franklin K-8 School:** Open as space allows  
**Corvallis High School:** Siblings Only as space allows  
**Crescent Valley High School:** Open as space allows

After closing the application on April 16, letters for approval, denial, or waitlist status will be sent to families within a week or two. Nonresident spots will appear tomorrow on the District website and the Non-Resident application will open May 1. Should the number of applications exceed the number of approved spots, an equitable lottery process will be applied.

In addition to the spots by grade level that are announced, non-resident siblings of current transfer students and students who have moved out of the District may apply to continue at their current school as space is available. Priority will be given to students requesting announced spots who have attended a public charter school located in the same district for which the student seeks admission.

For approved non-resident transfer students, an interdistrict transfer form (from the resident district) must be completed, submitted, and approved by the resident school

district in order to be released to attend a CSD school. Students approved for a transfer may remain until they finish the highest grade level in their current school. A subsequent application will be required when students move from elementary to middle and middle to high school. Students approved for transfer into the Dual Language Immersion (DLI) Program may continue in the DLI Program without applying for subsequent transfer requests.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

ADM for attending non-resident students.

Function

Approval of limited spots to be made available for non-resident transfers. They are as follows:

<b>Non-Resident Spots</b>														
School	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Status
Adams	2	2	2	2	2	2								Siblings Only
Bessie Coleman	2	2	0	0	0	2								Open as space allows
Garfield	8	3	3	0	0	0								Open as space allows (Placement test 2-5)
KJH	10	0	5	0	0	0								Siblings Only
Letitia Carson	5	0	0	0	0	0								Siblings Only
Lincoln	5	2	2	2	0	2								Open as space allows (Placement test 2-5)
Mt. View	5	5	0	0	5	2								Open as space allows
CMS							10	0	5					Open as space allows
LPMS							5	5	5					Siblings Only
CHS										5	5	5	5	Siblings Only
CVHS										10	10	10	10	Open as space allows

Motion Requested

“I move to establish the proposed nonresident school openings for 2023-24 through the mutual agreement between districts’ process outlined in ORS 339.127, and that non-resident siblings of current transfer students and students who have moved from the District may apply to continue at their current school as space is available. “

B. Minutes

1. March 9, 2023

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

**I. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 6:37 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><b>BOARD MEMBERS PRESENT</b> Sarah Finger McDonald, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Luhui Whitebear, Ph.D., Co-Vice Chair Terese Jones Sami Al-Abdrabbuh, Ph.D. Vincent Adams</p>	<p><b>EXECUTIVE STAFF PRESENT</b> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director</p>
<p><b>BOARD MEMBERS EXCUSED</b> Tina Baker</p>	<p><b>STUDENT REPRESENTATIVES PRESENT</b> Zoe DeAmicis, CVHS Emily Matsuba, CHS</p>

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

**II. EXECUTIVE SESSION**

The Board met in Executive Session at 5:15 p.m. under ORS 192.660(2)(i) regarding the superintendent’s performance evaluation.

**III. READING OF RESOLUTION NO. 22-0205 - ACKNOWLEDGEMENT OF DEVELOPMENTAL DISABILITY AWARENESS MONTH**

Board Chair Finger McDonald, Board members Jones, Al-Abdrabbuh, and Adams, and student representative Zoe DeAmicis took turns reading aloud from the resolution, which the Board adopted in February 2022.

**IV. BOARD MEMBER REPORTS**

Director Al-Abdrabbuh reported on a middle school open chess tournament held at CHS, in which Cheldelin won second place. Unfortunately, gender was not equitably represented because there were only three girls out of approximately 100 students from Corvallis and Albany.

Chair Finger McDonald reported on a tour she and Director Al-Abdrabbuh took of the College Hill construction program. She remarked that the students took pride in their work.

## **V. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES**

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.) Director Al-Abdrabbuh shared highlights from the report.

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

Superintendent Noss read from a report and gave a slide presentation to support it. (The Superintendent's report and slide presentation are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.) Some of the topics included:

- New Food and Nutrition Services Director Kathy Pitzer.
- Classified Appreciation Week to recognize the 450 staff who keep the District running and support many aspects of what school is about.
- Weather makeup days and adjustments in the school calendar.
- Art by Crescent Valley Students Maureen Villalobos-Vargas and Kayna Smith was accepted into a gallery showcase by the National Council of Education in Ceramics Arts.

Director Al-Abdrabbuh expressed appreciation for classified staff, noting the importance of their work and the sacrifices they make. He noted the Board's and Superintendent's ongoing support for these staff members.

## **VII. STUDENT REPRESENTATIVE REPORTS**

Student representatives highlighted events and activities that happened or are upcoming for their schools.

Chair Finger McDonald expressed gratitude to the student representatives for their work on Board Policy BCBA – Student Representatives to the Board.

Superintendent Noss echoed that appreciation, noting that the students' input improved the policy.

## **VIII. PUBLIC COMMENT**

Kara Janney, teacher at Cheldelin Middle School, expressed concerns regarding student safety in Corvallis Middle schools. She said Corvallis is the only district without a behavior program, and she saw more violence in the 2021-22 school year than in previous years. She urged implementing special programs to assist struggling students; the lack of a program and clear policies is why inequity persists. Educational assistants are implementing a proxy behavior program, something they are not even supposed to be doing, and the students do not get the help they need to be successful. Designing systems largely on their own is wearing teachers down.

Director Tominey joined the meeting at approximately 7:20 p.m.

Emily Pedersen, teacher at Kathryn Jones Harrison Elementary School (KJH), noted that March is Disability Awareness Month and said 58 students at KJH receive special education services, including 25 in the Life Skills program. She said hiring and retaining staff is critical to supporting students on IEPs. Most people who attend, volunteer at, or visit KJH say there is a sense of community; it is from the staff that works relentlessly to support all the students.

Jason Young, 2605 NW Roosevelt Drive, Corvallis, expressed concerns regarding bias incident reporting, saying that he has heard from teachers and staff regarding their fear about accidentally saying something wrong and having an anonymous report made on them; it is anonymity without accountability and education of staff, and the use of QR codes should be discontinued. He is concerned that the District is fostering a culture of tattling, and he urged the District to double down on education.

Director Al-Abdrabbuh pointed out that State law drives bias reporting. He asked Mr. Young to email the Board about the changes he recommends.

CVHS Student Representative DeAmicis asked whether the QR codes could lead first to an opportunity for a discussion. She supports the idea of anonymity because not all kids feel comfortable talking with their teachers.

Mr. Young concurred that having difficult conversations and figuring out how to move forward is a good solution.

Alexis McQuillan, teacher at Cheldelin Middle School, read from a prepared statement. (Her comments are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.) She advocated for creating an alternative pathway for middle school students who are not learning and succeeding in a traditional classroom. She also advocated for creating a comprehensive student behavior program. Both require time for staff to plan ways to support students, to plan follow-through, and to communicate to families what will happen. She said it is critically important to include student voice – beyond that obtained by the Youth Truth Survey – about what students are seeing and feeling at school; Cheldelin staff are preparing a climate survey to improve on obtaining student voice.

In response to a question posed by Director Tominey, Ms. McQuillan said a good start would be to survey to gather data and let kids tell their stories, then create focus groups for students. She noted that sometimes kids are more comfortable talking to each other about how they feel rather than talking with a teacher; it would be more productive for students to have a more comfortable environment, to include students who know each other well, and to have a trusted adult in the building.

Director Al-Abdrabbuh asked Ms. McQuillan to identify one leveraging action/solution that needs the most urgency or the highest investment. Ms. McQuillan said it is well known that not all students are going to learn in a traditional setting, regardless of the strategies put in place.

She added that there are many root problems, and staff must look at whatever alternative programs they can put in place; the District has the people and experience to make it happen.

Alex Gough, a student at Crescent Valley High School and a member of student government, said students are not getting enough practice in writing. He mentioned artificial intelligence (AI) apps students use to do school work. He is not against using AI, which he uses to brainstorm, but he feels it stops some students from thinking and causes them to sacrifice academic integrity, individuality, personality, and originality. He said multiple teachers believe that what the students do is not damaging their learning. He suggested the Board act proactively to make improvements in policies regarding the use of AI.

## **IX. SUSTAINABILITY UPDATE**

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Kim Patten, Director of Facilities and Transportation, and Becca Stock from Brendle Group provided a slide presentation on this topic. (The slides are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Topics covered included:

- Review of Sustainability Management Plan.
- Timeline of sustainability efforts at the District.
- Successes and challenges over the last four years and progress toward goals.
- School Sustainability Leaders 2023 Action Framework.
- Next steps.

Ms. Patten noted that she would bring a final report and an updated plan to the Board in the fall.

Ms. Patten introduced Dana Monroe, Lincoln Elementary School Art Teacher and School Sustainability Specialist, and students Charis Childress (5th grade) and Ellery Brian (3rd grade) to share how they have excelled in their sustainability efforts.

They shared information on such efforts as:

- Providing reusable lunch trays.
- Providing an inexpensive recycling system for waste and leftover food, differentiated by grade level.
- Collecting unwanted/unopened food for use by others.
- Using leftover food containers in maker spaces.
- Collecting food scraps for students to take home to their family's chickens.

Chair Finger McDonald thanked all presenters and encouraged the students to take this learning with them when they move into middle school.

Chair Finger McDonald expressed appreciation for Ms. Patten's positive impact on the District's

sustainability program this year, especially given all of the other work she does for the District.

#### **X. POLICY BCBA - STUDENT REPRESENTATIVES TO THE BOARD – FIRST READING**

Co-Vice Chair Whitebear joined the meeting at 8:17 p.m.

Board members asked questions about and suggested language in the policy and administrative regulation.

Chair Finger McDonald pointed out that the next steps are to make sure the Board is not making things so restrictive as to put up barriers to participation and to make sure the administrative regulation provides for a meaningful role without being overly prescriptive.

#### **XI. BOND UPDATE**

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.) Facilities and Transportation Director Kim Patten, Dale Kuykendall, Senior Project Manager with Wenaha Group, and Superintendent Ryan Noss answered questions from the Board.

Director Al-Abdrabbuh said that community members have been asking him when they will be able to visit the schools – not only the ones already finished but the ones still under construction. He advocated for more opportunities for the community to tour the projects.

Ms. Patten responded that tours of the schools would be conducted once the bond project is completed.

#### **XII. ANNUAL COMPREHENSIVE FINANCIAL REPORT (ACFR) 2021-22**

The Board received a written report prior to the meeting from Finance and Operations Director Olivia Meyers Buch. (The report is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Board member comments included:

- I appreciate the thoroughness of the report and the fiduciary responsibility of Ms. Meyers Buch and District leadership.
- Congratulations on yet another “clean” ACFR.
- It is important for the community to know how much work it takes to document the fiscal welfare of a district this size and the fiduciary responsibility District leadership has for every penny.
- Ms. Meyers Buch has made a clear effort to communicate to the Board and community the financial health of our District.

### XIII. SUPERINTENDENT'S 2022-23 EVALUATION

Chair Finger McDonald noted that every Board member provided input into the evaluation of Superintendent Noss' work in meeting the goals of the District that the Board established. (The evaluation is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Chair Finger McDonald read aloud the introduction of the evaluation:

“Dr. Ryan Noss is completing his seventh year as superintendent of the Corvallis School District. In many ways, school has returned to normal over the last year, and our students have been able to participate in activities, clubs, sports, and performances that were missed over the previous two school years. We invited the community to attend events at our schools and join us in celebrating the renaming of three of our schools. The renaming has been an opportunity to create curriculum so students can learn about and honor historically excluded and disparaged identities. Our district continued to outperform the state in four-year graduation rate and the number of 9th graders on track to graduate increased dramatically over 2020-21. With these, and many other, reasons to celebrate, we also are aware that the COVID-19 pandemic is still negatively affecting our students and staff. Third grade reading scores, graduation rates of students disproportionately affected by the pandemic, student behavior and mental health challenges, and staff stress are among the critical challenges we face.

“Through our accomplishments and challenges, Superintendent Noss has thoughtfully leveraged resources to meet the needs of our district. He has led with a dedication to listening, collaboration, and growth and is actively engaged in leading his team in finding new ways to provide students pathways to success. The Corvallis School Board continues to feel that our district is fortunate to have Superintendent Noss serving our students and staff and finds his performance to be exemplary.”

Superintendent Noss said the relationship between the board and the superintendent is vital, and it is a pleasure for him to work alongside this Board. He added that teachers have the greatest impact on student achievement, followed by principals and consistency in leadership.

### XIV. CONSOLIDATED ACTION

#### **MOTION:**

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

The Board approved the following items:

- A. **Minutes** – February 9, 2023
- B. **Licensed Personnel Action, Including Annual Contract Renewals** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

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

1. **Policy JFCA - Student Dress and Grooming - Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)
2. **Policy IGDJ - Interscholastic Activities** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Director Jones asked about the insurance requirement for athletes and asked what support the District would provide students' families. Assistant Superintendent Harder said the District would work with families individually to prevent insurance from becoming a barrier. She committed to making sure the District's athletic directors include that information in the presentations they make to parents.

3. **Policy IKF - High School Graduation Requirements** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

**XV. CONSOLIDATED INFORMATION**

The Board received the following information:

- B. 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.)

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

1. **Policy IGBBA - Talented and Gifted Students - Identification – First Reading**
2. **Policy IGBAF - Special Education - Individualized Education Program (IEP) - First Reading**
3. **IGBAG-AR - Special Education - Procedural Safeguards - For Information**

**XVI. BOARD MEMBER COMMENTS**

Director Adams referred to the District's bias incident reporting process and noted that the Board had received a comprehensive report of the program in the past; however, he could not recall how bias incident reports are processed. He asked that the Board receive another report – not necessarily in a meeting – with information about how those reports are processed.

Director Al-Abdrabbuh asked that the Board receive a recording of the presentation regarding bias incident reporting; if such a recording exists; he would like to share it with constituents. He added that the reporting process was intended to help students feel safe and for the system to be responsive to the needs of students. He asked that staff or students with recommendations for changing the policy forward them to the Board through staff.

Director Jones said the bias incident reporting system is designed to go through several layers of consideration; leadership is attentive to that, but there is still room to evaluate the complex process.

Director Jones noted that student behavior is another complex issue for the community. She said she appreciated hearing the concerns from teachers and staff about how to make the learning space safe while keeping students at the center of that. She opined that clear communication could help, such as what constitutes a safety plan and how it is communicated.

Director Jones touched on Superintendent Noss' positive performance evaluation and to being a member of the Board. She thanked the community for their involvement, Superintendent Noss for his leadership, for continuing to make Corvallis a place that can provide an example, and for the privilege of being a part of that. She said Corvallis is a dynamic community with many involved people, and it is exciting to be participating in public education.

Superintendent Noss referenced the bias response protocol and said District staff met last night with members of the District's DELTA group (District Equity Leadership Team Advisory), which is made up of parents of color and those who are bilingual. Discussion included topics such as *What does restoration look like? How do you know that you have been heard? What do relationship building and authenticity mean to you?* He said that as his team thinks through the system, they intend to get to the heart of that humanity; while no process is perfect, it is what they aspire to, are trying to do, and are challenged to do.

Chair Finger McDonald said she hopes the community understands that even though Board members only ask a few questions during public comment, it does not reflect how seriously they take those comments.

## **XVII. ADJOURNMENT**

There being no further business before the Board, Chair Finger McDonald adjourned the meeting at 9:10 p.m.

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Sarah Finger McDonald, Ph.D., Board Chair

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Ryan Noss, D.Ed., Superintendent

Prepared By: Julie Catala

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2. March 23, 2023

**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 6:33 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, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones Sami Al-Abdrabbuh, Ph.D. Vincent Adams Tina Baker</p> <p><u>BOARD MEMBERS EXCUSED</u> Luhui Whitebear, Ph.D., Co-Vice Chair</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Olivia Meyers Buch, Finance and Operations Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Charlotte Patel</p>
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A quorum was present, and due notice had been published.

**II. READING OF RESOLUTION NO. 22-0204 - ACKNOWLEDGMENT OF WOMEN'S HISTORY MONTH**

Board members took turns reading aloud Resolution Number 22-0204 – Acknowledgment of Women’s History Month, celebrated annually during March. (The document is posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

**III. BOARD GOAL LISTENING SESSIONS REPORT**

The Board received a written report prior to the meeting. (The report and slides are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Heidi East McGowan, East Consulting & Associates, presented a slide presentation and engaged the Board in discussing themes, strengths, and challenges informed by the Community Engagement Sessions conducted between November 2022 and January 2023.

Superintendent Noss shared that the Board will use this information in their 2023-2028 goal

revision process at the May 4 work session with Oregon School Boards Association (OSBA).

#### **IV. MCKINNEY VENTO / FAMILY ADVOCATE / MENTAL HEALTH SYSTEMS OF CARE**

The Board received a written report prior to the meeting. (The report and slides are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Student Services Coordinator Sabrina Woods, Family Outreach Supervisor Sarah Devine, Student Support Specialist Kela Lynn, Substance Abuse and Misuse Response Specialist Jody Miehl, Mental Health and Wellness Manager Joe Leykam, Clinical Supervisor Martha Calderon, and Special Education Coordinator Shawn Bernard shared a slide presentation with updates on the following:

- McKinney-Vento, Family Support, and Foster Care
- Mental Health and Wellness Program
- Suicide prevention and postvention
- School Counselors and Social Workers
- Substance Abuse and Misuse

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

#### **V. COMMUNICATIONS AUDIT REPORT**

The Board received a written report prior to the meeting. (The report and slides are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Communications Coordinator Kelly Locey shared a slide presentation with the results from the communications audit conducted in October and November 2022. The report included key findings and recommendations from the auditor that the communications department will use to draft its 5-year strategic plan.

#### **VI. SCHOOL CALENDAR REVISIONS - 2023-24**

High Schools Coordinator Nikki McFarland referred to a report the Board received prior to the meeting regarding changes to the 2023-24 school calendar. (The report is posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

##### **MOTION:**

**It was moved by Director Adams and seconded by Director Jones to approve the revisions to the 2023-24 school calendar, as submitted. The motion was voted on and unanimously approved.**

#### **VII. PUBLIC HEARING FOR TESTIMONY REGARDING THE INTEGRATED GUIDANCE APPLICATION**

No one offered comments regarding the Integrated Guidance Application.

### VIII. INTEGRATED GUIDANCE APPLICATION

The Board received the documents prior to the meeting. (The document and slides are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Assistant Superintendent Melissa Harder, Finance and Operations Director Olivia Meyers Buch, High Schools Coordinator Nikki McFarland, Elementary Schools Coordinator Amy Lesan, and Assessment and Growth Coordinator Leigh Santy presented a slide presentation and engaged the Board in discussion regarding the Integrated Guidance Application, a comprehensive application that aligns and integrates six federal and state educational investment programs, including the following:

- High School Success (HSS)
- Student Investment Account (SIA) within the Student Success Act
- Continuous Improvement Planning (CIP)
- Career and Technical Education – Perkins (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIIS)

#### **MOTION:**

**It was moved by Director Al-Abdrabbuh and seconded by Director Jones to approve the Corvallis School District Integrated Guidance application for submission to ODE. The motion was voted on and unanimously approved.**

### IX. ADJOURNMENT

There being no further business before the Board, Chair Finger McDonald adjourned the meeting at 9:53 p.m.

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Sarah Finger McDonald, Ph.D., Board Chair

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Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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## C. Licensed Personnel Action



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Human Resources Director  
Meeting Date: April 13, 2023

### Licensed Personnel Action

### ACTION REQUESTED

#### Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Goulding, Kristen	TOSA	0.6	Linus Pauling Middle School	3/13/2023	Temporary
Pablo, Anthony	TOSA	0.6	Linus Pauling Middle School	3/6/2023	Temporary

#### Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Hernandez Cruz, Avi	Social Studies/TOSA	1.00	Linus Pauling Middle School	05/09/2023	Resignation
Bryan, Jerry	Art Specialist	1.00	Garfield Elementary School	6/30/2023	Retirement

#### MOTION REQUESTED:

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



Prepared for: Corvallis School Board  
 Prepared by: Jennifer Duvall, Human Resources Director  
 Meeting Date: April 13,, 2023

**Licensed Personnel Action**

**ACTION REQUESTED**

Recommendation to Hire

Name	Position	FTE	Building	Effective Date	Contract Status
Hyde, Greg	Principal	1.00	Linus Pauling Middle School	7/1//2023	Contract
Kidder, Caleea	Assistant Principal	1.00	Linus Pauling Middle School	7/1//2023	Probationary
Seals, Stephanie	Principal	1.00	Cheldelin Middle School	7/1//2023	Probationary
Smith, Chaundra	Principal	1.00	Lincoln Elementary	7/1//2023	Probationary

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Foulkes, Beatriz (Patty)	Bilingual Elementary Teacher	1.00	Garfield Elementary	6/30/2023	Retirement
Holden, Lori	Elementary Teacher	1.00	Mt. View Elementary	6/30/2023	Retirement
Johnson, Mary	Special Education Teacher	1.00	Crescent Valley High School	6/30/2023	Retirement
Kratochvil, Kayla	Language Arts/Math teacher	1.00	Franklin School	6/30/2023	Resignation
Lindsey, Hilary	Elementary Teacher	1.00	Adams Elementary	6/30/2023	Resignation
McConnell, Jennifer	Elementary Teacher	1.00	Garfield Elementary School	6/30/2023	Resignation



# Corvallis

SCHOOL DISTRICT

## ADDENDUM

Name	Position	FTE	Building	Effective	Notes
Osterman-Sussman, Irene	Elementary Teacher	1.00	Adams Elementary	6/30/2023	Resignation
Sharp, Laura	Elementary Teacher	1.00	Adams Elementary	6/30/2023	Resignation
Sherwin, Michael	Social Studies Teacher	0.50	Crescent Valley High School	6/30/2023	Retirement
Wofford, Cynthia	Elementary Teacher	1.00	Kathryn Jones Harrison Elementary	6/30/2023	Resignation
Wyscaver, Elizabeth	Special Education - Lifeskills	1.00	Linus Pauling Middle School	6/30/2023	Resignation

**MOTION REQUESTED:**

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

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

1. Policy BCBA - Student Representatives to the Board - Second Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Superintendent Noss & Kim Nelson  
Meeting Date: April 13, 2023

### **ACTION REQUESTED**

Board Policy BCBA—Student Representative to the Board—New Policy—Second Reading

#### Background

Board Policy BCBA is a new policy brought forward by members of the School Board, Student Representatives, and District staff for adoption. This policy codifies the placement of student representatives on the School Board.

The Board will find two documents to review.

1. Policy BCBA
2. Policy BCBA-AR

#### Cost Impact

None.

#### Function

Approval of policy.



**Corvallis**  
SCHOOL DISTRICT

Code: BCBA

Adopted:

### **Student Representatives to the Board**

The Board shall provide for a formalized ongoing method of communication with the students of the district's high schools by establishing student representatives to the Board.

The student representatives shall receive notice of meetings, the agenda and the appropriate agenda materials; be provided a place at the Board table; and be encouraged to engage in discussion. The student representatives shall not be voting members of the Board.

END OF POLICY

Legal Reference(s):

ORS 332. 107

# **Corvallis School District 509J**

Code: BCBA-AR

Revised/Reviewed:

## **Student Representatives to the Board**

The Board recognizes and values student input in the decision-making process. To support and encourage a student voice in matters brought before the Board, the Board invites student representatives to serve as advisory members of the Board.

Student representatives to the Board will:

1. Speak to the interests of district high school students expressing the views of the students as well as the student representative's views.
2. Serve on the Board in an advisory capacity.
3. Receive notice of meetings, the agenda, and the appropriate agenda materials.
4. Be provided a place at the Board table.
5. Attend monthly work sessions, special meetings, presentations, and the Board retreat.
6. Have the same privileges of discussion as apply to Board members.
7. When appropriate, student representatives may exercise a non-binding (advisory) recommendation on matters brought before the Board.
8. Not participate in matters brought before the Board that require executive session or raise confidentiality concerns.

### **Eligibility**

1. Up to two student representatives from each high school may serve on the Board each year.
2. Student representatives to the Board shall serve a one or two-year term from July 1 through June 30.
3. Should the position of a student representative to the Board become vacant, the High School may appoint a replacement who will serve until the end of the school year.

## Responsibilities of Student Representative to the Board

1. Attend meetings of the Board and provide advance notice when they can not attend.
2. Read the Board packet and be prepared to discuss agenda items.
3. Elicit input from high school-level students regarding board agenda items.
4. Meet with the superintendent and board secretary as needed.
5. Express to the Board their views and the views of other high school students on issues.
6. Maintain confidentiality.
7. Serve as a liaison to keep channels of communication open between the Board and students.
8. The Student Representative role is a non-voting position.

## Mentors

1. One Board member will be assigned to mentor the Student Representative(s) for each high school.
2. Student representatives will be seated with their mentors at the Board table.
3. Mentors will make themselves available to attend meetings with school leadership at least once annually to help ensure students understand the role of the Board and the responsibilities of incoming student representatives to the Board.
4. The Board member mentor will meet with Board Student Representatives ~~on a monthly basis~~ **a minimum of once per quarter.**
5. Board members serving as mentors to student representatives must pass a District background check.

2. Policy IGBBA - Talented and Gifted Students - Identification - Second Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, & Kristin Mahoney  
Meeting Date: April 13, 2023

### **ACTION REQUESTED**

Board Policy IGBBA—Talented and Gifted Students – Identification\*\*—Revised—Second Reading

#### Background

Board did not have any revision requests of this policy.

This policy addresses the implementation of strategies used to identify and enroll students in the Talented and Gifted program. The district confirms that it uses proven practices and strategies to determine if a student demonstrates exceptional academic performance and achievement. Identifying students using these strategies also minimizes or eliminates the possibility of bias in assessment and identification of students from underrepresented communities.

Massive changes have been made to this policy. While the policy previously listed the commitment to practices that minimize or eliminate bias, these new changes elaborate on those strategies and those communities that might be impacted. The policy switches from research-based to evidence-based strategies and practices and requires the use of multiple modes and methods of qualitative and quantitative evidence to allow identification of TAG students. The changes to this policy also incorporate the input of parents, staff, and community members in the development of an identification process.

#### Involvement

Staff members: Leigh Santy, Melissa Harder, & Kristin Mahoney

#### Cost Impact

None.

#### Function

Approval of revisions.



Code: IGBBA  
Adopted: 1/10/11  
Revised/Readopted: 3/01/18; 3/05/20

## **Talented and Gifted Students – Identification\*\***

To serve students eligible for academically talented and intellectually gifted services in grades K-12, the district directs the superintendent, or designee, after due consideration of the input of staff, parents and the community to establish an identification process.

This process of identification shall include as a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students eligible for TAG services under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
  - a. Students who are racially/ethnically diverse;
  - b. Students experiencing disability;
  - c. Students who are culturally and/or linguistically diverse;
  - d. Students experiencing poverty; and
  - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for students eligible for TAG services will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin with the superintendent or designee.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-022-0001 to 581-022-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.395](#)  
[ORS 343.407](#)  
[ORS 343.409](#)  
[ORS 343.411](#)

[OAR 581-021-0030](#)  
[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)  
[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

3. Policy IGBAF - Special Education - Individualized Education Program (IEP) -  
Second Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, & Kristin Mahoney  
Meeting Date: April 13, 2023

### **ACTION REQUESTED**

[Board Policy IGBAG-AR](#)—Special Education - Individualized Education Program (IEP) —  
Revised—Second Reading

#### Background

Board did not have any revision requests of this policy.

This policy states the responsibility the district has in the implementation of an Individualized Education Program (IEP) for each student with disabilities who reside in the district, kindergarten through the age of 21. The district also has the responsibility of providing these services to any public charter school located within the district. This policy also outlines the timeline the district has when implementing an IEP for a student.

There is only one minor update to this policy, the addition of OAR-581-015-2229. This OAR is explained in the Administrative Regulation regarding COVID Recovery Services which will sunset in July.

#### Involvement

Staff members: Shawn Bernard, Melissa Harder, & Kristin Mahoney

#### Cost Impact

None.

#### Function

Approval of revisions.



Code: IGBAF  
Adopted: 4/03/06  
Readopted: 5/07/12

## **Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through age 21, including those who attend a public charter school located in the district, who are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review, and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation, including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

### **Legal Reference(s):**

<a href="#">ORS 343.151</a>	<a href="#">OAR 581-015-2225</a>
<a href="#">ORS 343.155</a>	<a href="#">OAR 581-015-2229</a>
<a href="#">OAR 581-015-2000</a>	<a href="#">OAR 581-015-2230</a>
<a href="#">OAR 581-015-2190</a>	<a href="#">OAR 581-015-2235</a>
<a href="#">OAR 581-015-2195</a>	<a href="#">OAR 581-015-2055</a>
<a href="#">OAR 581-015-2200</a>	<a href="#">OAR 581-015-2600</a>
<a href="#">OAR 581-015-2205</a>	<a href="#">OAR 581-015-2065</a>
<a href="#">OAR 581-015-2210</a>	<a href="#">OAR 581-015-2265</a>
<a href="#">OAR 581-015-2215</a>	
<a href="#">OAR 581-015-2220</a>	

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 300.112, 320.325, 300.328, 300.501.

**XIII. CONSOLIDATED INFORMATION (9:50 p.m.)\***

**A. 2023-24 School Board Meeting Schedule**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Nelson, Board Secretary  
Meeting Date: April 13, 2023

**NO ACTION REQUESTED**

### **2023-2024 Board of Directors Meeting Schedule – First Read**

#### **Background**

Attached is the proposed 2023-2024 Board of Directors meeting schedule, which takes into account a variety of factors, including religious holidays, school district breaks, and professional obligations for district management staff. It is similar to the schedule of the 2022-2023 meetings.



A	August 10, 2023 – Business Meeting
	August 24, 2023 – Retreat
S	September 7, 2023 – Business Meeting
	September 21, 2023 – Special Meeting
O	October 12, 2023 – Business Meeting
	October 19, 2023 – Special Meeting
N	November 2, 2023 – Business Meeting
	November 16, 2023 – Special Meeting
D	December 7, 2023 – Business Meeting
	December 14, 2023 – Special Meeting
J	January 11, 2024 – Business Meeting
	January 18, 2024 – Special Meeting
F	February 8, 2024 – Business Meeting
	February 22, 2024 – Special Meeting
M	March 7, 2024 – Business Meeting
	March 14, 2024 – Special Meeting
A	April 11, 2024 – Business Meeting
	April 25, 2024 – Budget Committee Meeting
M	May 9, 2024 – Business Meeting
	May 23, 2024 – Budget Committee Meeting
	May 30, 2024 – Budget Committee Meeting
J	June 13, 2024 - Business Meeting

Meetings generally begin at 6:30 p.m. at the Bessie Coleman Elementary, 3838 NW Walnut Blvd, Corvallis. Meeting times, locations, dates, and types are subject to change. Public comment is generally accepted only at business meetings. Current meeting agendas, supporting materials, and information about how to provide input to the School Board are available on the [School Board webpage](#). For more information, contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us).

B. Unaudited Financial Statements

1. January 2023 Financial Statements (Unaudited)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: April 13, 2023

### January Financial Statements (Unaudited)

**NO ACTION REQUIRED**

#### Background

The Statement of Resources and Requirements for the General Fund for the period ending January 31, 2022 and January 31, 2023 follow this report. The supplemental budget adopted by the board on January 9, 2023 is now reflected in the FY 2022-23 Amended Budget column.

Year-to-date operating revenues through the end of January 2023 total \$70.8 million or 80.1% of total budgeted operating revenues as compared to \$66.2 million or 80.4% through the end of January 2022. As usual, revenues from the state school fund and property taxes constitute the majority of funds received. Total projected resources of \$101.7 million are \$1.0 million less than budgeted.

Year-to-date operating expenditures through the end of January 2023 total \$40.8 million or 45.2% of total budgeted operating expenditures as compared to \$38.2 million or 44.1% through the end of January 2022. Projected underspending in 2022-23 is expected to be approximately \$1.8 million or 2.0% of the amended budget.

Projected resources and requirements through June 30, 2023 result in an ending fund balance of \$12.1 million, or 13.8% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$1.5 million; however, all General Fund reserves are projected to be at or above 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 January 31, 2022 and 2023
2. Schedule of Investments as of January 31, 2023
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of January 1-31, 2023

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

**General Fund**

	FY 2021-22					FY 2022-23				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	1/31/2022	Budget	6/30/2022	Budget	Budget	1/31/2023	Budget	6/30/2023	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 37,769,442	25,682,476	68.0%	\$ 38,627,176	102.3%	\$ 41,006,679	\$ 27,194,342	66.3%	\$ 40,144,164	97.9%
Property Taxes Levied by District	31,981,778	30,650,285	95.8%	32,634,588	102.0%	33,355,459	31,561,100	94.6%	33,278,520	99.8%
Other Local Revenues	952,538	634,155	66.6%	1,297,718	136.2%	1,056,993	3,693	0.3%	1,452,431	137.4%
Local Option Taxes Levied by District	8,351,253	8,135,857	97.4%	8,636,562	103.4%	9,760,930	9,187,826	94.1%	9,753,084	99.9%
State School Fund - Prior Year Adjustment	-	-	-	(69,456)	-	-	-	-	(1,074,827)	-
Other Revenues	3,239,596	1,059,673	32.7%	2,621,983	80.9%	3,206,176	2,821,579	88.0%	4,480,342	139.7%
<b>Total Operating Revenues</b>	<b>\$ 82,294,607</b>	<b>\$ 66,162,447</b>	<b>80.4%</b>	<b>\$ 83,748,572</b>	<b>101.8%</b>	<b>\$ 88,386,237</b>	<b>\$ 70,768,539</b>	<b>80.1%</b>	<b>\$ 88,033,714</b>	<b>99.6%</b>
Beginning Fund Balance	\$ 12,941,586	\$ 14,494,452	112.0%	\$ 14,494,452	112.0%	\$ 14,310,130	\$ 13,638,940	95.3%	\$ 13,638,940	95.3%
<b>TOTAL RESOURCES</b>	<b>\$ 95,236,193</b>	<b>\$ 80,656,899</b>	<b>84.7%</b>	<b>\$ 98,243,024</b>	<b>103.2%</b>	<b>\$ 102,696,367</b>	<b>\$ 84,407,479</b>	<b>85.9%</b>	<b>\$ 101,672,654</b>	<b>99.0%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 42,590,462	\$ 19,512,201	45.8%	\$ 42,775,333	100.4%	\$ 44,722,597	\$ 19,636,769	43.9%	\$ 43,828,145	98.0%
Associated Payroll Costs	25,516,519	10,740,979	42.1%	24,254,496	95.1%	26,016,156	10,937,980	42.0%	25,495,833	98.0%
Purchased Services	13,106,303	4,927,274	37.6%	11,521,104	87.9%	12,791,917	5,740,695	44.9%	12,536,079	98.0%
Supplies and Materials	3,801,952	2,146,555	56.5%	4,194,575	110.3%	4,557,884	2,784,489	61.1%	4,466,726	98.0%
Capital Outlay	100,000	16,116	16.1%	113,535	113.5%	260,000	81,900	31.5%	254,800	98.0%
Other Objects	1,563,382	892,200	57.1%	1,745,041	111.6%	1,847,426	1,621,039	87.7%	1,810,477	98.0%
<b>Total Operating Expenditures</b>	<b>\$ 86,678,618</b>	<b>\$ 38,235,326</b>	<b>44.1%</b>	<b>\$ 84,604,084</b>	<b>97.6%</b>	<b>\$ 90,195,980</b>	<b>\$ 40,802,872</b>	<b>45.2%</b>	<b>\$ 88,392,060</b>	<b>98.0%</b>
Transfers	-	-	-	-	-	1,146,627	-	-	1,146,627	100.0%
Other Uses of Funds:										
Contingency	2,057,365	-	-	-	-	3,012,038	-	-	-	-
Rainy Day Reserves	4,114,730	-	-	-	-	4,380,216	-	-	-	-
Unappropriated Reserves	2,385,480	-	-	-	-	3,961,506	-	-	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 95,236,193</b>	<b>\$ 38,235,326</b>		<b>\$ 84,604,084</b>		<b>\$ 102,696,367</b>	<b>\$ 40,802,872</b>		<b>\$ 89,538,687</b>	
<b>ENDING FUND BALANCE</b>		<b>\$ 42,421,573</b>		<b>\$ 13,638,940</b>			<b>\$ 43,604,607</b>		<b>\$ 12,133,966</b>	
Contingency				2,093,714	2.5% *				2,200,843	2.5% *
Rainy Day Reserves				4,187,429	5.0% *				4,401,686	5.0% *
Unappropriated Reserves				7,357,797	8.8% *				5,531,438	6.3% *
<b>* Percent of Operating Revenue</b>				<b>13,638,940</b>	<b>16.3%</b>				<b>12,133,966</b>	<b>13.8%</b>

Corvallis School District 509J  
Schedule of Investments  
January 31, 2023

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond	Purchase Price	Par (Maturity) Value
				Equivalent Yield		
U.S. Treasury Obligations:						
	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
	11/25/22	05/15/24	537	4.500%	\$94.01	5,000,000
US Government-Sponsored Enterprises:						
	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
	11/25/22	06/26/23	213	4.431%	\$97.61	5,000,000
	11/25/22	09/25/23	304	4.610%	\$100.22	5,000,000
	05/06/22	11/06/23	549	2.349%	\$96.92	5,000,000
	11/25/22	12/18/23	388	4.550%	\$100.21	5,000,000
	12/09/22	02/15/24	433	4.320%	\$97.49	5,000,000
	11/25/22	03/08/24	469	4.581%	\$98.35	<u>5,065,000</u>
<b>Total Investments Outside of Local Government Investment Pool:</b>						<b><u>\$ 65,665,000</u></b>
Local Government Investment Pool:				<u>Rate</u>		
General Account				3.75%		\$ 23,248,283
Debt Service Account - GO 2020 Bond Series				3.75%		<u>3,070,825</u>
<b>Total Investments Inside of Local Government Investment Pool <sup>1</sup></b>						<b><u>\$ 26,319,109</u></b>
<b>Total Investments</b>						<b><u>\$ 91,984,109</u></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%	27.0%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	44.4%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	28.6%
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 01/31/23:**

3 Month U.S. Treasury Yield Curve Rate	4.72%
3 Month Jumbo Certificate of Deposit Rate	2.60%

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of January 1 to January 31, 2023

Vendor by Fund and Object	Check Total
<b>100 - General Fund</b>	
<b>Certified (Extra Duty, Adtl Salary)</b>	
THE FIRE DJS LLC	1,050.00
<b>Charter School Payments</b>	
INAVALE COMMUNITY PARTNERS, INC	77,673.00
<b>Computer Software</b>	
APPLE INC	5,000.00
IMAGINE LEARNING	15,600.00
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	12,213.32
BMO HARRIS	4,837.61
CCI	1,280.00
FLINN SCIENTIFIC INC	5,768.85
FRED MEYER CUSTOMER CHARGES	1,502.66
HOME DEPOT CREDIT SERVICES	6,709.97
INGRAM LIBRARY SERVICE	1,880.55
INTEGRATED REGISTER SYSTEM, INC	1,726.00
OFFICE DEPOT, INC	15,161.34
PART WORKS INC	1,577.05
PLATT ELECTRIC SUPPLY CO	3,161.18
SCHOOL SPECIALTY LLC	1,527.91
SHIRT CIRCUIT	6,778.00
UMPQUA BANK COMMERCIAL CARD	2,710.10
WAXIE SANITARY SUPPLY	10,664.90
WILBUR-ELLIS	1,805.94
<b>Copier Charges</b>	
OFFICE DEPOT, INC	1,347.76
<b>Electricity</b>	
CONSUMERS POWER INC	14,085.98
PACIFIC POWER	33,233.37
<b>Equipment \$5,000 and greater</b>	
BENTON COUNTY PUBLIC WORKS	9,112.70
<b>Equipment-like items \$1,000 - \$4,999</b>	
NORTHWEST COMPRESSOR	9,220.00
NORTHWEST PLAYGROUND EQUIPMENT INC	7,503.56
NW TECH, INC.	3,000.00
WOODCRAFT	2,954.99
<b>Fuel</b>	
NW NATURAL	104,344.70
<b>Garbage</b>	
REPUBLIC SERVICES	14,590.31
<b>Instructional, Professional and Technical Service</b>	

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of January 1 to January 31, 2023

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
DOTCOM THERAPY	63,896.00
FOXHIRE, LLC	2,430.00
<b>Legal Services</b>	
HUNGERFORD LAW FIRM LLP	1,369.45
PASSAGE IMMIGRATION LAW	3,000.00
<b>Other Communication Services</b>	
T-MOBILE	8,144.94
<b>Other Employee Benefits</b>	
Alexander, Sabrina L	2,016.90
Bowman, Robert E	1,363.00
<b>Other Non-instructional Professional and Technical</b>	
BENTON COUNTY HEALTH DEPARTMENT	133,450.00
CPR SEATTLE	1,036.55
MAXIM STAFFING SOLUTIONS	4,211.25
OPTIMIZON	5,950.00
PBS ENGINEERING & ENVIRONMENTAL INC	4,950.00
SOLIAN	7,440.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	56,645.43
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	22,465.39
<b>Redemption of Principal</b>	
US BANK EQUIPMENT FINANCE	4,284.99
<b>Reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	102,172.95
MID COLUMBIA BUS CO INC	8,759.45
STA WEST REGION	351,663.63
<b>Rentals</b>	
UMPQUA BANK COMMERCIAL CARD	2,019.00
<b>Repairs and Maintenance Services</b>	
ANDERSON ROOFING CO., INC.	3,956.69
BENSON'S INTERIORS INC	3,374.00
BENTON COUNTY PUBLIC WORKS	1,116.38
CECO INC	3,632.58
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	1,786.94
FITZPATRICK PAINTING INC	8,190.75
HOODZ OF CLACKAMAS	2,025.00
KONE INC	3,480.96
MCGOVERN MAINTENANCE	3,505.00
MICK'S GLASS SERVICE INC	8,978.00
NORTHWEST COMPRESSOR	1,913.87
PACIFIC POWER GROUP LLC	2,409.00

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of January 1 to January 31, 2023

Vendor by Fund and Object	Check Total
<b>Telephone</b>	
AMPLIFIED IT LLC	2,792.95
AT&T MOBILITY-ACCT#837370420 (TECH)	2,753.95
<b>Textbooks</b>	
BOUND TO STAY BOUND BOOKS	2,336.19
<b>Water and Sewage</b>	
CITY OF CORVALLIS	44,670.36
<b>100 - General Fund Total</b>	<b>1,262,213.30</b>
<b>204 - District Donation Fund</b>	
<b>Cash Donations to Other Agencies</b>	
CROW'S SHADOW INSTITUTE OF THE ARTS	2,000.00
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	15,175.98
BMO HARRIS	4,303.61
BOYS & GIRLS CLUB OF CORVALLIS	1,692.00
FRED MEYER CUSTOMER CHARGES	1,968.97
INGRAM LIBRARY SERVICE	2,174.08
PACIFIC POWER	1,458.25
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	1,370.87
<b>204 - District Donation Fund Total</b>	<b>30,143.76</b>
<b>205 - District Athletics Fund</b>	
<b>Non-reimbursable Student Transportation</b>	
STA WEST REGION	3,218.73
WEX BANK - CHEVRON/TEXACO	1,085.44
<b>Other Non-instructional Professional and Technical</b>	
MVBOA	3,524.00
<b>205 - District Athletics Fund Total</b>	<b>7,828.17</b>
<b>205- District Athletics Fund</b>	
<b>Consumable Supplies and Materials</b>	
REV ROBOTICS	1,063.44
SHIRT CIRCUIT	6,873.60
SWIMOUTLET.COM	1,438.50
UMPQUA BANK COMMERCIAL CARD	1,062.06
<b>205- District Athletics Fund Total</b>	<b>10,437.60</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>Charter School Payments</b>	
INAVALE COMMUNITY PARTNERS, INC	44,535.87

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of January 1 to January 31, 2023

Vendor by Fund and Object	Check Total
<b>Cleaning Services</b>	
CINTAS	8,665.29
<b>Consumable Supplies and Materials</b>	
COLLEGE BOARD - SAT	1,145.70
REALITY WORKS	1,997.90
<b>Equipment-like items \$1,000 - \$4,999</b>	
BMO HARRIS	3,759.00
FASTENAL COMPANY	4,769.04
<b>Instructional, Professional and Technical Service</b>	
CENTER FOR THE COLLABORATIVE CLASSROOM	3,500.00
HARRINGTON, RACHEL A	1,502.50
<b>Other Non-instructional Professional and Technical</b>	
BOYS & GIRLS CLUB OF CORVALLIS	34,644.08
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	1,246.25
<b>Reimbursable Student Transportation</b>	
STA WEST REGION	1,119.16
<b>Travel, Out of District</b>	
GREAT SCHOOLS PARTNERSHIP	1,600.00
NABE	35,730.00
<b>296 - Grants Fund Total</b>	<b>144,214.79</b>
<b>297 - Student Body Funds</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	1,038.91
BMO HARRIS	2,912.75
BSN SPORTS LLC	8,770.46
EASTBAY	2,816.41
JOSTENS INC.	1,401.75
JUGS SPORTS, INC	1,365.00
LAMAR COMPANIES	1,275.00
LES & BOBS SPORTS AND APPAREL	7,516.25
NO DINX INC	1,019.60
PEPSI-COLA	1,141.92
PLAY IT AGAIN SPORTS	4,625.00
PREMIER FUNDRAISING USA	5,377.50
<b>Printing and Binding</b>	
LIFETOUCH	2,410.20
<b>Rentals</b>	
OREGON STATE ALUMNI ASSOCIATION	1,689.00
<b>Travel, Student Out of District</b>	
BMO HARRIS	1,160.96
Gower, Eric M	2,672.93

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of January 1 to January 31, 2023

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
<b>297 - Student Body Funds Total</b>	<b>47,193.64</b>
<b>298 - Designated Revenue Fund</b>	
<b>Consumable Supplies and Materials</b>	
WAXIE SANITARY SUPPLY	9,483.19
<b>Dues and Fees</b>	
PARCHMENT INC	2,225.00
<b>298 - Designated Revenue Fund</b>	<b>Total</b>
	<b>11,708.19</b>
<b>299 - Food Service Fund</b>	
<b>Consumable Supplies and Materials</b>	
ACCURATE CHEMICAL & SERVICES	3,669.00
CENTRAL RESTAURANT PRODUCTS	4,564.94
US FOODS INC	7,967.17
<b>Food - Food Service Only</b>	
FRANZ FAMILY BAKERIES	1,772.42
LOCHMEAD DAIRY	9,810.21
<b>Inventories</b>	
UNITED SALAD CO	9,479.35
US FOODS INC	22,915.97
<b>Repairs and Maintenance Services</b>	
BENTON COUNTY PUBLIC WORKS	4,996.78
<b>Taxes and Licenses</b>	
BENTON COUNTY HEALTH DEPARTMENT	3,962.00
<b>299 - Food Service Fund</b>	<b>Total</b>
	<b>69,137.84</b>
<b>400 - Capital Projects Fund</b>	
<b>Architect/Engineer Services</b>	
DLR GROUP	15,394.59
PBS ENGINEERING & ENVIRONMENTAL INC	38,482.51
PIVOT ARCHITECTURE	45,226.75
WENHA GROUP INC	95,795.83
<b>Buildings Acquisition</b>	
AAF INTERNATIONAL	1,707.05
BUCKS SANITARY SERVICE	9,171.08
CITY OF CORVALLIS - DEVELOPMENT SERVICES	3,834.00
CLAIR COMPANY INC	13,623.00
CONVERGINT TECHNOLOGIES	7,000.00
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	2,200.82
DELTA CONNECTS	7,219.50
DRY BOX INC	2,000.00
ELEVATE BUILDING COMMISSIONING LLC	1,125.00
FORTIS CONSTRUCTION	2,212,704.92
GERDING BUILDERS, LLC	460,662.68
GLUMAC	1,419.00

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of January 1 to January 31, 2023

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
GOVCONNECTION INC	7,164.75
KCDA PURCHASING COOPERATIVE	41,451.00
LLAMA MOVERS LLC	38,118.00
NORTHWEST PLAYGROUND EQUIPMENT INC	56,869.60
OETC	1,309.40
OTIS ELEVATOR COMPANY	1,797.00
REPUBLIC SERVICES	1,257.42
REXIUS	5,643.00
ROBERT LLOYD SHEET METAL, INC	2,036.54
SYNERGY SECURITY SOLUTIONS	2,297.00
TODD CONSTRUCTION, INC.	1,592,984.58
WENHA GROUP INC	1,532.00
<b>Rentals</b>	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
<b>400 - Capital Projects Fund Total</b>	<b>4,674,322.35</b>
<b>601 - Insurance Fund</b>	
<b>Group Insurance</b>	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	33,316.70
<b>Other Non-instructional Professional and Technical</b>	
INDEPENDENT ACTUARIES INC	6,500.00
<b>601 - Insurance Fund</b>	<b>Total</b>
	<b>39,816.70</b>
<b>Grand Total</b>	<b>6,300,988.86</b>

## 2. February 2023 Financial Statements (Unaudited)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: April 13, 2023

### February Financial Statements (Unaudited)

**NO ACTION REQUIRED**

#### Background

The Statement of Resources and Requirements for the General Fund for the period ending February 31, 2022 and February 31, 2023 follow this report. The supplemental budget adopted by the board on February 9, 2023 is reflected in the FY 2022-23 Amended Budget column.

Year-to-date operating revenues through the end of February 2023 total \$75.2 million or 85.1% of total budgeted operating revenues as compared to \$70.0 million or 85.0% through the end of February 2022. As usual, revenues from the state school fund and property taxes constitute the majority of funds received. Total projected resources of \$101.7 million are \$1.0 million less than budgeted.

Year-to-date operating expenditures through the end of February 2023 total \$47.4 million or 52.6% of total budgeted operating expenditures as compared to \$44.9 million or 51.8% through the end of February 2022. Projected underspending in 2022-23 is expected to be approximately \$1.8 million or 2.0% of the amended budget.

Projected resources and requirements through June 30, 2023 result in an ending fund balance of \$12.1 million, or 13.8% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$1.5 million; however, all General Fund reserves are projected to be at or above 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 February 31, 2022 and 2023
2. Schedule of Investments as of February 31, 2023
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of February 1-31, 2023

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of February 28, 2022 and 2023 Respectively (Unaudited)

**General Fund**

	FY 2021-22					FY 2022-23				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	2/28/2022	Budget	6/30/2022	Budget	Budget	2/28/2023	Budget	6/30/2023	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 37,769,442	\$ 28,851,507	76.4%	\$ 38,627,176	102.3%	\$ 41,006,679	\$ 30,607,824	74.6%	\$ 40,144,164	97.9%
Property Taxes Levied by District	31,981,778	30,906,961	96.6%	32,634,588	102.0%	33,355,459	31,684,428	95.0%	33,278,520	99.8%
Other Local Revenues	952,538	634,155	66.6%	1,297,718	136.2%	1,056,993	623,908	59.0%	1,452,431	137.4%
Local Option Taxes Levied by District	8,351,253	8,203,994	98.2%	8,636,562	103.4%	9,760,930	9,223,889	94.5%	9,753,084	99.9%
State School Fund - Prior Year Adjustment	-	-	-	(69,456)	-	-	-	-	(1,074,827)	-
Other Revenues	3,239,596	1,332,855	41.1%	2,621,983	80.9%	3,206,176	3,101,664	96.7%	4,480,342	139.7%
<b>Total Operating Revenues</b>	<b>\$ 82,294,607</b>	<b>\$ 69,929,472</b>	<b>85.0%</b>	<b>\$ 83,748,572</b>	<b>101.8%</b>	<b>\$ 88,386,237</b>	<b>\$ 75,241,713</b>	<b>85.1%</b>	<b>\$ 88,033,714</b>	<b>99.6%</b>
Beginning Fund Balance	\$ 12,941,586	\$ 14,494,452	112.0%	\$ 14,494,452	112.0%	\$ 14,310,130	\$ 13,638,940	95.3%	\$ 13,638,940	95.3%
<b>TOTAL RESOURCES</b>	<b>\$ 95,236,193</b>	<b>\$ 84,423,923</b>	<b>88.6%</b>	<b>\$ 98,243,024</b>	<b>103.2%</b>	<b>\$ 102,696,367</b>	<b>\$ 88,880,653</b>	<b>90.5%</b>	<b>\$ 101,672,654</b>	<b>99.0%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 42,590,462	\$ 23,117,483	54.3%	\$ 42,775,333	100.4%	\$ 44,722,597	\$ 23,282,654	52.1%	\$ 43,828,145	98.0%
Associated Payroll Costs	25,516,519	12,783,177	50.1%	24,254,496	95.1%	26,016,156	12,978,412	49.9%	25,495,833	98.0%
Purchased Services	13,106,303	5,750,322	43.9%	11,521,104	87.9%	12,791,917	6,395,426	50.0%	12,536,079	98.0%
Supplies and Materials	3,801,952	2,286,736	60.1%	4,194,575	110.3%	4,557,884	2,888,582	63.4%	4,466,726	98.0%
Capital Outlay	100,000	30,256	30.3%	113,535	113.5%	260,000	262,182	100.8%	254,800	98.0%
Other Objects	1,563,382	901,429	57.7%	1,745,041	111.6%	1,847,426	1,630,242	88.2%	1,810,477	98.0%
<b>Total Operating Expenditures</b>	<b>\$ 86,678,618</b>	<b>\$ 44,869,403</b>	<b>51.8%</b>	<b>\$ 84,604,084</b>	<b>97.6%</b>	<b>\$ 90,195,980</b>	<b>\$ 47,437,497</b>	<b>52.6%</b>	<b>\$ 88,392,060</b>	<b>98.0%</b>
Transfers	-	-	-	-	-	1,146,627	-	-	1,146,627	100.0%
Other Uses of Funds:										
Contingency	2,057,365	-	-	-	-	3,012,038	-	-	-	-
Rainy Day Reserves	4,114,730	-	-	-	-	4,380,216	-	-	-	-
Unappropriated Reserves	2,385,480	-	-	-	-	3,961,506	-	-	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 95,236,193</b>	<b>\$ 44,869,403</b>		<b>\$ 84,604,084</b>		<b>\$ 102,696,367</b>	<b>\$ 47,437,497</b>		<b>\$ 89,538,687</b>	
<b>ENDING FUND BALANCE</b>		<b>\$ 39,554,520</b>		<b>\$ 13,638,940</b>		<b>\$ 41,443,156</b>		<b>\$ 12,133,967</b>		
Contingency				2,093,714	2.5% *				2,200,843	2.5% *
Rainy Day Reserves				4,187,429	5.0% *				4,401,686	5.0% *
Unappropriated Reserves				7,357,797	8.8% *				5,531,438	6.3% *
<b>* Percent of Operating Revenue</b>				<b>13,638,940</b>	<b>16.3%</b>				<b>12,133,967</b>	<b>13.8%</b>

Corvallis School District 509J  
Schedule of Investments  
February 28, 2023

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	01/21/22	02/28/23	403	0.498%	\$99.59	3,000,000
	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
	11/25/22	05/15/24	537	4.500%	\$94.01	5,000,000
US Government-Sponsored Enterprises:						
	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
	11/25/22	06/26/23	213	4.431%	\$97.61	5,000,000
	11/25/22	09/25/23	304	4.610%	\$100.22	5,000,000
	05/06/22	11/06/23	549	2.349%	\$96.92	5,000,000
	11/25/22	12/18/23	388	4.550%	\$100.21	5,000,000
	12/09/22	02/15/24	433	4.320%	\$97.49	5,000,000
	11/25/22	03/08/24	469	4.581%	\$98.35	5,065,000
<b>Total Investments Outside of Local Government Investment Pool:</b>						<b>\$ 62,765,000</b>
Local Government Investment Pool:			<u>Rate</u>			
General Account			3.75%		\$ 22,068,274	
Debt Service Account - GO 2020 Bond Series			3.75%		<u>921,954</u>	
<b>Total Investments Inside of Local Government Investment Pool <sup>1</sup></b>						<b>\$ 22,990,228</b>
<b>Total Investments</b>						<b>\$ 85,755,228</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

<u>Type of Investment</u>	<u>Maximum % of Portfolio per Policy DFA</u>	<u>Current Percent</u>
U.S. Treasury Obligations	100.0%	25.5%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	47.7%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	26.8%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
<b>TOTAL</b>		<b>100.00%</b>

#### **Benchmarks as of 02/28/23:**

3 Month U.S. Treasury Yield Curve Rate	4.88%
3 Month Jumbo Certificate of Deposit Rate	2.60%

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of February 1 to February 28, 2023

Vendor by Fund and Object	Check Total
<b>100 - General Fund</b>	
<b>Charter School Payments</b>	
INAVAL COMMUNITY PARTNERS, INC	77,943.00
<b>Computer Software</b>	
AVANT ASSESSMENT LLC	3,781.00
LEARNING WITHOUT TEARS	4,819.50
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	15,326.94
BMO HARRIS	4,430.91
CONVERGINT TECHNOLOGIES	10,260.00
FRED MEYER CUSTOMER CHARGES	1,592.35
GRAPHIC PRODUCTS	1,290.72
HOME DEPOT CREDIT SERVICES	4,836.80
MICK'S GLASS SERVICE INC	1,483.95
NO DINX INC	1,780.78
OFFICE DEPOT, INC	5,889.35
PACIFIC COAST SIGN SUPPLY	1,259.66
PART WORKS INC	1,126.57
PLATT ELECTRIC SUPPLY CO	1,465.83
S&K WACKY INDOOR BOUNCE	1,071.00
SCHOOL SPECIALTY LLC	1,803.27
SHIRT CIRCUIT	2,177.80
SWEETWATER SOUND, INC	10,798.86
UMPQUA BANK COMMERCIAL CARD	6,664.58
WAXIE SANITARY SUPPLY	2,808.82
<b>Dues and Fees</b>	
EDUSTAFF	1,860.00
<b>Electricity</b>	
PACIFIC POWER	91,794.39
<b>Equipment \$5,000 and greater</b>	
BENTON COUNTY PUBLIC WORKS	51,363.87
TURF STAR WESTERN	128,917.36
<b>Equipment-like items \$1,000 - \$4,999</b>	
BMO HARRIS	2,599.99
<b>Fuel</b>	
NW NATURAL	41,710.05
<b>Garbage</b>	
REPUBLIC SERVICES	11,068.89
<b>Instructional, Professional and Technical Service</b>	
DOTCOM THERAPY	31,948.00
FOXHIRE, LLC	7,290.00
SEAS EDUCATION, INC	2,763.80

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of February 1 to February 28, 2023

Vendor by Fund and Object	Check Total
<b>Legal Services</b>	
HUNGERFORD LAW FIRM LLP	3,132.35
<b>Library Books</b>	
INGRAM LIBRARY SERVICE	1,235.92
<b>Other Communication Services</b>	
T-MOBILE	5,430.90
<b>Other Employee Benefits</b>	
Reidy, Julie D	1,705.00
<b>Other Non-instructional Professional and Technical</b>	
CPR WORKS, LLC	1,575.00
FIFTH ASSET, INC DBA DEBTBOOK	21,000.00
HEALD, TREVOR JORDAN	1,037.50
MAXIM STAFFING SOLUTIONS	2,937.00
PATTERSON, JEMA	1,668.22
PBS ENGINEERING & ENVIRONMENTAL INC	2,002.50
SOLIANT	9,280.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	114,784.23
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	51,341.37
<b>Postage</b>	
GARTEN SERVICES, INC	2,513.35
<b>Redemption of Principal</b>	
US BANK EQUIPMENT FINANCE	4,301.27
<b>Reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	2,879.56
<b>Rentals</b>	
SPECIAL OCCASIONS	6,034.20
UMPQUA BANK COMMERCIAL CARD	1,922.00
<b>Repairs and Maintenance Services</b>	
ADVANCED WOODCRAFT	11,665.00
BENTON COUNTY PUBLIC WORKS	9,783.16
BOILER & COMBUSTION SERVICE INC	5,090.68
CERTIFIED SYSTEMS INC	1,497.00
CITY OF CORVALLIS - PUBLIC WORKS	1,012.73
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	4,356.80
EC ELECTRIC	16,874.39
LINDSTROM CONSTRUCTION LLC	29,627.17
OVERHEAD DOOR COMPANY OF EUGENE-SPRINGFI	1,208.00
PAVCO PAVING COMPANY, LLC	2,880.00
<b>Telephone</b>	
AMPLIFIED IT LLC	2,759.91

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of February 1 to February 28, 2023

Vendor by Fund and Object	Check Total
AT&T MOBILITY-ACCT#837370420 (TECH)	2,822.28
CENTURYLINK	6,662.37
<b>Textbooks</b>	
GREAT MINDS PBC	3,313.88
<b>Travel, Out of District</b>	
ACPE	2,250.00
BMO HARRIS	2,541.21
COSA	1,986.00
UMPQUA BANK COMMERCIAL CARD	3,187.40
<b>Tuition Payments to Private Schools</b>	
KARTINI SCHOOL	1,425.60
<b>Water and Sewage</b>	
CITY OF CORVALLIS	44,733.37
<b>100 - General Fund Total</b>	<b>924,385.36</b>
<b>204 - District Donation Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	2,233.75
BMO HARRIS	2,471.55
FRED MEYER CUSTOMER CHARGES	3,952.18
PACIFIC POWER	1,821.93
SHAR PRODUCTS COMPANY	2,645.62
WINCO FOODS #3	5,000.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	1,246.25
<b>Travel, Out of District</b>	
UMPQUA BANK COMMERCIAL CARD	5,352.49
<b>204 - District Donation Fund Total</b>	<b>24,723.77</b>
<b>205 - District Athletics Fund</b>	
<b>Non-reimbursable Student Transportation</b>	
BENTON COUNTY PUBLIC WORKS	1,327.66
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	2,159.92
<b>205 - District Athletics Fund Total</b>	<b>3,487.58</b>
<b>205- District Athletics Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	2,476.90
CITY OF CORVALLIS - PARKS & RECREATION	1,902.50
CONCORD THEATRICALS	1,153.04
PLAY IT AGAIN SPORTS	2,429.96
SHIRT CIRCUIT	3,916.55
UMPQUA BANK COMMERCIAL CARD	5,389.21
<b>205- District Athletics Fund Total</b>	<b>17,268.16</b>

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of February 1 to February 28, 2023

Vendor by Fund and Object	Check Total
<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	5,133.68
<b>Consumable Supplies and Materials</b>	
3D POTTER, INC	3,235.00
AMAZON CAPITAL SERVICES	1,025.38
SCHOOL OUTFITTERS	2,192.95
<b>Equipment-like items \$1,000 - \$4,999</b>	
PAXTON/PATTERSON	3,647.78
<b>Instructional, Professional and Technical Service</b>	
CENTER FOR THE COLLABORATIVE CLASSROOM	11,300.00
<b>Other Non-instructional Professional and Technical</b>	
BOYS & GIRLS CLUB OF CORVALLIS	36,994.78
SEVENTH SELF CONSULTING	2,115.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	11,096.58
<b>Travel, Out of District</b>	
BENCHMARK EDUCATION CO.	2,800.00
LEARNING WITHOUT TEARS	4,085.00
TEACHERS DEVELOPMENT GROUP	21,850.00
UMPQUA BANK COMMERCIAL CARD	12,536.07
<b>296 - Grants Fund Total</b>	<b>118,012.22</b>
<b>297 - Student Body Funds</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	7,936.13
ANB MOMENTS	1,500.00
BMO HARRIS	2,624.25
BSN SPORTS LLC	2,766.65
CITY OF CORVALLIS - PARKS & RECREATION	1,902.50
FRED MEYER CUSTOMER CHARGES	4,299.30
HOME DEPOT CREDIT SERVICES	1,222.48
<b>Equipment-like items \$1,000 - \$4,999</b>	
MEDCO COMPANY	1,378.49
<b>Rentals</b>	
OSU MEMORIAL UNION	1,719.00
<b>297 - Student Body Funds Total</b>	<b>25,348.80</b>
<b>299 - Food Service Fund</b>	
<b>Consumable Supplies and Materials</b>	

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of February 1 to February 28, 2023

Vendor by Fund and Object	Check Total
US FOODS INC	3,493.63
<b>Food - Food Service Only</b>	
FRANZ FAMILY BAKERIES	1,465.09
LOCHMEAD DAIRY	9,758.22
POOLE FAMILY FARMS, INC.	3,080.00
<b>Inventories</b>	
UNITED SALAD CO	6,085.70
US FOODS INC	32,705.71
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	2,343.56
<b>Repairs and Maintenance Services</b>	
PRECISION LIFTGATE	8,624.00
<b>299 - Food Service Fund</b>	<b>Total</b>
	<b>67,555.91</b>
<b>400 - Capital Projects Fund</b>	
<b>Architect/Engineer Services</b>	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	3,551.53
DLR GROUP	64,248.89
PBS ENGINEERING & ENVIRONMENTAL INC	8,559.86
<b>Buildings Acquisition</b>	
AINSWORTH, INC.	2,004.00
BUCKS SANITARY SERVICE	9,516.08
CITY OF CORVALLIS - DEVELOPMENT SERVICES	1,500.00
CONVERGINT TECHNOLOGIES	60,403.58
DEPARTMENT OF ENVIRONMENTAL QUALITY	2,927.60
ELEVATE BUILDING COMMISSIONING LLC	16,750.00
FORTIS CONSTRUCTION	1,080,029.15
KCDA PURCHASING COOPERATIVE	74,968.00
LLAMA MOVERS LLC	6,769.00
PACIFIC POWER	1,764.59
SPECIAL OCCASIONS	3,273.55
SYNERGY SECURITY SOLUTIONS	1,500.00
TODD CONSTRUCTION, INC.	804,773.55
UMPQUA BANK COMMERCIAL CARD	1,805.48
<b>Rentals</b>	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
<b>400 - Capital Projects Fund Total</b>	<b>2,148,640.19</b>
<b>601 - Insurance Fund</b>	
<b>Group Insurance</b>	
BMO HARRIS	4,638.14
WILLAMETTE DENTAL GROUP (GROUP Z1329)	32,128.45
<b>601 - Insurance Fund</b>	<b>Total</b>
	<b>36,766.59</b>
<b>Grand Total</b>	<b>3,370,161.10</b>

## C. Non-Licensed Personnel Information



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Director of Human Resources  
Meeting Date: April 13, 2023

### Non-licensed Personnel Information

### NO ACTION REQUIRED

#### Recommendation to Hire

Name	Position	Hrs/FTE	Building	Start Date	Contract Status
Soot, Anna	Educational Assistant 2	5.00	Letitia Carson Elementary	03/08/2023	Limited Term
Habiyaremye, Julius	Maintenance 1 - Custodial	8.00	Corvallis High School	03/13/2023	Regular/Probationary
Yenchik, Lenora	Project Crew	4.00	Facilities & Maintenance	03/15/2023	Regular/Probationary
Gorsuch, McKenzie	Educational Assistant 2	6.50	Adams Elementary School	03/22/2023	Limited Term
Bautista Ontiveros, Maria	Maintenance 1 - Custodial	8.00	Lincoln Elementary School	04/05/2023	Regular/Probationary
Mitzlaff, Justin	HR Specialist	8.00	District Office	04/10/2023	Probationary / Non-Rep
Ganio-DePavia, Rachel	Educational Assistant 2	6.50	Adams Elementary School	04/05/2023	Limited-Term



# Corvallis

SCHOOL DISTRICT

Termination/Resignation/Layoff/Retirement

Name	Position	Hrs/FTE	Building	Effective	Reason
Aranda, Clara	Health Service Assistant	7.00	Crescent Valley High School	01/24/2023	Resignation
Mason, Mark	Maintenance 1 - Custodial	8.00	Corvallis High School	03/03/2023	Resignation
Mason, Happy	Administrative Assistant 1 / Registrar 1	8.00	Franklin K-8	02/10/2023	Resignation
Punches, Hannah	Fiscal Clerk 2	8.00	Corvallis High School	03/24/2023	Resignation
Merback, Ashley	Student Behavior Support 2	6.00	College Hill	06/30/2023	Resignation
Garcia, Duncan	Educational Assistant 2	6.50	Garfield Elementary School	06/30/2023	Resignation
Farris, Levi	Maintenance 2 - Groundskeeping Crew Member	8.00	District Office/Maintenance	3/27/2023	Resignation
Osten Harris, Katherine	Library Media Assistant	4.00	Corvallis High School	3/24/2023	Resignation
Aften, Madison	Food Service Assistant	2.40	Central Kitchen	04/14/2023	Resignation
Holly, Guy	Educational Assistant 2	6.50	Adams Elementary School	06/30/2023	Resignation
Musso, Olivia	Educational Assistant 2	6.50	Letitia Carson Elementary	06/30/2023	Resignation



# Corvallis

SCHOOL DISTRICT

<b>Name</b>	<b>Position</b>	<b>Hrs/FTE</b>	<b>Building</b>	<b>Effective</b>	<b>Reason</b>
Joans, Drew	Food Service Specialist - Rover	6.00	Central Kitchen	04/06/2023	Resignation
Pritchard Raab, Rebecca	Educational Assistant 2	7.00	Crescent Valley High School	04/17/2023	Resignation
Barrett, Lauren	Student Behavior Support 2	7.00	Mt. View Elementary School	06/30/2023	Resignation

**XIV. BOARD MEMBER COMMENTS (10:00 p.m.)\***

**XV. ADJOURNMENT (10:20 p.m.)\***

\*All times are approximate.

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

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