

6:30 PM

Thursday, May 4, 2023

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

Meeting Details: Thursday, May 4, 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. 22-0401 — ACKNOWLEDGEMENT OF ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH**

Corvallis School District 509J  
**ACKNOWLEDGEMENT OF ASIAN AMERICAN AND  
PACIFIC ISLANDER HERITAGE MONTH**  
**Resolution Number 22-0401**

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Asian Americans and Pacific Islanders; 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, Asian American and Pacific Islander Heritage Month grew out of efforts of former Capitol Hill staffer Jeanie Jew in the 1970s; and

WHEREAS, Asian-Pacific Heritage Week was first proclaimed by the U.S. House of Representatives in 1977; and

WHEREAS, Asian American and Pacific Islander Heritage Month has been proclaimed by several states since; and

WHEREAS, Asian Americans and Pacific Islanders are largely left out of academic discourse; and

WHEREAS, members of the Asian American community have historically been subjected to exclusionary laws, discriminatory policies, segregation, and internment, and continue to be targeted by anti-Asian violence and actions of hate; and

WHEREAS, Oregon proclaimed April as Asian American and Pacific Islander Heritage Month permanently in 2021; and

WHEREAS, what was then called Asian-Pacific Heritage Month was first proclaimed at the national level in 1978; and

WHEREAS, Asian Americans and Pacific Islanders have contributed to the history and collective future of Corvallis and Benton County, Oregon; and

WHEREAS, Asian American and Pacific Islander Heritage Month provides an opportunity to continue the District's growth in learning about the many contributions of Asian Americans and Pacific Islanders 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 committed 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, BE IT RESOLVED that the Board of Education of the Corvallis School District:

does hereby proclaim **May 2022**, as well as each May annually, as **Asian American and Pacific Islander Heritage Month** in the District and strongly encourages students, families, staff, and community members to join in existing local celebrations;

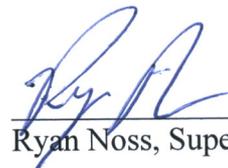
and encourages all schools in the District to help highlight this month in grade-appropriate ways as well as highlight the contributions of all Asian American and Pacific Islander peoples to the local community, nation, and beyond, both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 14<sup>th</sup> day of April, 2022.

Signed:

Attested:

  
Sarah Finger McDonald, Board Chair

  
Ryan Noss, Superintendent

III. **BOARD MEMBER REPORTS (6:40 p.m.)\***

IV. **OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES (7:00 p.m.)\***



**Corvallis**  
SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Sami Al-Abdrabbuh, Board Position #1

Meeting Date: May 4, 2023

## **Oregon School Board Association and National School Board Association Updates**

**NO ACTION REQUIRED**

### Background

This report provides recent updates from Oregon School Board Association and the National School Board Association. The report includes detailed updates from NSBA's annual conference that was held earlier in April.

### Involvement

Director Sami Al-Abdrabbuh , OSBA President-Elect, and NSBA Director representing the Pacific Region  
OSBA and NSBA staff.

The following announcement was provided by OSBA Executive Director Jim Green

## OSBA Announcement

OSBA President Sonja McKenzie ([Parkrose School District](#)) taped an interview Thursday afternoon with [KGW-TV](#)'s "Straight Talk" on the challenges and rewards of school board service. The show aired last Friday (April 28th) at 7 p.m. and at various times over the weekend, and be available on their YouTube channel: <https://youtube.com/@KGWNews8>.

The host is Ashley Korslien. Other guests on the show are Byronie McMahon, student representative for Portland Public Schools, and Aishiki Nag, student representative for the Tigard-Tualatin School District.

The following announcements and events recap was provided by NSBA staff with a few editorialized comments specific to the relevance of the announcement to Corvallis.

## NSBA Announcements

### **Magna 2024 Application Site Now Open**

Were you inspired by this year's Magna Award winners? Would you like to share with the nation your innovative programming that successfully addressed a district challenge? The application site for Magna 2024 is now open; it closes Oct. 31, 2023. Visit NSBA's [Magna Awards page](#) for details.

I strongly recommend one of Corvallis programs and initiatives to be considered for a Magna Award submission.

## Educational Equity

### **Registration Opening for CUBE 2023 Annual Conference**

The [Council of Urban Boards of Education \(CUBE\)](#) has convened school board members from across the nation for the past 55 years to network and share continually evolving strategies to address the unique educational challenges in our nation's urban centers.

Mark your calendar for the **May 10 registration opening** and join us in Chicago from Sep. 14-16.

## Federal Advocacy

### **GAO Makes Recommendations for Nutrition Programs**

The Government Accountability Office (GAO) recently [published a report](#) regarding school meal programs and provisions in current law that require schools and districts to buy domestic products for meals as much as possible. Schools and districts most often need to buy fresh produce from outside the United States, which requires them to fill out a form requesting an exception from this requirement. However, the forms vary considerably in size and scope, and GAO is recommending that the U.S. Department of Agriculture, which oversees school nutrition programs, standardize these forms moving forward to alleviate the burden on state and local stakeholders.

# NSBA Annual Conference Recap

## NSBA Leadership Changes Announced at General Session



NSBA's Executive Director and CEO John Heim addressed the audience during NSBA's opening general session on Saturday. He talked about the magic in the year in the life of a child, using his year-old granddaughter as an example. He reflected on NSBA's year, as well. "Over the course of the past year, we have reorganized, become more efficient, and are reaffirming ourselves as the Washington voice for boards of education." He then asked NSBA President Frank Henderson to come back to the podium. Henderson announced that Heim would be stepping down as head of the association. "Thanks to the hard work and dedication you've provided over this last year and a half," said Henderson, "NSBA has crossed some turbulent waters. Because of the bridge you built from our past to our future, NSBA is in a much better position now than when you started." Henderson announced that NSBA's Deputy Executive Director Verjeana McCotter-Jacobs would be taking over as executive director and CEO. Previously, McCotter-Jacobs served as NSBA's chief transformation officer and chief equity & member services. Under her leadership the Council of Urban Boards of Education (CUBE) has experienced triple digit growth. Prior to joining NSBA, she served as board chair of Prince George's County Public Schools in Maryland, one of the nation's largest school districts. During her tenure as a school board member, she served as president of the Maryland Association of Boards of Education and CUBE Chair.

### **‘Abbott Elementary’ James speaks at Saturday’s General Session**



Critically acclaimed comedian, actress, and writer Janelle James' quick wit, fearless humor, and vibrant storytelling were on full display as the opening keynote speaker Saturday at NSBA's Annual Conference in Orlando. James' portrayal of the hilariously narcissistic but layered Principal Ava Coleman on ABC TV's award-winning comedy series “Abbott Elementary” has been a fan favorite. That's because "I'm the most fun on the show," James quipped. Describing the difference between the character and the actress, she added, "She's a super narcissist. I'm only a low-level narcissist."

Born in the U.S. Virgin Islands, the oldest of nine children, James grew up poor, attended very strict schools, and developed a love of reading and the library. "My mom convinced me that the library was Disney World," she said. "My best friend in school was the librarian." A favorite book from her childhood: *A Wrinkle in Time*.

Yes, she was a self-described "proud nerd", but it also was cool to be smart, James explained. "I was super smart; still am."

She dismissed criticism that her Principal Coleman character does a disservice to hardworking, dedicated principals: "It's a comedy. It's a show. I'm not a real principal. Get a life." At the same time, the show's ability to present critical issues about public education to viewers — such as the impact of underfunding schools, outdated facilities, and the importance of parent engagement — is due in part to the humor, James said: "The great thing about comedy is that if you make them laugh, they're more apt to listen."

### **CUBE Speaker Whitaker Tells Audience to Fight the Good Fight**



A college sorority sister gave Sonya Whitaker the nickname “Eveready” because she was prepared for any situation. Whitaker lived up to that moniker on Saturday in Orlando when she stepped in on short notice to serve as speaker during NSBA’s Council of Urban Boards of Education (CUBE) luncheon.

Whitaker, the deputy superintendent of Illinois’ Dolton School District 148, was drafted to fill in for scheduled speaker Chezare Warren, who was unable to attend due to a last-minute flight cancellation. Warren is the associate professor of equity and inclusion in education policy at Vanderbilt University’s Peabody College of Education and Human Development.

A veteran NSBA and CUBE presenter, Whitaker also is the author of *Is There Anybody That Can Teach Me How to Read?* and *The Culturally Responsive Teacher*. During her luncheon remarks, she reminded the audience of the importance of “pushing the needle for public education” and believing that they have been “called to lead at such a time as this.” Said Whitaker: “Stay ready and maintain your commitment to fight the good fight for children.”

### **AIAN Speaker Wain: 'The Work You Do Changes Lives'**



Frank Wain grew up on the Rosebud Reservation in South Dakota. He earned the prestigious Gates Millennium Scholarship, and his goal was to become a doctor. But when he started classes, he discovered “the schools on the reservation did not prepare me for college. I was valedictorian, but I didn’t realize I hadn’t really applied myself.”

Wain, who is Sicangu Lakota, was the National American Indian and Alaska Native Council luncheon speaker on Saturday. He attended Columbia College Chicago where he received a bachelor’s degree in audio arts and acoustics. He’s the recipient of three Native American Music Awards. He credits his mother, who raised him as a single parent, for everything he’s been able to accomplish. “She was an educator and stressed the important of education.” He also credits her with understanding when he told her that instead of becoming a doctor, he wanted to study art and music.

He recalled how crucial it was for him to have people in his life who believed in him. “I want to remind you that the work you do changes lives,” he told the audience. “It’s important that we remember how education is rooted in Native communities.”

He ended his speech by breaking out his flute and playing a song he wrote to thank one of his mentors. “The beauty of art and music is that it helps us process things,” he said. “If you share in a creative way, it helps people understand better.”

### **Jenna Bush Hager: The Importance of Reading and Books**



As a former classroom teacher and reading specialist in two large urban communities, Jenna Hager firmly believes “where you’re born should not predict the quality of the education you receive.” That comment elicited enthusiastic applause from the audience Sunday during the second general session of NSBA’s Annual Conference in Orlando.

“Live TV is so much easier than teaching,” said Hager, the co-host of NBC’s *TODAY with Hoda & Jenna* and creator of the show’s popular Read with Jenna Book Club. She credits the success of the book club, which emphasizes new and diverse authors, to the fact that people “love a good recommendation.”

Education, however, continues to have a significant pull for Hager, who said that she often looks for a good education story to feature on *TODAY*. “I’ll advocate for it for the rest of my life,” she said. The power of teaching is unequalled, she added. “What other profession can change the trajectory of a life?”

The censorship and political division currently churning around education,

libraries, and books “hurts,” said Hager, whose mother, former first lady Laura Bush, is a retired librarian and teacher. “We don’t want that to get in the way of doing what’s best for children.”

Teachers and librarians, she added, “are trained to hand out what’s appropriate” to children of different ages and abilities. When we remove educators’ freedom to make choices for their classrooms and libraries, “we’re saying we don’t believe in you, and I don’t think most Americans feel that way.”

**Jenna Hager has signed a limited number of her book, *Sisters First*. Director Al-Abdrabbuh donated a signed copy to Lincoln Elementary School during the last school board business meeting.**

### **Army Vet Shares Lessons of Resilience, Values, and Pride**



Former Lt. Colonel Consuelo Castillo Kickbusch overcame poverty, discrimination, and sexism to reach distinction in the U.S. Army. Sunday, she told attendees at NSBA's National Hispanic Council breakfast, "When you get to be an old soldier like I am, you can tell your story without asking for permission."

For Kickbusch, that story includes being raised in a small barrio in Laredo, Texas, by loving and hardworking parents who were her first teachers and heroes. From their example of dedication to their children and so many others in their community, she absorbed the importance of being a "a shepherd to meet children where they are to bring them along." She also learned lessons of resilience, values, and pride in self and her Mexican heritage.

Kickbusch's father planted the message that "we don't come from a people who are helpless," she said. He also "put in my heart that I was the American dream."

Today, through her mentoring program and visits to school districts nationwide, Kickbusch shares those same messages

with students from the poorest communities, often students who look like the girl she once was. Her goal is to “celebrate and lift our children up so that the world can see them for who they are.”

Kickbusch also encouraged school board leaders in attendance to work to increase the number of board members from diverse backgrounds serving their districts, “so the succession is something all can see.”

### **National Teacher of the Year Speaks on the Legacy of *Brown v Board of Education***



We are taught that the landmark decision of *Brown v Board of Education* is a great thing, but it had unforeseen consequences. Black schools were closed. Black teachers with experience and academic credentials lost their jobs and unqualified white teachers were hired in their places.

Rebuilding Black autonomy was the topic of 2019 Teacher of the Year Rodney Robinson's speech at the National Black Council luncheon on Sunday. He used the term rebuilding, he said, because Black people had autonomy, "and it somehow went away." He recounted that in the pre-Civil-War era in the South, Black people fought for their right to learn how to read. After Reconstruction, they wanted Black schools and Black teachers. "Even as Jim Crow stepped on our necks, we built solid Black institutions," he said.

Today, Black students have lower graduation rates and scores than white students on average. "A lot of our teachers don't have the highest expectations for our kids," he said. "Studies show that."

He encouraged the audience members to make sure their schools are safe places for Black students and their parents. He talked about the importance of hiring teachers of color as well as supporting them once they are on staff.

### **Don't Fear or Ignore AI, Speaker Cheyer Advises**



Artificial intelligence (AI) will become more important to our students than the internet, predicted Adam Cheyer, the co-founder of Siri and an AI pioneer. Cheyer, the keynote speaker at NSBA's Annual Conference on Monday, told the audience that school board members will need to educate themselves on AI and its uses in education. "It's not something we can ignore," he said. "Please take the time to start having these discussions."

Cheyer recounted recent developments in AI starting from 2010 when Steve Jobs purchased the Siri app to be included with the iPhone. "He saw the coming wave of AI before anyone else," said Cheyer. After that, AI has grown in sophistication and usefulness. "In the past decade, things that have happened that I thought I'd never see in my lifetime."

When the most recent version of AI chatbot ChatGPT was introduced in November 2022, it took only five days for it to reach a million users. Educators and school leaders worried that its ability to generate essays and other content made it easier for students to plagiarize. "We had similar fears about the internet," he said. "But the internet is important, and overall, it has brought

good.”

As with other technology tools, educators need to guide students in the best ways to use AI. “It will be a positive force for good and far outweigh the negatives,” he said.

**New NSBA President Kristi Swett:  
Hard but worthwhile work ahead**



“If it wasn’t hard to do, it wouldn’t be worth doing,” is a refrain that new NSBA president Kristi Swett says she often heard her father repeat. Applying that same message of hardwork to benefit public schools—because it’s worth doing—is the challenge Swett presented to attendees Monday during the third general session at the NSBA 2023 Annual Conference.

Her father, a veteran of two wars and more than 30 years of military service, “understood, experienced, and embraced hard work,” said Swett, a school board member from Utah’s Salt Lake City School District.

She told conference attendees that hard work would be needed to correct the false and misleading narrative that school boards and public schools disregard parents’ concerns. “Think about who you serve with on your local boards. How many of your own local school board members are parents, grandparents, aunts, uncles, or guardians of children in your school district?”

Pointing to other areas of focus for NSBA in the coming year, Swett cited: increasing student voice on the national level; greater reliance on the crucial

work of the equity councils; hopefully convening the association's first ever rural summit; building a stronger nonpartisan advocacy agenda; and "continuing to support all of you in the great work we are all so passionate about."

**V. SUPERINTENDENT'S REPORT (7:10 p.m.)\***



# Corvallis

## SCHOOL DISTRICT

### **Superintendent's Report**

Shared with the Corvallis School Board during the May 4, 2023 meeting.

### **Certified Appreciation Week**

We celebrate certified appreciation next week, May 8-12, to celebrate our **certified teachers, speech and language pathologists, mental health therapists, counselors, and nurses**. They do incredible work to support our students' learning, development, achievements, and well-being. They engage our students, challenge them, make them feel seen and heard, and provide care to our students during some of their most challenging times.

Thank you to all of our certified staff for your creativity and dedication!

### **Summer School**

Currently, there is no state-provided funding for summer school programs. While some portions of summer programming depend on this funding, the district is committed to maintaining pared-down programming even without it. We will maintain our partnership with the foundation to support summer programs and determine other funds that we can use to provide programming. The four priority areas are:

- 1) Credit recovery for high school students
- 2) COVID recovery services for students with disabilities.
- 3) Summer WINGS and Life Skills programming
- 4) Corvallis Public Schools Foundation's Grant Requests

### **Boys & Girls Club of Corvallis "Celebrate Kids" Breakfast**

This is the 25th year that the Corvallis Boys and Girls Club has hosted its annual breakfast to raise money to support youth in our community. This year's event featured Corvallis and state "Student of the Year" Andrea Castaneda Perez, a Corvallis High School student, and a keynote by Eric Ely, assistant to the head coach of OSU Women's Basketball.

In addition, past Youth of The Year recipients shared about the impact of the Boys and Girls Club on their current success, including being a social worker in our community, an OSU School of Engineering graduate, and a future teacher. Hearing what our graduates are doing to improve our world is affirming.

### **Affordable Housing**

At our June Board meeting, I will bring forward recommendations to the board on two City Ordinances: Multi-Use Property Tax Exemptions (MUPTE) and Low-income Rental Housing Property Tax Exemptions (LIRPTE). The recommendations will come with a proposed set of criteria for when I, and legal counsel, believe the superintendent should make a decision and when the

school board should decide. I wanted to be sure you anticipated this proposal coming forward next month, as I anticipate requests for approval from the City of Corvallis coming soon.

### **Elected to COSA and AASA Boards**

#### *Coalition of Oregon School Administrators*

I was recently elected as a Zone Director for the Oregon Association of School Executives (OASE) board, one of the Coalition of Oregon School Administrators (COSA) boards. This organization serves and represents more than 2,400 school administrators, managers, and executives to give Oregon's education leaders a united voice in helping to shape public policy, advocate for schools and speak on behalf of students.

#### *American Association of School Administrators*

In addition, I was also elected to the American Association of School Administrators Governing Board, where I will represent Oregon Superintendents. One of my roles will be to go to Washington, D.C., each July for the next three years to share the story of public education with our elected leaders.

### **May 16 Special Election**

A reminder to please vote in the May 16th Special Election, which includes the candidates for our school board. You can find more information on the special election and voter registration on the [Benton County Elections](#) webpage.

### **Elementary School Staffing**

Elementary Teaching and Learning Coordinator Amy Leasan spoke about how the predicted budget reductions over the next four years have impacted staffing decisions at the elementary level. When making decisions, the elementary team considered several factors. First, the decreased K-12 funding from the reduction of COVID-19 relief dollars and the declining enrollment in our district. They also looked to see where improvements could be made despite reduced funding.

To assist with this, the team reviewed research on what was working well and not in our own buildings and what was successful in other school districts. Based on this, the team determined that the best and most effective investment would be having a dean of students in all elementary schools who can support classroom teachers and principals to help build capacity and help principals spend more time in schools and classrooms.

### **Student Board Representatives**

It is already time to say "farewell" to this year's student board representatives. My sincere thank you to each of our student representatives. Our students always ask insightful questions and provide their perspectives on the most critical issues our district faces, and they do it with poise,

confidence, and conviction. Watching them grow throughout the year in their service is a privilege. To those graduating, I wish you great success in your future. To those who will still be with our district, maybe even serve another term as a student representative, I look forward to seeing what you will accomplish in your remaining years with us.

One of the unique aspects of this group of student representatives to the board is that they supported the development of a new school board policy. The policy brings the traditions of having student representatives into policy while elevating student voices in our school board meetings.

**VI. STUDENT REPRESENTATIVE REPORTS (7:20 p.m.)\***

A. Farewell to 2022-23 Student Representatives

**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. OREGON SCHOOL BOARDS ASSOCIATION WORK SESSION (7:50 p.m.)\***

# Corvallis SD MSP Session #4

May 2023

Community  
feedback  
findings  
reflections

- What did you notice?
- What meaning did you make of the data?

## 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

### Student Achievement

- Grade level texts by 3rd
- Algebra by the end of 9<sup>th</sup>
- 9<sup>th</sup> grade on track
- Graduate with post-secondary plan
- No demographic predictors of success

### Equitable Systems

- No demographic predictors of success
- Disaggregated data will be used

### Real-World Learning

- Real world, global perspective with prep for future
- No demographic predictors of student success

### Health and Wellness

- Improve health and wellness of students and staff
- No demographic predictors of student success

### Long Range Facility Planning

- Facilities to provide safe, effective, equitable opportunities for every student
- No demographic predictors of student success

### Goal in Response to COVID-19

- Adapt to new conditions
- Take all preventative measures available to keep school open
- Make decisions based on health and safety, student achievement, and equitable systems

# 2018-23 Board Goals

Which staff members  
should be at the retreat?



## A. Review Community Engagement Findings

# Community Engagement Sessions

November 29, 2022 – January 10, 2023



**Corvallis**  
SCHOOL DISTRICT

**2023-2028**  
**Corvallis School Board Goals**

**Prepared by:**

**Heidi East McGowan, M.B.A., M.P.H.**  
East Consulting & Associates

**Kim A. Rogers, Ph.D., M.P.H., M.S.**

## **Superintendent**

**Ryan Noss**

## **Assistant Superintendent**

**Melissa Harder**

## **Corvallis School District Board of Directors**

**Sami Al-Abdrabbuh**, Board Member | Position #1

**Tina Baker**, Board Member | Position #2

**Terese Jones**, Board Member | Position #3

**Luhui Whitebear**, Co-Vice Chair | Position #4

**Shauna Tominey**, Co-Vice Chair | Position #5

**Vincent Adams**, Board Member | Position #6

**Sarah Finger McDonald**, Chair | Position # 7

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# Introduction

## Background

The Corvallis School District (CSD) Board of Directors established the first Board goals in the 2016-2017 school year. These five goals and corresponding strategies were developed in alignment with Imagine Corvallis 2040: Our Community Vision in Action, which was organized into 6 focus areas:

1. Corvallis supports and engages a changing population in a welcoming community
2. Corvallis is a safe, sustainable, resilient, small city
3. Corvallis connects health care, education, and human services
4. Corvallis has a robust, diversified economy supporting good jobs and a livable community
5. Corvallis cultivates an identity centered on arts, culture, recreation, and celebration
6. Corvallis is a compact, well-planned, livable city

In preparation for revising the current 2018-2013 Board goals, the Board recognized the importance of creating space for community involvement in this process and identified the community “voice” as an essential component of informing and developing future Board goals.

## Purpose

The Corvallis School District partnered with East Consulting & Associates to facilitate multiple engagement sessions with students, parents, local community members, and special interest groups. The purpose of these engagement sessions was to solicit feedback from the community about their experiences with the Corvallis School District, as well as the current Board goals – student achievement, equitable systems, real-world learning, health & wellness, and long-range facility planning. Participant responses will be used to inform a strategic plan to develop the 2023-2028 Corvallis School District Board Goals.

# Engagement Sessions

## **Session 1.**

November 29, 2022

District Diversity Equity Inclusion (DEDI) Committee

**18** participants

## **Session 2.**

November 30, 2022

Open Community Forum I

**16** participants

## **Session 3.**

December 7, 2022

Students Advocating for Equity (SAFE)

**85** participants

## **Session 4.**

December 13, 2022

Open Community Forum II

**25** participants

## **Session 5.**

December 14, 2022

Special Education Advisory Committee (SEAC) I

**14** participants

## **Session 6.**

December 14, 2022

Special Education Advisory Committee (SEAC) II – Spanish

**6** participants

## **Session 7.**

January 9, 2023

Casa Latinos Unidos and NAACP – Spanish

**8** participants

## **Session 8.**

January 10, 2023

Open Community Forum III

**37** participants

# Demographics

The Corvallis School District Superintendent, Assistant Superintendent, and Board of Directors partnered with East Consulting & Associates to develop the protocol for this demographic survey.

Prior to each engagement session, participants were asked to complete an anonymous demographics survey. Surveys consisted of four general questions about affiliation, race, ethnicity, and gender (See Appendix A). Surveys were available in English and Spanish.

Of the total 209 participants who took part in the engagement sessions, 198 participants completed the demographic survey, while 11 participants declined. The survey results are listed below in both counts and percentages.

## Affiliation

As shown in Table 1, of the 198 engagement session participants who completed the survey, the majority ( $n=94$ ) identified a parent or family member of a current student.

**Table 1.** Affiliation with Corvallis School District ( $n=198$ )

	<i>n</i>	Percentage
Current student	86	43.3%
Parent or family member of current student	94	47.4%
Corvallis School District Staff	24	12.1%
Community member not related to current student	7	3.5%

**Note.** Survey respondents could select more than one answer

## Race

Of the 198 participants who completed the survey, over half ( $n=103$ ) identified as White, followed by Latin American – White ( $n=33$ ), Asian ( $n=21$ ), and Black ( $n=14$ ).

**Table 2.** Self-Identified Race ( $n=198$ )

	<i>n</i>	Percentage
American Indian	4	2.0%
Central/South American Indian	7	3.5%
Asian	21	10.6%
East Asian	11	5.6%
South Asian	8	4.0%
Southeast Asian	5	2.5%
African American	11	5.6%
Black	14	7.1%
Caribbean	3	1.5%
Latin American – Black	6	3.0%
Latin American – Brown	1	0.5%
East African	1	0.5%
South African	2	1.0%
West African	1	0.5%
Native Hawaiian	5	2.5%
Eastern European	5	2.5%
Latin American – White	33	16.7%
Middle Eastern	12	3.1%
North/South African – White	3	3.1%
White	103	52.0%
Other:		
Latino / Latina	5	2.5%
Mexican American	6	3.0%
Indigenous Mexican	1	0.5%
Filipino	1	0.5%
Did not answer	8	4.0%

**Note.** Survey respondents could select more than one answer

## Ethnicity

As shown in Table 3, almost 70% ( $n=137$ ) of the participants identified as non-Hispanic.

**Table 3.** Self-Identified Ethnicity ( $n=198$ )

	<i>n</i>	Percentage
Hispanic	57	28.8%
Non-Hispanic	137	69.2%
Did not answer	4	2.0%

## Gender

As seen in Table 4, approximately 64% of the participants who completed the survey identified as female.

**Table 4.** Self-Identified Gender ( $n=198$ )

	<i>n</i>	Percentage
Female	126	63.7%
Male	54	27.3%
Cis Gender	7	3.5%
Transgender	1	0.5%
Gender Fluid	2	1.0%
Non-Binary	3	1.5%
Gender Queer	1	0.5%
Did not answer	4	2.0%

# Common Themes

## Methodology

Each engagement session lasted approximately 1.5 hours. Engagement sessions were facilitated using broad open-ended questions that focused on three content areas: 1) Positives/Strengths, 2) Barriers/Challenges, and 3) Board Goals/Recommendations.

Prior to the start of the engagement sessions, participants were provided the complete list of engagement questions (see Appendix B) and the existing 2018 - 2023 Board Goals (see Appendix C). All materials were offered in English and Spanish.

Field notes were taken during the engagement sessions for the purpose of documenting the content of the conversations, including feedback provided by the participants.

## Data Analysis

Responses to engagement session questions were systematically analyzed for common themes. Thematic analysis was used to identify and organize emerging patterns in content and meaning from the qualitative data obtained through the engagement sessions. Emerging themes were (a) listed separately and chronologically, (b) examined for conceptual similarities and differences, and (c) grouped into clusters of lower-order subthemes based on thematic connections. Lower-order themes were then further grouped into higher-order core themes, which were each labeled and represented graphically in a summary table of themes, together with relevant examples.

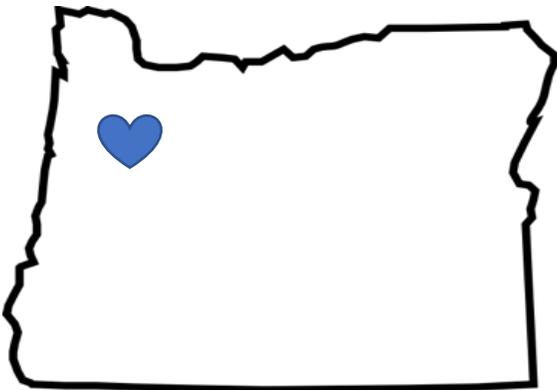
This report provides an initial analysis and presentation of findings.

# Positives / Strengths

The following themes emerged from the engagement sessions highlighting current positives and strengths for raising children or growing up in the Corvallis community:

## Corvallis Community

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



“  
Corvallis is a lovely place.  
There is no better community.”

“  
It takes a community to  
raise kids in the community.”

A complete overview of community positives and strengths is provided in **Table 5**.

<b>Table 5. Overview of Community Positive / Strengths</b>	
<b>Theme</b>	<b>Example</b>
<b>Safety</b>	• It's a safe community to raise children
	• Quiet and safe
	• Low crime
	• My child feels safe
	• Environment feels safe
	• Safe for kids to wander around
	• Love that it is quiet and safe
	• Community feels safe...no threat of harm
<b>College Town</b>	• Love being in a college town. Provides a world that is bigger than Corvallis
	• College-driven community
	• College town offers additional opportunities and resources (e.g., KidSpirit)
	• OSU brings diversity
	• University = high respect for education
	• International and cultural experiences afforded by OSU
	• College town attracts positive cultural experiences
	• A lot of opportunities to learn since this is a college town
<b>Location</b>	• Beautiful community...picturesque...beautiful setting
	• Open green spaces
	• Peaceful, natural environment
	• Small and not fast-paced
	• Close to mountains and the coast
	• It's very calm here
	• Small size geographically
	• Lots of nature nearby
<b>Care &amp; Connection</b>	• Love community...feel a part of something
	• The folks in the community care and support each other
	• We are a welcoming community!
	• Village mentally
	• Community that cares about each other
	• I felt comfortable here. I fell in love with the community and space
	• Welcoming and inclusive
	• I like the people. They are kind
<b>Resources</b>	• Public library
	• Parks & Recreation
	• Amazing collaboration with Boys & Girls Club
	• Transportation – free city bus
	• Multicultural Center
	• Accessibility services for families that need them
	• IMPACT, Special Olympics, Benton County DD Services - open to all types of students in Special Education

The following themes emerged from the engagement sessions for current positives and strengths in the Corvallis School District (CSD):

## Corvallis School District



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

“ The community is a reflection of the CSD – intentions are good. The district values teachers and community members and students. ”

“ Continuous feedback between the School Board and community. Helpful for growth and changes and seeing where we are at every time. ”

A complete overview of the CSD positives and strengths is provided in **Table 6**.

<b>Table 6. Overview of Corvallis School District Positive / Strengths</b>	
<b>Theme</b>	<b>Example</b>
<b>Student &amp; Community Engagement</b>	• The CSD values parents' input and involvement
	• Holding the listening sessions to gather community input
	• I can reach out and I am heard and acknowledged...proactive in hearing our voices
	• CSD is considerate of our feelings and point of view
	• Having these meetings – these spaces to hear the parent voices
	• Involving community feedback on a regular basis. Asking more than once feels good
	• Appreciate the listening sessions and the opportunity to reach out to different folks
	• Respecting that students have knowledge and something to share
	• How accessible superintendent is and present at all the meetings
<b>Quality Teachers</b>	• Lots of dedicated teachers working for the district
	• New teacher academy support from the superintendent being here
	• Phenomenal teachers despite the COVID disruption
	• Really impressed with our teachers. We've been impressed with every teacher
	• Teachers are excellent. The glue that holds it together
	• Observed great care from teachers. Deep desire to help each student
	• Attracting and retaining great teachers
	• Great experiences with teachers – kind and firm, received positively
<b>Student Support</b>	• Commitment to dual language program
	• Great job promoting social emotional learning and growth mindset
	• Free lunches and breakfast. No application needed
	• The counselors are very helpful. I like their open-door policy
	• Providing safe environments
	• Does a good job of identifying [families] who need support of all different types
	• Addition of mental health services has been a bonus
	• Care and attention for my child's overall well-being, beyond just academics
<b>Facility Improvement</b>	• Updated schools from a function and safety standpoint - large investment
	• Improvements of nearly all facilities
	• Appreciate the investment in facilities and buildings
	• Facilities are pretty extraordinary, especially with the upgrades
	• The new buildings and the investment of our town in these schools
	• Funding for buildings – upgrades and investing in structures
<b>Commitment to DEI</b>	• They believe in diversity
	• SAFE and PRIDE groups are sponsored by the CSD. This is huge!
	• Engaging equity (language and cultural) in the classroom
	• Impressed with the equity work and the goals the district has been focusing on
	• Valuing culture
	• Prioritizing marginalized communities
	• Inclusion assistants in the classroom
	• Emphasis on the policy for equity. The transgender policy is valuable

# Barriers / Challenges

The following themes emerged from the engagement sessions for barriers and challenges that exist in the Corvallis School District that prevent students, staff, or families from having a successful experience:

## Corvallis School District

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

“ It’s tough to define what a successful experience is – it’s different for different people. ”

“ This question should be considered with regard to “which students” and “which families.” There is some invisibility for some students and families. ”

A complete overview of CSD barriers and challenges is provided in [Table 7](#).

<b>Table 7. Overview of Corvallis School District Barriers and Challenges</b>				
<b>Theme</b>	<b>Example</b>			
<b>Diversity &amp; Cultural Competence</b>	<ul style="list-style-type: none"> <li>• There is no diversity in the classroom or no diversity within the staff</li> <li>• Lack of diversity in Corvallis...barrier for development of child</li> <li>• There is the school perspective, the parents, and the student. There's a gap in the middle for many of culturally-linguistically diverse families.</li> <li>• Sometimes we are blind to the barriers for families of color</li> <li>• Ways to accommodate for families of color. Our system works in a White mentality. We have to find ways to reach out to families of color</li> </ul>			
	<ul style="list-style-type: none"> <li>• Question: Do teachers receive SpEd training? What does that look like?</li> <li>• The schools need more staff/educators that have experience with special needs</li> <li>• SpEd caseloads are too big. They have a lot of responsibilities, not enough time</li> <li>• The way disability is viewed in our school system is a deficit and it needs to be changed</li> <li>• We need to educate children about students with disabilities. We are talking about race and culture. We also need to talk about special needs. They may be in the same room, but they are not included</li> <li>• Students with disabilities - the data shows over and over that these students are failing - there is no sign of improvement</li> <li>• Equitable access to resources; every school runs their SpEd program differently</li> <li>• Systems to support students during transitions from one level to the next</li> </ul>			
	<b>Special Education</b>	<ul style="list-style-type: none"> <li>• The academic expectations and standards are not high enough</li> <li>• Making it too easy for students to "be successful"/ graduate; need more challenge to get into competitive schools</li> <li>• Math should be accessible by all for all regardless of their level</li> <li>• Programs are cancelled (OBOB, Robotics)</li> <li>• Detracking math has not been beneficial for all students. Those with higher level skills are not challenged</li> <li>• Focus on measure of growth, not performance</li> </ul>		
		<b>Academics</b>	<ul style="list-style-type: none"> <li>• Behavior issues continue to be a barrier for other students to access learning</li> <li>• Having extremely disruptive children in the class; this does not support staff or the rest of students</li> <li>• Too much freedom for students who are disruptive; need to have an alternate path (better for students and staff)</li> <li>• Bullying is a problem. Students do not feel supported when they report incidents</li> <li>• With behavior issues it takes teacher time away from the other kids</li> <li>• Behavior staff are so overwhelmed</li> </ul>	
			<b>Behavioral Issues</b>	<ul style="list-style-type: none"> <li>• Housing/food insecurity prevents many students and families from having a positive learning experience</li> <li>• Families navigating poverty and homelessness</li> <li>• There are some extremes – socio-economic... the divide is hard.</li> <li>• Students who experience homelessness - their life experience is taxing them to the point that they may not be able to participate in these programs</li> </ul>
<b>Basic Needs</b>				

The following themes emerged from the engagement sessions for barriers and challenges that prevent students accessing programs or resources:

## Accessing Programs & Services

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

“ They don’t participate because there isn’t extra support. No accessibility. ”

“ Sometimes we don’t know what programs there are in the school. Sometimes we don’t know what the resources are. ”

A complete overview of barriers and challenges to accessing programs and resources is provided in **Table 8**.

<b>Table 8. Overview of Barriers and Challenges to Accessing Programs &amp; Resources</b>	
<b>Theme</b>	<b>Example</b>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• After school is a challenge, especially since we don't have transportation</li> <li>• How to get to swim practice without family resource to get to practice</li> </ul>
	<ul style="list-style-type: none"> <li>• Students who rely on bussing often are late, can't stay after school for extra help</li> </ul>
	<ul style="list-style-type: none"> <li>• School programs are competitive - sports too. Anyone with access outside of school gets on the teams</li> </ul>
	<ul style="list-style-type: none"> <li>• Transportation to and from school is a barrier</li> </ul>
	<ul style="list-style-type: none"> <li>• Transportation is a huge barrier</li> </ul>
	<ul style="list-style-type: none"> <li>• Information is not getting to the parents, if students are not aware of these resources, parents won't know</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of what is available. I don't even know what the resources are.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students don't know how to access programs, and no one is reaching out to see if they need it</li> </ul>
	<ul style="list-style-type: none"> <li>• What programs or resources? More than sending a flyer...don't know things even exist</li> </ul>
	<ul style="list-style-type: none"> <li>• Sometimes we don't know about the programs.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Lots of steps to make sure the communication is translated – there is a disconnect between immigrant families</li> </ul>
	<ul style="list-style-type: none"> <li>• My child doesn't know about the programs because of limited language</li> </ul>
	<ul style="list-style-type: none"> <li>• Those who English is not first language may have a barrier in communication</li> </ul>
	<ul style="list-style-type: none"> <li>• International families are not familiar with the system not having gone through K-12 in the US so struggle to support and know what to ask or what to expect</li> </ul>
	<ul style="list-style-type: none"> <li>• The schools should find ways to get information to parents. This includes families that speak languages other than Spanish or English</li> </ul>
<b>Financial Resources</b>	<ul style="list-style-type: none"> <li>• Financial needs</li> </ul>
	<ul style="list-style-type: none"> <li>• Only some families/students can access tutoring to accelerate in math – now only students with money can advance</li> </ul>
	<ul style="list-style-type: none"> <li>• Financial barriers from letting students access programs (e.g., fee may be waived for activity/sports but can't afford the uniform or costume needed)</li> </ul>
	<ul style="list-style-type: none"> <li>• Lack of income</li> </ul>
	<ul style="list-style-type: none"> <li>• Families that work and students that work; it is hard to connect with the resources they need</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Lack of communication on how to access programs</li> </ul>
	<ul style="list-style-type: none"> <li>• Fix communication chain</li> </ul>
	<ul style="list-style-type: none"> <li>• Feel some items are not communicated or shared to a broader audience. (e.g., need to prepare early in MS to take higher level courses in HS).</li> </ul>
	<ul style="list-style-type: none"> <li>• There needs more communication, many parents don't have access to email, so they don't know about the things going on in the district</li> </ul>
	<ul style="list-style-type: none"> <li>• Lack of consistent communication school to school</li> </ul>
	<ul style="list-style-type: none"> <li>• The way we communicate does not always work for families of color</li> </ul>

# Supporting Students

The following themes emerged from the engagement sessions for feedback on recommendations for how to better support and prepare students for the challenges and opportunities they will face in the future:

## Recommendations for Student Support

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

“ This is a million-dollar question! ”

“ 21<sup>st</sup> Century Learning. How do we prepare students for the world they are graduating into? Where are we with that? How do we support students for what they are going into? ”

A complete overview of recommendations to support students is provided in **Table 9**.

<b>Table 9. Overview of Recommendations to Support Students</b>					
<b>Theme</b>	<b>Example</b>				
<b>Build Partnerships</b>	<ul style="list-style-type: none"> <li>• Greater partnerships between schools and community to learn about resources</li> <li>• Workshops to expand the relationships between parents, students, &amp; teachers/staff</li> <li>• Build that connection between staff and families to support the plans of the student</li> <li>• OSU is an untapped resource</li> <li>• Inviting families to the table as true members of the team</li> <li>• Need parents, kids, teachers working together</li> <li>• More inclusiveness with the community so they are out and about interacting</li> <li>• Build positive relationships with students</li> <li>• Getting to know students and their stories (more personal connections)</li> <li>• [Students] need to feel like they are a part of their school community</li> </ul>				
	<b>Academic Excellence</b>	<ul style="list-style-type: none"> <li>• Academic excellence...elevating all, but ensuring that we aren't lowering the ceiling</li> <li>• Challenge every student at the level they need to be challenged</li> <li>• Pursuing excellence is important – keep offering AP classes</li> <li>• Baseline for kids to achieve isn't enough. Need to push kids. They can/should be more independent and/or pushed to higher levels</li> <li>• Students need to be challenged- don't take away the hard things</li> <li>• Clearer communication about the rigor of academics</li> <li>• More challenge academically. Extra programs that get kids to think outside the box</li> </ul>			
		<b>Life Skills</b>	<ul style="list-style-type: none"> <li>• Preparation for real life</li> <li>• What does “Real World Learning” mean? Balancing a checkbook? Woodshop? Teamwork? They are going to need to learn all of these real-life skills</li> <li>• Teach students social/emotional learning all years in school</li> <li>• More real-life classes: personal finances, interviewing skills, stress management, taxes, good eating habits,</li> <li>• Cross cultural experiences for families and students</li> <li>• How do we help kids to build flexibility and learn from one another?</li> <li>• More independent, critical thinking skills</li> <li>• Increasing education on emotional intelligence</li> </ul>		
			<b>Career &amp; College</b>	<ul style="list-style-type: none"> <li>• Prepare students for a variety of futures – lots of pathways</li> <li>• Knowing about all of the post HS opportunities. Not everyone is going to college</li> <li>• Career options, school options, and military</li> <li>• More support on campuses for specific questions about college and career</li> <li>• Provide workshops and job fairs about what is out there and available to help figure out what kinds of jobs they are looking for</li> </ul>	
				<b>Transitions</b>	<ul style="list-style-type: none"> <li>• There needs to be a transition process from high school and beyond. There has been a lack of planning for this next step. Not a lot of resources during this transition</li> <li>• If there was a transition program from elementary to middle and middle to high</li> <li>• Students with disabilities need a thorough and thoughtful transition process</li> <li>• Solid transition plans and resources available so that our students can have the opportunities to shadow a business, get a job, needs to be in place</li> </ul>

# Board Goals

The following themes emerged from the engagement sessions for feedback on current board goals and suggestions for improving and prioritizing future board goals in the Corvallis School District:

## Board Goals

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

“ Equity discussions...we need to move beyond the mono lens, one dimension, and look at all aspects of it. Intersectionality is important and needs to be included. ”

“ All important and all should continue to be prioritized. All integrate well with each other. Student achievement is embedded with the other goals listed. ”

A complete overview of board goals is provided in [Table 10](#).

<b>Table 10. Overview of Corvallis School District Board Goals</b>	
<b>Theme</b>	<b>Example</b>
<b>Equitable Systems</b>	<ul style="list-style-type: none"> <li>• Add disability to Equitable Systems</li> <li>• Equitable systems – prioritize this because it will fix the others</li> <li>• How is recruitment and retention of BIPOC staff actually happening? What is the strategy? The goals need to be more specific about action.</li> <li>• Equity discussions – more disability awareness</li> <li>• Equitable Systems has to be a part of Academic Achievement</li> <li>• Nothing for persons with disabilities - this is the largest minority group and they are intersectional - needs to have something specific about disabilities</li> <li>• Missing a student identity strategy</li> <li>• Focus on transportation issues so not impacting students access to learning</li> </ul>
	<ul style="list-style-type: none"> <li>• Health &amp; Wellness a priority. Foundational to all the other things</li> <li>• Putting more resources into supporting students at an emotional level</li> <li>• Student safety needs to be a part of Health &amp; Wellness goal</li> <li>• School district get involved in helping to get better mental health resources</li> <li>• Health and wellness as a habit...starts from a young age</li> <li>• Everyone needs mental health support and food security</li> <li>• More support or resources when it comes to bullying and harassment</li> <li>• H&amp;W needs a strategy around teaching screen time literacy - risk, exposure, screen time limits - do not expect kids to be monitored by the filter</li> <li>• Missing SEL strategy – addressing emotional IQ</li> </ul>
	<ul style="list-style-type: none"> <li>• Corvallis has some great opportunities here and get them into spaces and have an internship-type program. Reaching out to local business</li> <li>• More cultural learning – there are many cultures in the district</li> <li>• Contemporary learning environment (be open to new ways of providing learning opportunities)</li> <li>• Would like to see more opportunities for real world experiences, even basic level</li> <li>• Missing financial, computer, and media literacy</li> </ul>
	<ul style="list-style-type: none"> <li>• Set a benchmark for excellence; missing excellence in student achievement</li> <li>• Only reading and math highlighted, what about other subject areas?</li> <li>• It should be a big priority to make sure that the school and school district should be actually supporting students instead of lowering requirements for success</li> <li>• Deep partnership with OSU on multiple levels</li> <li>• Lift everyone up rather than lowering expectations</li> <li>• Low expectations for students with disabilities</li> </ul>
	<ul style="list-style-type: none"> <li>• Is there ever an evaluation around implementation?</li> <li>• The question is about implementation. That is what should be revised/reviewed</li> <li>• How can we know if they are meeting them?</li> <li>• It would be nice to see a comparison between the initial goals and what the district does to achieve them/take action/implement them</li> <li>• There should be a focus on implementation evaluation</li> </ul>

# Advancing Equity

The following themes emerged from the engagement sessions for feedback on recommendations for advancing equity in the Corvallis School District:

## Advancing Equity

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

“ Every school should have an equity plan for the year...staff development, data-driven & accountability. ”

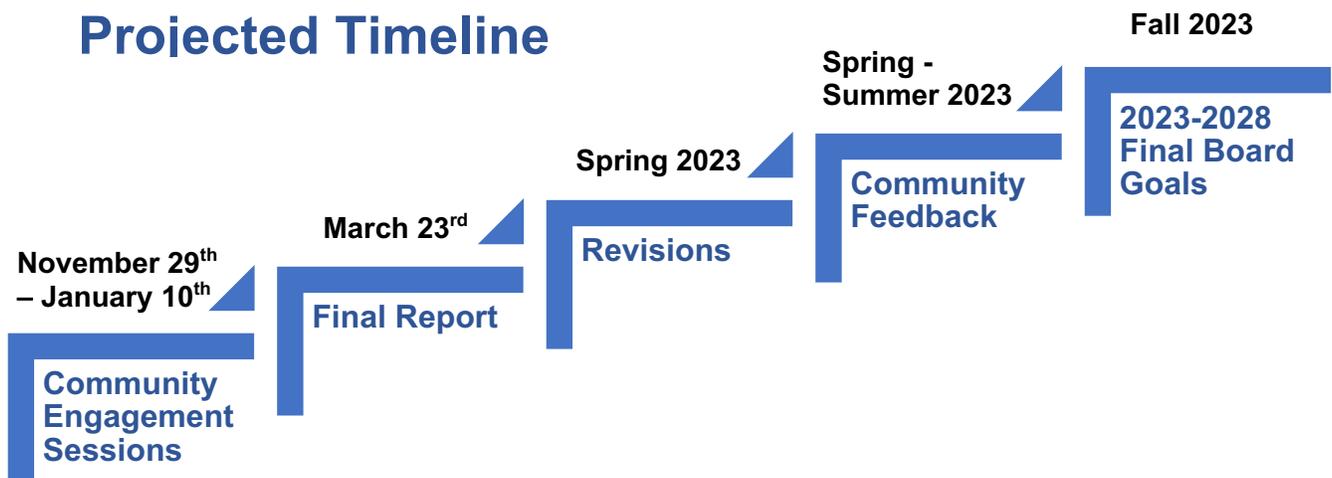
“ We have seen more changes and more support with Ryan’s help. We hope he stays as superintendent for many more years. ”

A complete overview of recommendations to advance equity in the Corvallis School District is provided in **Table 11**.

<b>Table 11. Overview of Recommendations to Advance Equity in the CSD</b>	
<b>Theme</b>	<b>Example</b>
<b>Student Involvement</b>	• Including kids in their version of success
	• Need more understanding and see it from a student perspective
	• Increase student voice and empowerment
	• Like to see more buy-in from students about their learning & the importance of it
	• Increasing and maintaining student involvement so they know their viewpoints are heard and they have a voice in the systems
	• Students feeling included. A sense of belonging should be for all students
	• When you ask to hear student voices, actually hear them and listen to them
	• Take action on student suggestions
<b>Resources &amp; Support</b>	• Children with disabilities need to be included in an equitable way
	• Prioritize BIPOC affinity spaces (like SAFE). Provide more funding for these
	• To know and elevate the strengths of children with special needs
	• Working to support those who have greater needs
	• LGBTQ staff representative
	• Many barriers for families (transportation, time, childcare). Can the district help?
	• Scholarship opportunities and funding
	• Connect kids with more people –internships, connections, coaches, mentorship
<b>Communication</b>	• Who gets lost when we talk about equitable systems is neuro-diverse kids
	• Communication needs to be a priority as we think about engaging families
	• Keep asking for feedback and experiences
	• Staff on the front lines see a lot and need a way to share this productively
	• Make sure people feel secure about sharing what they see as inequities. This session is one way
<b>Teachers &amp; Staff</b>	• Needs to be more meetings like these where our voices are heard and valued
	• Introduce educators to implicit bias and learning strategies to mitigate it
	• Have more staff trained to help all types of children
	• Make sure teachers are aligned with the vision of the district around equity - continue to discuss this
	• Provide teachers and staff with tools and training
	• Focus on recruiting and retaining diverse staff (race, culture, language)
	• Teachers to talk to students about students with disabilities
	• Cultural events with more staff involved
	• Professional development opportunities for staff on racial consciousness
<b>Curriculum</b>	• Implementing equity into the curriculum from a young age
	• Lift everyone up rather than lowering expectations
	• History curriculum to teach about people of color history and culture
	• Include ethnic studies at middle and high schools as a social studies option
	• Encourage teaching equity in school and making sure it's part of the curriculum
	• Share equity lessons with parents

# Next Steps

## Projected Timeline



The Final Report summarizing the information from the engagement sessions will be presented to the School Board on March 23, 2023.

The board will continue the revision process at their May 4, 2023 work session.

Members of the public can email their comments about the draft goals to the Board or attend public comment at a board meeting.

Information about topics at future board meetings is posted on the school board BoardBook webpage: <https://meetings.boardbook.org/Public/Organization/1216>

# Acknowledgements

A special thanks to the parents, students, staff, and community members who participated in and shared their “voices” in the engagement sessions.

**Interpreters:**

Isabel Juarez Lopez,  
Carlos Valdes Casillas,  
Elena Chavarria-Correa,  
LuisCabeza-Luque

**Childcare:**

Aafia Saeed, Kandy Chavez

Notetakers

Catering Services

# Appendices

# Appendix A. Demographic Survey

Thank you for taking a moment to fill out this survey. This is an anonymous survey. Please do not write your name on the survey. The information you provide will be aggregated in a report and used to inform the Corvallis School Board about who participated in the engagement sessions.

1. What is your association with the Corvallis School District? Please check all that apply.

- Current student
- Parent or family member of current student
- Corvallis School District staff
- Community member (not related to a current student)

2. What is your racial identity? Please check all that apply. If you are unable to find the race with which you most closely identify, you have the option to enter your race under the “Other (please specify)” option.

- |  |  |
|--|--|
| <input type="checkbox"/> American Indian               | <input type="checkbox"/> Latin American – Black      |
| <input type="checkbox"/> Alaska Native                 | <input type="checkbox"/> Central African             |
| <input type="checkbox"/> Central/South American Indian | <input type="checkbox"/> East African                |
| <input type="checkbox"/> Oregon Tribes                 | <input type="checkbox"/> South African               |
| <input type="checkbox"/> Asian                         | <input type="checkbox"/> West African                |
| <input type="checkbox"/> East Asian                    | <input type="checkbox"/> Native Hawaiian             |
| <input type="checkbox"/> South Asian                   | <input type="checkbox"/> Eastern European            |
| <input type="checkbox"/> Southeast Asian               | <input type="checkbox"/> Latin American – White      |
| <input type="checkbox"/> Oceania                       | <input type="checkbox"/> Middle Eastern              |
| <input type="checkbox"/> African American              | <input type="checkbox"/> North/South African – White |
| <input type="checkbox"/> Black                         | <input type="checkbox"/> White                       |
| <input type="checkbox"/> Caribbean                     | <input type="checkbox"/> Other (please specify)      |

3. What is your ethnicity?

- Hispanic
- Non-Hispanic

4. What is your gender identity? \_\_\_\_\_

# Appendix B. Engagement Questions

## Positives / Strengths

1. What is one thing about the community that makes it a good place to raise children or to grow up in?
2. When considering what you value about the Corvallis School District, what is the school district currently doing well?

## Challenges / Barriers

3. What challenges and barriers exist that prevent students, staff, or families from having a successful experience in the Corvallis School District?
4. What challenges and barriers exist that prevent students from accessing programs or resources?
5. What can the school district do to better support students and prepare them for the challenges and opportunities they will face in the future?

## Board Goals / Suggestions

6. When you reflect on the Board's five goals (see below), which of these are important to continue to prioritize? Is there anything missing?
  - a. Student Achievement
  - b. Equitable Systems
  - c. Real-World Learning
  - d. Health & Wellness
  - e. Long-Range Facility Planning
7. What goals would you like the district to prioritize to prepare students for their futures?
8. When you reflect on the Board's goal of equitable systems, what suggestions do you have for the Corvallis School to advance equity in the next five years?

# Appendix C. 2018-2023 Board Goals

## Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

### **Strategies:**

1. Monitor students' reading progress in grades pre-K – 3rd grade using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.
2. Prepare students to successfully complete Algebra I by the end of 9th grade.
3. Develop a system that ensures each 9th grade student is on track to graduate.
4. All students graduate with a post-secondary plan.

## Goal 2: Equitable Systems

Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

### **Strategies:**

1. Recruit and retain racially and culturally diverse staff.
2. Increase and support student voice, empowerment, and leadership in our schools.
3. Expand parent and community partnerships.
4. Increase and support school staff and administrative empowerment in leadership in our schools.
5. Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

### **Goal 3: Real-World Learning**

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

#### ***Strategies:***

1. Support cultural responsiveness and biliteracy in our students and staff.
2. Create additional learning pathways toward graduation and life beyond high school.
3. Integrate real-world, experiential learning in all grades.
4. Integrate communication, critical thinking, collaboration, creativity, and problem-solving skills into learning experiences.
5. Integrate environmental, social, and economic-sustainability in learning experiences.

### **Goal 4: Health & Wellness**

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

#### ***Strategies:***

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

### **Goal 5: Long-Range Facility Planning**

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

#### ***Strategies:***

1. Communicate the needs for improved infrastructure and facilities with the Corvallis community.
2. Engage staff, parents, students, and community in execution of facility improvements consistent with the district's core values for educational design.
3. Complete construction projects through a voter-approved bond levy.



## B. Discussion - Goal Categories



## **2018-2023 Board Goals**

*(Adopted 10-14-21)*

### **Goal 1: Student Achievement**

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Monitor students' reading progress in grades pre-K - 3rd grade using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.
2. Prepare students to successfully complete Algebra I by the end of 9th grade.
3. Develop a system that ensures each 9th grade student is on track to graduate.
4. All students graduate with a post-secondary plan.

### **Goal 2: Equitable Systems**

Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

Strategies:

1. Recruit and retain racially and culturally diverse staff.
2. Increase and support student voice, empowerment, and leadership in our schools.
3. Expand parent and community partnerships.
4. Increase and support school staff and administrative empowerment in leadership in our schools.
5. Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

*(Continued on next page.)*

### **Goal 3: Real-World Learning**

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Support cultural responsiveness and biliteracy in our students and staff.
2. Create additional learning pathways toward graduation and life beyond high school.
3. Integrate real-world, experiential learning in all grades.
4. Integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.
5. Integrate environmental, social, and economic-sustainability in learning experiences.

### **Goal 4: Health & Wellness**

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

Strategies:

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

### **Goal 5: Long Range Facility Planning**

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Communicate the needs for improved infrastructure and facilities with the Corvallis community.
2. Engage staff, parents, students and community in execution of facility improvements consistent with the district's core values for educational design.
3. Complete construction projects through a voter-approved bond levy.

*(Continued on next page.)*

### **Goal 6: 2021-22 Goal in Response to COVID-19**

As a school district, adapt to the new conditions presented by the COVID-19 pandemic. Take all preventative measures available, working with community partners, to keep our schools open with students in our classrooms. Make decisions focused on health and safety, student achievement, and equitable systems.

1. Implement the most current Oregon Department of Educational blueprint.
2. Implement executive orders, rules, and guidance from the Oregon Department of Education, Oregon Health Authority, Governor's Office, and Benton County.
3. Provide ongoing communication with staff, students, and the community.
4. Utilize any new resources that are earmarked for the purposes of academic, health, and wellness resumption efforts.
5. Prioritize communities that are disproportionately impacted by COVID-19.

**IX. BOND UPDATE (9:20 p.m.)\***



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Facilities and Transportation  
Meeting Date: May 4, 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 May 4, 2023



## GENERAL PROGRAM UPDATES

Teams are in spring production mode. Lots of effort is going on to be ready for occupancy of new spaces, which will also free up exterior space for site construction. 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. All three of these sites are on track for opening for school in September of this year.



*College Hill High School, showing the new back paving and the new covered learning area!*



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 2023

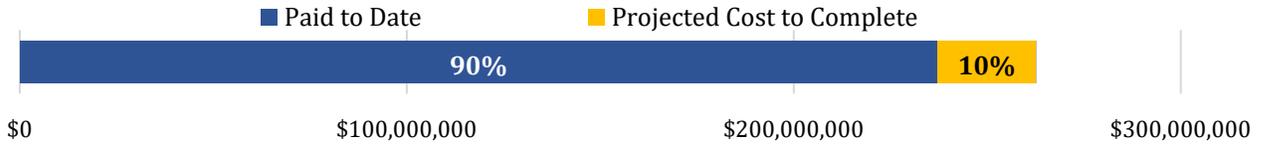


## FINANCIAL SUMMARY AS OF MARCH 31, 2023

Voter Approved Bond Issuance	\$ 199,914,046
Bond Sale Premium	39,204,888
Bond Interest Earnings	10,676,325
OSCIM Grant <sup>1</sup>	6,234,147
Other Funding <sup>2</sup>	5,110,163
Projected Resources through End of Program <sup>3</sup>	1,537,501
<b>Total Program Resources</b>	<b>\$262,677,070</b>

Paid to Date	\$ 237,038,574
Projected Cost to Complete	25,582,325
<b>Total Projected Costs</b>	<b>\$ 262,620,899</b>
Unallocated Program Reserves	56,171
<b>Total Program Requirements</b>	<b>\$ 262,677,070</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	\$ 14,770,452	74%	\$ 5,162,303
Garfield	20,431,066	5,206,472	(15,878)	25,621,660	25,623,439	100%	(1,779)
Bessie Coleman	38,462,382	(528,074)	1,266,910	39,201,217	38,593,440	98%	607,777
Kathryn Jones Ha	12,322,158	6,743,678	413,891	19,479,727	18,966,705	97%	513,022
Lincoln	32,068,849	6,515,748	1,301,767	39,886,364	39,715,466	100%	170,898
Mt View	8,904,029	8,146,119	(589,573)	16,460,575	8,377,719	51%	8,082,856
Leticia Carson	11,807,766	6,349,628	4,172	18,161,566	17,849,733	98%	311,833
Franklin	8,897,336	2,520,420	988,192	12,405,948	11,242,537	91%	1,163,411
Cheldelin	9,992,479	333,543	1,720,308	12,046,330	11,629,109	97%	417,221
Linus Pauling	400,000	24,226	110,985	535,211	535,369	100%	(158)
Corvallis	7,982,711	2,450,366	37,990	10,471,067	10,275,472	98%	195,595
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	8,488,901	53%	7,397,411
Program Administration	9,615,219	1,482,019	941,336	12,038,574	10,701,505	89%	1,337,069
<b>TOTAL</b>	<b>\$199,914,046</b>	<b>\$ 49,261,761</b>	<b>\$ 13,445,092</b>	<b>\$262,620,899</b>	<b>\$ 237,038,574</b>	<b>90%</b>	<b>\$ 25,582,325</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  
May 4, 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: Continuing with wall, ceiling and floor finishes.
- New Addition:
  - Roofing: Continuing to complete the seismic joint installation and some detail work.
  - Presently installing the exterior insulation and siding.
  - Corridor: Painted and floor polished. Lighting and acoustical panels to be installed shortly.
  - Commons/Kitchen Area: All walls have been painted and ceiling grid has been installed. Kitchen equipment install will commence shortly.
  - Classrooms: Floors polished at wet areas. Casework, markerboards and acoustical panels have been installed. Lights are presently being installed. Carpet to be installed just before substantial completion.
- Covered Play Structure: Paving and striping will be completed as soon as school is out for the summer.
- Presently scheduled to receive TCO for building at the end of May.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Continuing to build-out of music room and new addition.





# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 2023



- The remaining site work and bike enclosure will be completed during the summer months, including the replacement of the storm line adjacent to the building.

**HIGHLIGHTS - n/a**

**CHALLENGES AND SOLUTIONS - n/a**

**PROJECT PHOTO GALLERY**



*Restrooms*



*Commons*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 2023**



*Art Room*



*Classroom*



*Exterior Siding*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 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.
  - NE traffic signal pole footing has been installed. Traffic Pole to be installed shortly. Sidewalk modification is being completed this week.
  - All remaining traffic signals are wired, and lights have been installed.
  - The city scheduled to program traffic signals, week of May 8<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. Presently scheduled to complete by end of May.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Complete installation of the Aspen intersection realignment.
- Seal coat and stripe adjacent church parking lot. Agreement for use of parking lot through construction.
- Grading and seeding of the ballfield. Work commences as soon as weather and field conditions allow for equipment.

**CHALLENGES AND SOLUTIONS – N/A**





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 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%	Complete

**CURRENT ACTIVITIES**

- Starting on June 19<sup>th</sup>, Gerding will finalize 2 roof curb issues requiring roof repair.
- Final electrical connections to the solar array are scheduled to complete by May 10<sup>th</sup>.
- Other than the two line items above, there is no active work happening at Cheldelin at this time.

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

**PHOTOS – N/A**





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 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	75%	Painting continues, Paving and re-roofing

**CURRENT ACTIVITIES**

- Todd Construction paved (Apr 24 & 25) over half of the back lot area. This includes the parking area, the outdoor classroom, and the parking lot between the two-story A wing and the B wing of the site.
- We are actively removing and reinstalling new roofing at this time on the gym, area B wing and the roof between the main office and the gym. Todd will tackle the two-story portion at the beginning of May.
- We have floor polishing occurring in B wing classrooms, restrooms, janitor and electrical room and the eating reception area.
- We have door frames installing at our new individual restrooms and other classroom areas and we are about to begin ceramic tile installation work.
- The MEP trades continue rough in work routing conduit, duct and piping to classrooms for final devices, radiators, projection equipment etc.
- We are continuing to tape, finish and paint in areas throughout the building.



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 2023



### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Summer work will include special finishes, signage, emergency reader board installations & furniture.
- Site activities such as remaining paving and site landscaping restoration will occur in June where possible or not already complete.

### HIGHLIGHTS

- Paving partially complete.
- Re-roofing activities were finally able to start and will be ongoing for 2 months.
- Project continues to track on schedule for an August furniture install and CSD return to the school.

### CHALLENGES AND SOLUTIONS – N/A

### PROJECT PHOTO GALLERY



*CHHS – New flooring in MDF room – racking and cabling in process*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 2023**



*CHHS – One big saw (cutting large members)*



*CHHS – New paving between A wing and B wing*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 2023**



*CHHS – B wing re-roofing*



*CHHS – Re-roofing Gym*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 2023**



*CHHS – New window openings at eating reception (view from inside)*



*CHHS – New window openings (view from outside eating reception)*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 2023**



*CHHS – some of our final evidence of new seismic work*



*CHHS – Front entry planter prep*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 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 was out April 22<sup>nd</sup> to make repairs to some damaged ceiling supports in both AT- N & S. This completes Gerding’s GMP related work at CHS.
- Final O&M manuals and as-built drawings to be reviewed and finalized for CSD use.

**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  
May 4, 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**

- CSD & the design team is currently reviewing temperatures in the wood shop space with data loggers. The team is striving to determine the source of the heat gain in the wood shop area so we can manage the temperatures to a reasonable level during times of high exterior temperatures.
- CSD has a local landscaper scheduled to come better repair the old construction yard that extends into the soccer field north of the gym building.

**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  
May 4, 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	Sept 2023	99%	Operable wall, ext painting, 3 phase power, pave patching

**CURRENT ACTIVITIES**

- None

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

**SUMMER WORK:**

- Fortis will remove the temp stage wall, install the new operable wall and new stage curtain and then refinish the wood floor of the stage in early summer.
- Fortis will complete all exterior painting as soon as possible this summer.
- Fortis will install the final air handler unit and ERV unit to supply heat to the science and ventilation to other sections of the school.
- The district will be painting the interior of the classrooms over summer break.
- In early summer, Fortis & OEG will install the bollards at the new transformer pad and install the pavement patching, including some north parking lot repairs.
- 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.



## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 2023**



- Once the 3-phase work is completed the new solar array will be able to be utilized.
- Fortis will install the new metal cover over the radiant heater piping in the gym.
- Fortis will install the refinished wood wainscot in early-summer. They will also repair the currently installed tackable wall covering metal trim, install final classroom signage and any final FRL installations and trim work.

### **HIGHLIGHTS**

- All current work is on hold pending summer break to minimize school disruption and save money on supervision and management costs.

### **CHALLENGES AND SOLUTIONS**

- A late delivery of the switch gear and electrical panels will likely push the electrical switch work into the fall school year. Fortis, CSD and Wenaha are brainstorming on numerous scenarios on how to ensure CSD's power needs are met and not interrupted at the beginning of next year's school season. PP&L coordination is an important part of this effort.

### **PROJECT PHOTO GALLERY – N/A**



**CORVALLIS SCHOOL DISTRICT**  
**May 4, 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%	Complete

**CURRENT ACTIVITIES**

- No Update - Project is complete



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 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. In process of providing the city with response to sidewalk issue.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

**HIGHLIGHTS – N/A**

**CHALLENGES AND SOLUTIONS –**

- City Rejected Rooftop Mechanical Screens: Deferred submittal has been issued to City. Waiting approval, so procurement of materials can occur, and work completed as soon as school is out.
- After school being in session, it has been determined that there are a few additional site improvements needed:



## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 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  
May 4, 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: Deferred submittal has been issued to City. Waiting approval, so procurement of materials can occur and work completed as soon as school is out.

**PROJECT PHOTO GALLERY – N/A**





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 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: All PIC and ODOT repairs have been completed. Reinspection by the City has been requested. As soon as PIPC has been signed off, final Certificate of Occupancy will follow.

**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  
May 4, 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  
May 4, 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 ceiling grid has been installed and MEP ceiling finishes have commenced.
  - Casework is presently being installed.
  - Polished floors have been completed.
  - Ceramic tiles are presently being installed in the restrooms.
  - Working to complete all wall finishes.
  - Exterior – Progressing with the exterior insulation and siding.
  - Scheduled to be complete late May, however, will not turn over to the school until the summer. Present grades outside Admin, mean significant temporary measures would be required for access, it was determined that there was no urgent need for the space to spend the additional funds on temporary measures.
- **Art/Science Addition:**
  - Drywall has been installed with taping to commence next week.
  - Exterior – Windows installed. Insulation and siding to be installed when complete at Admin.
  - Scheduled to be completed before the end of school year.



## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 2023**



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

- Fortis will take over the gymnasium the week of May 8<sup>th</sup>, to commence the seismic and finish work to ensure completion before September.
- Will turn over additional offices and restrooms in sector B, week of May 8<sup>th</sup>.
- 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. Logistics are in place to commence the water detention pond the week of May 15<sup>th</sup> depending on the water table.

### **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 finalizing the VE pricing and moving forward with the revised direction.

### **PROJECT PHOTO GALLERY**



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 4, 2023



Administration Finishes



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 4, 2023**



**X. CURRICULUM ADOPTION PRESENTATION (9:30 p.m.)\***



# May Curriculum Adoptions

9-12 English Language Arts

6-8 Mathematics

9-10 (Alg/ Geo) Mathematics

6-10 Spanish Language Arts



# Presenters

Jenn Vomocil, Math Teacher on Special Assignment

Kim Johnson, Middle School Coordinator

Marcianne Rivero Koetje, Multilingual Programs & Equity  
Coordinator

Nikki McFarland, High School Coordinator



# Overview of Adoption Process

- Teacher and administrator review of state approved curricula using district rubric
- Teacher pilot of 2-3 selected curricula that meet state and district criteria
- Student feedback
- Teacher selection of curriculum (in the absence of teacher consensus, decision was made by administrators)
- Community feedback
- Adoption to Board



# District Curriculum Rubric

Aligned to:

- Racial Educational Equity Policy (JBB)
- Instructional Materials Selection Policy (IIA-AR)
- Board Goal (Real World Learning)
- 5 Dimensions of Teaching & Learning Teacher Evaluation Rubric (Curriculum & Pedagogy, Student Engagement, Purpose)



# Teacher, Student and Family Voice

- Teacher collaboration across schools by level
- Student and family feedback aligned to rubric with space for open feedback and questions

# 9-12 English Language Arts



## 9-12 Imagine Learning Odell Education High School Literacy

*“It hit the marks in the desired areas. It provides diverse range of materials, relevant topics, and guidance to integrate multifaceted skills, thinking, and engagement opportunities. It provides useful supplements we often run out of time to find as easily. It looks helpful to new teachers to build curriculum. Veteran teachers can choose where to enhance current.”* CSD HS ELA teacher

# 6-10 Mathematics

VISUAL · COLLABORATIVE · ENGAGING



## Middle School (6-8) Mid School Math

*"A student just transferred to my class and the MSM curriculum is new to him. He has been unsuccessful all year in his math class and he has low skills. Today we started a new lesson and he rocked it. He was the star of the class. Helping his table mates and he was spot on with his answers. I truly believe that this curriculum and giving my students a reason to do math." - Middle School Math Teacher*

## High School Core 2 (Algebra 1 and Geometry/Data Reasoning) en Vision by Savvas

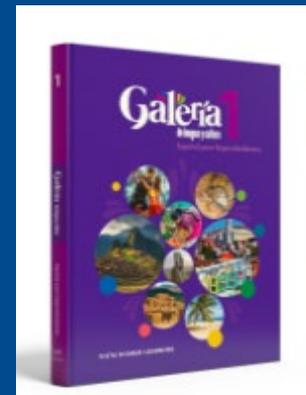
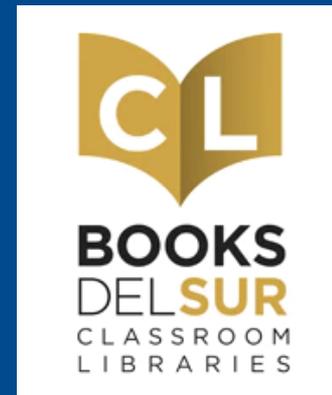
*"A significant advantage of Savvas ... is that materials are available in Spanish, including textbooks. Other features we appreciate are the Math in 3 Acts activities, short tutorial videos we can link in Canvas, and potentially the STEM projects." CHS Math Department*



# 6-10 Spanish Language Arts

Ofrecen una oportunidad para que los estudiantes conozcan una variedad de elementos culturales de otros países. Quizás es el elemento más fuerte de este currículo. *They offer an opportunity for students to experience a variety of cultural elements from other countries. It is perhaps the strongest element of this curriculum.*

- Organized
- Meaningful
- Manageable
- Grade level
- Consistent
- Variety





# Next steps in all adopted areas

- Board Approval
- Purchase of new curriculum
- Co-planning of ongoing professional learning for staff
  - Learning with publisher
  - Identifying & implementing 5D aligned teaching and learning strategies



# Next steps in mathematics

- Collect and analyze data of current 7th grade cohort (mindset, demographics, persistence)
- +1 advanced math teacher committee is convening to articulate at least 3 pathways (Path to AP Calculus, AP Statistics and 1 TBD)
  - Create clear connections between math pathways and post-secondary options



What questions do you  
have?



A. Grades 9-12 — English Language Arts Adoption



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator

Meeting Date: May 4, 2023

## High School English Language Arts Language Curriculum Adoption

### **ACTION REQUIRED**

#### **Background**

It has been over a decade since the district adopted a new English Language Arts curriculum at the high school level. The intention of adopting new materials is to ensure that our students have access to rigorous and relevant lessons and materials that are aligned to Oregon grade level standards.

#### **Overview of Adoption Process:**

- **2016-** Book study, *180 days: Two Teachers and the Quest to Engage and Empower Adolescents* by Kelly Gallagher and Penny Kittle
- **Winter 2019/ 2020-** Calibration on writing standards, scoring and supplemental text selection
- **Summer 2022-** Collaboration including review of new standards and updating of existing scope and sequence documents
- **Fall/ Winter 2022-** Review and evaluation of ODE approved materials by administrators and teachers
- **Winter/ Spring 2023-** Teacher review of Odell High School Literacy materials published by Imagine Learning and Open Up Resources
- **Spring 2023-** Teacher collaboration and selection of Imagine Learning Odell Education High School Literacy

#### **Overview of Imagine Learning Odell Education High School Literacy**

The Imagine Learning Odell Education High School Literacy Program empowers students with literacy skills for college, careers, and civic life by fostering critical thinking, creativity, collaboration, and learner agency.

This comprehensive program inspires creativity, builds knowledge, and enhances students' skills through student-centered and student-led analyses of robust texts and topics. Its instructional units encourage students to pose questions, inquire deeply, reflect, and evolve as independent thinkers and engaged participants in a learning community. It firmly roots literacy in texts and ideas—students explore texts worth reading and ideas worth considering.

#### **Feedback on Recommended Curriculum**

##### **Staff Feedback:**

Imagine Learning Odell Education High School Literacy Program

- Integrates support for multilingual learners
- Comes with a Toolbox, aligned with standards, with application to real-world topics

- Is well put together, easy to access, easy to use
- Is ready to integrate with Canvas
- Provides scaffolding to support students with a range of abilities to be successful
- Has varied and inclusive tests that are developmentally appropriate.
- Has a balance of fiction and nonfiction and an attempt to balance more traditional "cannon" pieces with contemporary pieces.

**Community Feedback:**

Imagine Learning Odell Education High School Literacy Program

- Must provide flexibility for high school teachers to both teach about the Holocaust and include Jewish voice

**ACTION REQUESTED:**

Adopt *Imagine Learning Odell Education High School Literacy Program* as the high school English Language Arts curriculum.

**MOTION REQUESTED:**

"I move to adopt *Imagine Learning Odell Education High School Literacy Program* as the high school English Language Arts curriculum."

B. Grades 6-8 — Mathematics Adoption



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kimberly Johnson, Middle School Teaching and Learning Coordinator, and  
Jenn Vomocil, K-12 Math TOSA  
Meeting Date: May 4, 2023

## Middle School Math Curriculum Adoption

### **ACTION REQUIRED**

### Background

It has been seven years since the district adopted a new Math curriculum at the middle school level. The intention of adopting new materials is to ensure that our students have access to rigorous and relevant lessons and materials that are aligned to Oregon grade-level standards.

### Overview of Adoption Process:

- **Fall 2022-** Review and evaluation of ODE approved materials
- **Winter/ Spring 2023-** Teacher pilot Core Curriculum by MidSchoolMath and Illustrative Mathematics by Imagine Learning
- **Spring 2023-** Feedback collected from teachers and students involved in the pilot of both curriculums. Administrators observe lessons from both curriculums being taught in our district.
- **Spring 2023-** Teachers met to discuss materials and administration team selection of materials published by MidSchoolMath.

### Overview of Core Curriculum by MidSchoolMath for Middle School (6-8) Mathematics

Core Curriculum by MidSchoolMath is based on 5 growth mindset principles:

1. Breaking through fixed mindset - The foundational belief that *all* students can learn math, that there isn't 'a math brain', is the foremost realization for every teacher, student, and administrator in a district.
2. Student collaboration is at the center - Adding 'class discussion' to a lesson makes it 2.2 times as effective as typical instruction. MidSchoolMath focuses on making it a central part of the curriculum.
3. Story quadruples longevity of mathematics recall - Cognitive scientists are finding that story makes mathematics not only more comprehensible but adds months of recall to learning of concepts.
4. Visuals light up the brain - From counting on fingers to complex graphs, our brains are wired to think visually in mathematics, and mathematical visuals 'light-up' thinking in the mind.
5. Allowing students to fail safely is the key to success - In gold-standard studies, productive failure *before* instruction outperforms traditional method of instruction first.



C. Grades 9-10 — Mathematics (Algebra/Geometry) Adoption



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator, and  
Jenn Vomocil, K-12 Math TOSA  
Meeting Date: May 4, 2023

## High School Math Curriculum Adoption

### **ACTION REQUIRED**

### Background

It has been over a decade since the district adopted a new Math curriculum at the high school level. The intention of adopting new materials is to ensure that our students have access to rigorous and relevant lessons and materials that are aligned to Oregon grade-level standards.

### Overview of Adoption Process:

- **Summer 2022-** Scope and sequence collaboration
- **Fall 2022-** Review and evaluation of ODE approved materials
- **Winter/ Spring 2023-** Teacher pilots of Carnegie Learning and enVision by Savvas
- **Spring 2023-** Feedback collection from teachers and students. Administrator observation of lessons from piloted curricula.
- **Spring 2023-** Teacher discussion and evaluation of piloted materials
- **Spring 2023-** Administrator selection of materials published by Savvas.

### Overview of enVision by Savvas for High School Core 2 Mathematics

*enVision Algebra 1 and Geometry* invites students to engage in meaningful mathematics. Real-world topics are embedded throughout the program in problem-based learning, examples, and exercises. *enVision STEM* projects and Mathematical Modeling in 3 Acts present problems involving real-world scenarios and give students the opportunity to share their own unique experiences.

### Feedback on Recommended Curriculum

#### **Staff Feedback:**

enVision by Savvas Algebra 1 and Geometry Curriculum

- Has well-built lessons within each unit
- Has engaging 3 Acts task that allow student groups to develop different ways/representations to solve a problem
- Includes contextual problems with key information in diagrams or charts
- Is ready to integrate with Canvas
- Is more flexible to building in scaffolding.

#### **Student Feedback:**

enVision by Savvas Algebra 1 and Geometry Curriculum

- Has more resources available and is more helpful (than current curriculum)
- Is super easy to follow
- Shows real-world problems and is simple and easy to understand

**Community Feedback:**

enVision by Savvas Algebra 1 and Geometry Curriculum

- Needs to include differentiation strategies for different ability levels
- Needs to ensure assessment feedback is nuanced and can accurately identify what part of learning a student is struggling with

**ACTION REQUESTED:**

Adopt *enVision Algebra 1 and Geometry by Savvas* as the high school core 2 mathematics curriculum.

**MOTION REQUESTED:**

“I move to adopt *enVision Algebra 1 and Geometry by Savvas* as the high school core 2 mathematics curriculum”

D. Grades 6-10 — Spanish Language Arts Adoption



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Johnson, Middle School Coordinator and Marcianne Rivero Koetje, Multilingual Programs and Equity Coordinator  
Meeting Date: May 4, 2023

### **Middle School (6-10) Spanish Language Arts Language Curriculum Adoption**

#### **ACTION REQUIRED**

#### **Background**

The district has not adopted a Spanish Language Arts curriculum at the middle or high school level before. The primary reason being that there were no viable, high-quality materials available at the time of adoption. The intention of adopting new materials is to ensure that our students have access to rigorous and culturally relevant grade-level lessons and materials that are aligned to Oregon grade-level standards.

#### **Overview of Adoption Process:**

- **Spring 2022-** Collaboration including review of standards and updating of existing scope and sequence documents, Overview of adoption process with teacher input
- **Fall/ Winter 2022-** Review and evaluation of ODE approved materials by administrators and teachers
- **Winter/ Spring 2023-** Teacher review of Galería materials published by Vista
- **Spring 2023-** Teacher collaboration and selection of Galería materials published by Vista

#### **Overview of Galería**

Galería is a print and digital solution for heritage and native Spanish speakers that promotes bilingualism, biliteracy, and biculturalism. Galería uses engaging videos, authentic texts, differentiated instruction, and leveled practice activities to expand students' listening, reading, speaking, and writing competencies as they learn about their own cultures and those of other Spanish speakers around the world. Both Spanish and English learners in the Dual Language Program will benefit from the engaging resources included in this curriculum.

#### **Books Del Sur**

Books Del Sur is a national organization that partners with districts to align purchased curriculum to high-interest bilingual books. Reading grade level and engaging novels is a great way to foster the love of reading and language. Accompanying the adoption of Galería, we hope to purchase bilingual book sets connected to the themes in Galería. The classroom book study opportunities will provide students ongoing practice of their linguistic skills in the areas of reading, writing, listening, and speaking,

## **Feedback on Recommended Curriculum**

### **Staff Feedback:**

Galería Middle School Spanish Language Arts Program

- Ofrecen una oportunidad para que los estudiantes conozcan una variedad de elementos culturales de otros países. Quizás es el elemento más fuerte de este currículo. *They offer an opportunity for students to experience a variety of cultural elements from other countries. It is perhaps the strongest element of this curriculum.*
- Representan muchos puntos de vista pero no sé si promueven preguntas y discusiones entre los estudiantes. *They represent many points of view but I don't know if they promote questions and discussions among the students.*
- Los materiales y tareas valoran la diversidad, son legibles y accesibles pero realmente necesito más práctica para decidir si la plataforma de los maestros es accesible. *The materials and assignments value diversity, are readable and accessible but I really need more practice to decide if the teacher platform is accessible.*

### **Community Feedback:**

Galería Middle School Spanish Language Arts Program

- The tasks in Galería seem culturally responsive. The perspectives of other cultures and identities are included.
- It has tasks on many issues and represents different views.

### **ACTION REQUESTED:**

Adopt *Galería Middle School Spanish Language Arts Program* as the middle school Spanish Language Arts curriculum.

### **MOTION REQUESTED:**

"I move to adopt *Galería Middle School Spanish Language Arts Program* as the middle school Spanish Language Arts curriculum."

**XI. CONSOLIDATED ACTION (10:00 p.m.)\***

A. Approve CHS Live Video Display Purchase



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: May 4, 2023

### **Approve Live Video Display Purchase (Daktronics) ACTION REQUESTED**

#### Background

Corvallis High School desires to replace the scoreboard at Bob Holt Stadium with a live video display. The current scoreboard is approximately 25 years old, and replacement parts are no longer available. In addition to acting as a scoreboard, the new live video display will be used to play videos during events at the stadium, which provides an opportunity to share school campaigns and initiatives, public addresses, and positive school messages.

On February 9, 2023, the school board authorized staff to fundraise for the scoreboard replacement with an estimated cost of \$166,000. Funds are being raised through anchor sponsorships and digital advertising to appear on the live video display. In addition, the Spartan Booster Club and the school's discretionary funding are contributing to the project cost. At this time, all moneys or pledges have been secured to fund the project.

The estimated cost for this purchase was provided through a cooperative procurement to purchase digital display solutions (the district is an authorized purchaser as a member of the InterMountain ESD Association of Educational Purchasing Agencies (AEPA)).

#### ACTION REQUESTED:

Authorize the use of a cooperative procurement for a live video display (scoreboard) purchase at an estimated cost of \$165,912.00.

#### ATTACHED:

Quote from Daktronics for live video display (scoreboard) purchase.

#### MOTION REQUESTED:

"I move to approve the use of a cooperative procurement for a live video display (scoreboard) purchase at an estimated cost of \$165,912.00. I further move that Olivia Meyers Buch, Director of Finance and Operations, be authorized by the board to approve final payment of this purchase."



Thank you for choosing Daktronics.

**The following items are required to process your order:**

- Please verify that this equipment fulfills your project needs**
- Signed Quote**
- Validate and complete Project Site Information page, return with order**  
*Help ensure Daktronics shipping, invoicing, and service locations are accurate.*
- Payment & Invoicing** – Please provide 30% down payment. Contact your sales team for payment options. Invoice available by request.

You may submit your order to your sales team via the following methods.

<b>Email:</b> Attention: Jason Baum – Jason.Baum@daktronics.com Gary Delaney – Gary.Delaney@daktronics.com	<b>Mail:</b> Daktronics, Inc Attn: Gary Delaney PO Box 5128 Brookings, SD 57006
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**After your order has been placed:**

- Freight Unloading Guidelines** – Shipping to site via Independent Carrier (step deck trailer). Crane or telehandler required for unloading.
- Logos, Graphics or Sponsor Advertisements** – [vector files](#) must be submitted with your order documents, not to exceed 1 week of order placement. Once artwork is received, you will be sent a final layout requesting your approval before production. If artwork is not received, the panels will be painted the same as scoreboard and shipped blank.

# DAKTRONICS QUOTE # 744610-1-4

Corvallis School District  
 Accounts Payable  
 1555 SW 35th St  
 Corvallis, OR USA 97333  
 Phone: (541)757-5811  
 Fax:  
 Email:

5/Apr/2023  
 Quote valid for: 90 days  
 Terms: 30% with the order, 60% Payment  
 before shipment, 10% Net 30 days from  
 shipment  
 Subject to Credit Review  
 FCA: DESTINATION  
 Delivery: Call For Production Time

Reference: Corvallis High School - Football  
 All pricing in accordance with Intermountain Educational Service District (IMESD) Contract #AEPA IFB #020-F

Item No.	Model	Description	Qty	Price
1	LVX-2160-154X440-16MT-MR-LT-25, 8.4' x 0.5' Side Borders	<p><b>Daktronics Live Video Display</b></p> <p>Matrix: 154 lines by 440 columns                      Line Spacing: 16mm                      LED Color: RGB - 281 Trillion Colors                      Cabinet Dimensions: 8' 5" H X 25' 0" W X 0' 11" D (Approx. Dimensions)                      Max Power: 8805 watts/display                      Weight: Unpackaged 2170 lbs per display; Packaged 2540 lbs per display</p>	1	\$158,397.00
	Daktronics System Installation Drawings >100	Attachment support system drawings	1	
	Daktronics System Electrical Drawings >100	Power and control system drawings	1	
	Control-1 video input (Primary/Backup Player & Processor) w/ Laptop for All Sport® Pro	Standard Definition or High Definition (1080p); 1 video input for All Sport® Pro	1	
	Additional Mounting Hardware - LVX, DVXMC	Enough parts for 1 section – 2 pole application; Increase quantity as necessary for additional sections/poles	1	
	All Sport® Pro - Football/Soccer/Lacrosse	Software installed on one computer	1	
	All Sport® Pro Wireless Access Point	TP-Link Wireless Access Point	1	
	Outdoor Scoreboard Radio Communication (Transmitter)	Frequency of 2.4 GHz	1	
	W-1489	Fiber Optic Cable; 50 µm Multimode; 6 Fiber with non-terminated ends	1000	
	Stand-Alone 120 VAC Trumpet Horn	Stand-Alone Trumpet Horn for use with Outdoor Video Displays	1	
	DA-1000-25 with Non-Backlit Lettering and Screen Backing	Sq Truss; Alum, 3ft tall x 25ft long w/ 50% Non-Backlit Lettering/Logo & Screen Backing.	1	

# DAKTRONICS QUOTE # 744610-1-4

Cabinet Dimensions: 3' 0" H X 25' 0" W X 0' 3" D  
(Approx. Dimensions)  
Weight: Unpackaged 315 lbs per display; Packaged 625 lbs per display

Additional Mounting Hardware - Outdoor Scoreboard    Enough parts for 1 section – 2 pole application; Increase quantity as necessary for additional sections/poles    1

Outdoor Non-Backlit 2' 0" x 25' 0" Horizontal    Ad Panel, Above or Below Display    1  
Cabinet Dimensions: 2' 0" H X 25' 0" W X 0' 8" D  
Weight: Packaged 160 lbs per display

Additional Mounting Hardware - Outdoor Scoreboard    Enough parts for 1 section – 2 pole application; Increase quantity as necessary for additional sections/poles    1

Outdoor Non-Backlit 3' 0" x 25' 0" Horizontal    Ad Panel, Above or Below Display    1  
Cabinet Dimensions: 3' 0" H X 25' 0" W X 0' 8" D  
Weight: Packaged 240 lbs per display

Additional Mounting Hardware - Outdoor Scoreboard    Enough parts for 1 section – 2 pole application; Increase quantity as necessary for additional sections/poles    1

System Startup    Final Commissioning of Equipment    1

**2    FREIGHT    Shipping to site via Independent Carrier (Step Deck trailer). Crane or telehandler required for unloading.    1    \$7,515.00**

**Services**

**3    G5C5-W    Five Year Warranty - Parts Coverage - G5G5    1**

Standard Video with SCS    1  
One-on-One Webinar Training

Custom RTD Frames -- Single Logo Background    Custom Logo RTD Frames. 1-3 RTD Frames    1

Team Spirit Vol.1 Animations Starter Package    Personalized Package - Your School Colors, Mascot/Logo - 20 Pre-Selected Popular/Essential Animations Included    1

Team Spirit Vol.1 Animations Pick 20 Sponsor Package    Personalized Package - Pick 20 Animations from any Team Spirit Animations. Intended to further fulfill sponsor features and sponsor logos.    1

Advanced Daktronics Event Production Curriculum Package    Includes Chapters: Content Studio, Display Studio, Dak Video System Basics, Game Outline, Scoring/Timing, Final Project, Intro to Video Board Production, Display Content.    1

<b>Total Price Excluding Applicable Tax:</b>	<b>\$165,912.00</b>
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Please reference listed sales literature: DD1628383 for G5C5-W, DD1923154 for Control-1 video input (Primary/Backup Player & Processor) w/ Laptop for All Sport® Pro, DD2563729 for Custom RTD Frames -- Single Logo Background, DD3872894 for LVX-2160-154X440-16MT-MR-LT-25, 8.4' x 0.5' Side Borders, SL-04370 for Outdoor Scoreboard Radio Communication (Transmitter), SL-08027 for DA-1000-25 with Non-Backlit Lettering and Screen Backing



**Leasing Program**

If your purchase exceeds \$25,000, you may qualify for our leasing program allowing you more flexibility to spread out the cost of your Daktronics display over of a period up to five (5) years. Benefits of our leasing program include fixed rate financing, non-appropriation clause, no prepayment penalty, and customizable payment schedules. Plus, at the end of the lease, the equipment is yours to keep with no additional balloon payments.

Sample payment options as follows:

- \$50,000 in total equipment cost = \$11,285 per year
- \$100,000 in total equipment cost = \$22,568 per year
- \$250,000 in total equipment cost = \$56,420 per year

\*\*Payments based on 5 year/annual payment in advance structure. **Leasing is subject to credit approval and agreed upon documentation with Daktronics lending partner.** Contact your Daktronics representative for additional options and details.

**Exclusions:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- <b>Electrical Installation</b></li> <li>- <b>Structure</b></li> <li>- <b>Power</b></li> <li>- <b>Engineering Certification</b></li> <li>- <b>Labor to Pull Signal Cable</b></li> <li>- <b>Taxes</b></li> <li>- <b>Front End Equipment</b></li> </ul> | <ul style="list-style-type: none"> <li>- <b>Physical/Mechanical Installation</b></li> <li>- <b>Foundation</b></li> <li>- <b>Hoist</b></li> <li>- <b>Signal Conduit</b></li> <li>- <b>Applicable Permits</b></li> <li>- <b>Electrical Switch Gear or Distribution Equipment</b></li> </ul> |
|---|---|

Unless expressly stated otherwise in this Quote # 744610-1 Rev 4 or the attachments, if Daktronics performs installation of the Equipment, the price quoted does not include the following services pertaining to physical installations: digging of footings (including dirt removal), any materials fabrication, installation of steel cages, rebar, or bolt attachments, or pouring and finishing of concrete footings. Those service may be provided for an additional cost beyond the quoted price. Purchaser shall be fully responsible for any and all additional costs plus overhead in the event anything unexpected of any nature whatsoever is found while digging the footings including but are not limited to rock, water, utility lines, pipes or any other unforeseen circumstance. The Purchaser acknowledges and agrees that it is fully responsible for all site conditions.

Prices and charges are subject to change by Daktronics at any time before the final agreement between the parties is effective. Ship Date will be determined after customer purchase order is received or agreement is signed or otherwise effective, shop drawings are approved (if required) and down payment is received (if required).

**Installation Responsibilities:**

If applicable please reference Attachment A for Installation Responsibilities.

**Ad/ID Copy Approval Process**

Customer shall provide digital artwork for advertising and identification panels, conforming to [Daktronics' graphic file standards](#), at the time of order. Daktronics will create a proof of provided artwork and require approval of that proof three weeks prior to the initial anticipated ship date. Advertising and identification panels not approved in time, will be shipped without copy in Daktronics' standard finish.



Jason Baum  
PHONE:  
FAX:  
EMAIL: Jason.Baum@daktronics.com

Alex Ciszewski  
PHONE:  
FAX:  
EMAIL: Alex.Ciszewski@daktronics.com

**Terms And Conditions:**

- The Terms and Conditions which apply to this order available on request.
- SL-02374 Standard Warranty and Limitation of Seller's Liability ([www.daktronics.com/terms\\_conditions/SL-02374.pdf](http://www.daktronics.com/terms_conditions/SL-02374.pdf))
- SL-02375 Standard Terms and Conditions of Sale ([www.daktronics.com/terms\\_conditions/SL-02375.pdf](http://www.daktronics.com/terms_conditions/SL-02375.pdf))
- SL-07862 Software License Agreement ([www.daktronics.com/terms\\_conditions/SL-07862.pdf](http://www.daktronics.com/terms_conditions/SL-07862.pdf))

**Acceptance:**

The parties acknowledge and agree that the agreement (the "Agreement") is comprised of the terms and conditions contained within this quote and any attachments thereto, along with the documents at the website addresses above. Purchaser hereby agrees to purchase the equipment as defined in the Agreement. Purchaser acknowledges having had the opportunity and means to review the Agreement. The Agreement represents the entire agreement of the parties and supersede any previous understanding or agreement. The Undersigned has actual authority to execute this document and Daktronics is relying on such authority. Purchaser acknowledges and agrees to the above, as evidenced by its attestation below.

\_\_\_\_\_  
Customer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title



# PROJECT SITE INFORMATION – REQUIRED TO PLACE YOUR ORDER

This document is for order processing purposes only and is not intended to be part of the Agreement

**Daktronics Quote #** \_\_\_\_\_

**Purchase Order Information:**

\_\_\_\_\_ PO#

\_\_\_\_\_ PO Date

Purchaser (Bill To) hereby confirms that the equipment is to be delivered to (Ship To) and may be installed by Purchases or Daktronics, as indicated elsewhere herein, at the address (Installation Location) indicated below unless otherwise specified.

<b>SHIP TO:</b> (delivery location) Company: _____ Contact: _____ Street Address: _____ City: _____ State: _____ Zip: _____ Telephone: _____ Email: (for shipping notification) _____ Additional Email: (for shipping notification) _____	<b>INSTALLATION LOCATION:</b> (end user) ID# _____ Company: _____ Contact: _____ Street Address: _____ City: _____ State: _____ Zip: _____ Telephone: _____ Email: (for order acknowledgement) _____ Training Contact & Email: (if applicable) _____
---	--

<b>BILL TO:</b> (receive and pay invoices) ID# _____ Company: _____ Contact: _____ Street Address: _____ City: _____ State: _____ Zip: _____ Telephone: _____ Email: _____
---

<b>***LOGO &amp; AD COPY APPROVAL***</b> (if applicable) Name: _____ Email: _____
--

**\*\*Logos, Graphics, or Sponsor Advertisements\*\***  
[Vector files](#) must be submitted with your order documents, not to exceed 1 week of order placement. If artwork is no received, the panels will be painted the same as your scoreboard or display and shipped blank.



## ATTACHMENT A Installation Responsibilities Checklist: Outdoor

Responsible Party		Description
Daktronics	Customer	
	✓	1. Provide payment and performance Bond.
	✓	2. Secure necessary construction permits.
	✓	3. Removal of existing equipment.
	✓	4. Removal of existing structure (excluding footings).
	✓	5. Disposal of existing equipment.
	✓	6. Disposal of existing structure (excluding footings).
✓		7. Generate and issue site specific electrical and signal drawing submittals for video equipment.
✓		8. Generate and issue site specific equipment shop drawing and attachment detail submittals for video equipment.
	✓	9. Provide approval of all engineering drawings, electrical drawings, shop drawings, equipment locations, color renderings, and ad copy layouts.
	✓	10. Provide soil investigation report at time of order.
	✓	11. Customer is responsible to ensure the existing structure/building is adequate, including any necessary modifications, for the installation of the Equipment, including but not limited to (i) obtaining certified engineer drawings to the extent required by law and (ii) providing Daktronics, upon reasonable request, documentation relating to the existing structure and modifications necessary for Daktronics perform its work.
	✓	12. Engineering design and certification for structure and footing design.
	✓	13. Engineering design and certification for Equipment attachment design.
	✓	14. Unobstructed access to equipment and control room installation site until display is 100%.
	✓	15. Mark location of the new Equipment as delineated in the quote.
	✓	16. Locate public underground utilities.
	✓	17. Locate private underground utilities.
	✓	18. Landscaping to include all.
	✓	19. Provide camera-ready artwork for ad panels, and logos at time of order.
	✓	20. Provide all landscape protection, track, sidewalk, path, site restoration, and/or sprinkler system repair work.
	✓	21. Site clean-up after Daktronics work.
✓		22. Crating and shipping of all equipment to facility via common or independent carrier.
	✓	23. Accept, lift, unload, and inspect all video equipment and control equipment from carrier.
	✓	24. Provide storage of video equipment and control equipment in a safe, dry, and secure location until installation.
✓		25. Provide Equipment attachment hardware.
	✓	26. Install Equipment attachment hardware.

# DAKTRONICS QUOTE # 744610-1-4

✓	27. Excavation of direct imbed drilled pier foundation(s) including spoils removal. Pouring and finishing of concrete for footings. (Note: Daktronics assumes class 3 soil per the International Building Code to determine footing / structure estimates included in this quotation. In the event rock, water, or if soil conditions other than class 3 soil are encountered (including soft soils, unstable or collapsing soils, expansive soils, organic materials, or anything unexpected condition is encountered, the Customer will be responsible for any additional costs, plus overhead and profit of 20%).
✓	28. Steel fabrication and install support structure - excluding catwalk(s), ladder-way(s).
✓	29. Prime and paint main support structure.
✓	30. Prime and paint substructure
✓	31. Lift and mount Equipment listed in this quotation.
✓	32. Provide and install all required floor and wall boxes as per provided system electrical and signal drawings – provide written verification that all deck/wall boxes are installed and all cable has been pulled prior to installers' arrival.
✓	33. Provide primary power feed up to and including demarcation point in the form of transformer and electrical disconnect with over current protection per all applicable electrical codes and regulations. Note: Maximum voltage of 120 volts line to neutral for all display systems.
✓	34. Provide secondary power conduits, distribution panel, power cable and power hook-up from the demarcation point to all Daktronics supplied load centers/termination panel at/within the Equipment.
✓	35. Provide and install signal cable conduit, with pull string, from control location to each equipment location. Conduit to be located five (5) feet off grade on the structure, as delineated in the electrical and signal drawings.
✓	36. Provide and install signal cable conduit, with pull string, from five (5) feet off grade on structure to Equipment signal termination points, as delineated in the electrical and signal drawings.
✓	37. Mount and install fiber patch panel as required by electrical and signal drawings.
✓	38. Provide and install signal cable conduit, with pull string, from control location to each camera location, as delineated in the electrical and signal drawings.
✓	39. Communication responsibility (DSL line, Network, Static IP address and associated monthly fees) as necessary for this system. Supply static IP address five (5) days prior to installation.
✓	40. Furnish signal cable as delineated on the quote.
✓	41. Labor to pull all new signal cable (and remove existing cable, if required).
✓	42. Interface cabling with audio system including conduit, cabling, and installation of cabling.
✓	43. Remote power control/switching (contactors and wiring).
✓	44. Terminate signal cable at control location and video Equipment.
✓	45. Provide a climate controlled and secure control room for all control systems. Normal operating temperature should be between 40° to 90° Fahrenheit (4° to 32° Celsius). Normal operating humidity should be less than 80% non-condensing. Storage temperature should be between -10° to 105° Fahrenheit (-23° to 41° Celsius). Storage humidity should be less than 95% non-condensing. Keep computers and monitors out of direct sunlight during storage. Allow control equipment taken out of storage to return to operating temperature range prior to turning it on (24 hours recommended).

# DAKTRONICS QUOTE # 744610-1-4

	✓	46. Provide high speed internet connection to control room equipment.
	✓	47. Required power outlets on clean dedicated circuit(s) for all video and control equipment.
✓		48. Provide computer(s) for control software.
✓		49. Unpack, set-up, hook-up, and testing of control system.
✓		50. Set-up and testing of results/statistics/timing system including portable cabling and Daktronics software installation.
	✓	51. Provide personnel for maintenance and operator training.
✓		52. Perform maintenance training during installation.
✓		53. Perform operator training.
✓		54. Perform final systems testing and commissioning.
	✓	55. Final acceptance, per DF-1252.

NOTE: All change order work performed by Daktronics or Daktronics subcontractor will be performed at cost plus 20% overhead and profit.

B. Adopt 2023-24 Board Meeting Schedule



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Nelson, Board Secretary  
Meeting Date: May 4, 2023

### **ACTION REQUESTED**

## **2023-2024 Board of Directors Meeting Schedule - Second 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 2023-2024 meetings.

### **ACTION REQUESTED**

Adopt the proposed 2023-2024 Board of Directors meeting schedule.

### **MOTION REQUESTED**

"I move to adopt the 2023-2024 Corvallis School District Board of Directors meeting schedule as submitted."



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).

C. Minutes

1. April 13, 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 6:34 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                  Luhui Whitebear, Ph.D., Co-Vice Chair                  Sami Al-Abdrabbuh, Ph.D.                  Vincent Adams</p> <p><u>BOARD MEMBERS EXCUSED</u>                  Terese Jones                  Tina Baker</p>	<p><u>EXECUTIVE STAFF PRESENT</u>                  Ryan Noss, D.Ed., Superintendent                  Melissa Harder, Assistant Superintendent                  Jennifer Duvall, Human Resources Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u>                  Charlotte Patel, CVHS                  Celia Frazier, CHHS                  Lucy Brown, CHS                  Emily Matsuba, CHS</p>
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A quorum was present, and due notice had been published.

**II. READING OF RESOLUTION NO. 22-0302 ARAB AMERICAN HERITAGE MONTH**

Board members and student representatives read aloud Resolution Number 22-0302 – Acknowledgement of Arab American Heritage Month, celebrated annually during April. (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 MEMBER REPORTS**

Director Al-Abdrabbuh reported that he had the opportunity to tour the Harding Building, which houses College Hill and Urban Farm and is the oldest building in the District. He shared it was gratifying to see the progress of the bond work and the dedication of staff and local contractors.

Co-Vice Chair Tominey reported that she also toured Harding Center and expressed gratitude to the Bond Oversight Committee and the community for the incredible care and attention in every detail to create a building that meets the needs of students.

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

Director Al-Abdrabbuh reported that he attended the National School Boards Association conference in Florida. Some highlights from the conference included:

- The opportunity for community building with board members from all over the United States, sharing experiences regarding changing dynamics in education and challenges with funding.
- Portland Public School District was recognized with the Magna Award for its sustainability program.

Director Al-Abdrabbuh presented a signed copy of a book, *Sisters First*, authored by Jenna Bush Hager and Barbara Pierce Bush, to Lincoln Elementary School for hosting Board Meetings during the 2022-23 school year.

#### **V. SUPERINTENDENT'S REPORT**

Superintendent Noss read from a written report. Highlights included the announcement of new administrators, an upcoming event at the Benton County Kalypulya Building with student art on display through April 30, and the CV Robotics team heading to Texas for Worlds. (The report is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

#### **VI. STUDENT REPRESENTATIVE REPORTS**

Student representatives provided highlights of events and activities involving their schools. The Board secretary will share a comprehensive list of upcoming events with the Board.

#### **VII. PUBLIC COMMENT**

Genevieve Raich, Corvallis, read from a prepared statement, expressed support for the excellent teachers in the District and opined that the District is not supporting them and that they do not feel safe. Additionally, she expressed concern that there is a lack of consequences for student behavior and that students do not feel safe.

Aimee Viramontes, Special Education teacher at Crescent Valley High School, shared her support for the Corvallis Education Association and their work. She said the District needs to prioritize more mental health specialists, teachers, and behavior specialists and increase compensation to attract and retain the best teachers.

Director Al-Abdrabbuh pointed out that the Budget from the Governor, as it stands, will reduce staffing by approximately 40 FTE and asked for thoughts on how to advocate for a higher education budget.

Ms. Viramontes opined that to move forward for success in the future, we need to invest in kids, invite legislators into our classrooms and send teachers to testify about the challenges.

Mandy Hunter, teacher at Bessie Coleman, shared concerns about next year's calendar. Specifically, there is no gentle start for kindergarten, ninth grade, and new students, and limited prep and meeting time with families for conferences. Ms. Hunter expressed concern that the reasoning behind the changes does not reflect equity. She opined that equity work doesn't mean taking the option away from everyone; it means making it doable by figuring out what everyone needs.

Jill James, teacher at Bessie Coleman, shared concerns about the District inclusion model and opined that it is impossible to meet the needs of all students in classrooms without additional support. Additionally, Ms. James shared that teachers are burned out and exhausted and suggested there needs to be a space for authentic communication between teachers and the Board.

Anicia Criscione, teacher at Bessie Coleman, shared that after a teacher has taught with the District for 17 years, they do not earn more money, and the District is not meeting the Cost-of-Living Adjustment (COLA). Additionally, Ms. Criscione shared notices of price increases and opined that veteran teachers are not fairly compensated, especially with the increased cost of utilities and food.

### **VIII. BOND UPDATE**

Kim Patten, Facilities and Transportation Director submitted a written report. (The documents is posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Superintendent Noss shared that the Harding building will have a 100th-anniversary celebration in the fall.

### **IX. CORVALLIS PUBLIC SCHOOLS FOUNDATION WORK SESSION**

(The documents and slide presentation are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Chair Finger McDonald welcomed the Corvallis Public Schools Foundation (CPSF). Angela Hibbard, Executive Director, was joined by board members Emily Barton, Salam Althabhabi, Kevin Dougherty, Rick Wallace, Mike Green, Wanda Arp, Leslie Hammond, and Gretchen Morris.

Superintendent Noss and Ms. Hibbard reviewed the current Memorandum of Understanding between the District and the foundation. Discussion ensued regarding practices and behaviors that strengthen the partnership between the two organizations. Comments included:

- The MOU helped the foundation start from the point of strength and alignment with the District.
- We should capture some practices and traditions not reflected in the current MOU, including the intentionality of the bi-annual work sessions.
- Capture and highlight the understanding of the shared direction and goals of the Board and Foundation.

- The current MOU feels very dry; it is important to explain the role of the foundation and that it supports students and families to make learning possible.
- We should include information about the role of each Board in new Board member training.
- There is nothing in the current MOU about the boards working together; it feels one-sided regarding operational expectations.
- We appreciate the presence of Superintendent Noss and Board Chair Finger McDonald at the foundation board meetings; it helps guide the work and shows the commitment between the Boards and District leadership.
- Develop and maintain a working agreement between the boards with an annual review focused on communication, how often the boards meet, behaviors, and practices that facilitate collaboration.
- There is nothing to fix, but maybe clarifying strategic planning, operational connection, and leaving space in the agreement for growth.
- The Board chair being the liaison to the foundation is a valuable commitment.
- It is important to celebrate the partnership and the foundation's autonomy as a non-profit.
- There should be something in the MOU that protects the autonomy of both organizations.
- I sit on the grants and scholarship committee and value the Board's goals in helping to inform our choices.
- I appreciate invitations to District training that helps inform the work of the Board.

Chair Finger McDonald shared information about the current work on the Board goals and reviewed a summary of information collected from community engagement sessions. The work on Board goals will continue at an upcoming work session with Oregon School Boards Association and at the Board retreat in August.

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

## **X. HIGH SCHOOL WORLD LANGUAGE CURRICULUM ADOPTION**

Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator, read from a written report and presented a slide presentation. (The documents and slide presentation are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Ms. Rivero-Koetje responded to questions from the Board with the following:

- Part of learning walks is about learning from one another and getting feedback.
- The curriculum has embedded assessments.
- Giving teachers time to collaborate for both vertical and horizontal alignment is important.
- There is the continuation of practices from middle school to high school, specifically in Spanish and Arabic.
- In the Arabic curriculum, we will be teaching formal writing.
- There is no perfect curriculum; there may be holes. There will be supplemental materials that teachers will request.
- The Seal of Biliteracy has not caught up with native languages.

**MOTION:**

**It was moved by Director Al-Abdrabbuh and seconded by Director Adams to adopt *EntreCultur*as 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. The motion was voted on and unanimously approved.**

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

Assistant Superintendent Harder presented a slide presentation and shared information on the 2021 Social Science Standards integrated with Ethnic Studies. (The document and slide presentation are posted online with the information packet of this meeting and will be filed with the official 2022-23 Board records.)

Assistant Superintendent Harder engaged in discussion with the Board.

**XII. CONSOLIDATED ACTION****MOTION:**

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

- A. Nonresident Transfer Allocation 2023-24** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)
- B. Minutes** – March 9, 2023, March 23, 2023. – (The documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)
- C. Licensed Personnel Action** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)
- D. Board Policies** – (The documents are posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)
  - 1. Policy BCBA - Student Representatives to the Board - Second Read**
  - 2. Policy IGBBA - Talented and Gifted Students - Identification - Second Read**
  - 3. Policy IGBAF - Special Education - Individualized Education Program (IEP) - Second Read**

### XIII. CONSOLIDATED INFORMATION

The Board received the following information:

- A. 2023-24 School Board Meeting Schedule** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2022-23 Board records.)

Co-Vice Chair inquired if alternative nights of the week were an option, as there are conflicts with other community meetings. There was discussion regarding why meetings were moved to Thursdays and that the schedule is planned around the District and religious calendars.

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

**1. January 2023 Financial Statements (Unaudited)**

**2. February 2023 Financial Statements (Unaudited)**

- C. 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.)

### XIV. BOARD MEMBER COMMENTS

Director Adams commented on the sense of urgency in the Board's equity work, which the Board has intentionally cultivated. During public comment, it was apparent educators feel the same sense of urgency. Still, there seems to be an inertia in society, an unwillingness to invest to create social change. Director Adams expressed frustration about funding levels and opined that decision-makers in Salem and Washington need to understand the frustration of educators trying to meet the growing needs of students.

Director Al-Abdrabbuh echoed Director Adams' frustration and shared that our representatives need to hear from us with more emails and phone calls. In reflecting on public comments and the suggestion for open dialogue with staff, he suggested round table discussions sponsored by the OSBA Color Caucus and a community member, where teachers, parents, and community members can sit and have dialogue without an agenda.

Co-Vice Chair Tominey acknowledged both Director Adams and Director Al-Abdrabbuh's comments and opined that we might not have the answers, but we do have the wisdom of educators and staff in the District. We must find meaningful ways to engage them in creative problem-solving regarding where education goes next and meeting current challenges.

Co-Vice Chair Whitebear opined that community members and staff might not understand the parameters within which the Board works and may feel frustrated that the Board does not do more. She shared that Board members take comments seriously, listen and work with District

staff on changes that may need to happen in policies or look at different approaches to take in response to concerns.

**XV. ADJOURNMENT**

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

\_\_\_\_\_  
Shauna Tominey, Ph.D., Board Co-Vice Chair\*

\_\_\_\_\_  
Ryan Noss, D.Ed., Superintendent

\*Chaired the meeting on the date minutes were submitted for approval.

Prepared By: Kim Nelson

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UNADOPTED

#### D. Licensed Personnel Action



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Human Resources Director  
Meeting Date: May 04, 2023

### Licensed Personnel Action

### ACTION REQUESTED

#### Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Andrea Stein	Elementary Teacher	1.0	Letitia Carson	6/30/2023	Resignation
Eric Beasley	Principal	1.0	Letitia Carson	6/30/2023	Resignation

#### MOTION REQUESTED:

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

**XII. CONSOLIDATED INFORMATION (10:20 p.m.)\***

**A. Non-Licensed Personnel Information**



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Jennifer Duvall, Director of Human Resources  
Meeting Date: May 04, 2023

## Non-licensed Personnel Information

**NO ACTION REQUIRED**

### Recommendation to Hire

Name	Position	Hrs/FTE	Building	Start Date	Contract Status
Campbell, Julie	Project Crew	8.00	District Office	4/17/2023	Regular/Probationary
Carrier, Serena	Educational Assistant 2	7.00	Cheldelin Middle School	5/04/2023	Limited Term



# Corvallis

## SCHOOL DISTRICT

### Termination/Resignation/Layoff/Retirement

Name	Position	Hrs/FTE	Building	Effective	Reason
Pupping, Alyssa	Educational Assistant - Lifeskills	6.50	Kathryn Jones Harrison Elementary	6/30/2023	Resignation
Onstott, Jessica	Educational Assistant - Lifeskills	7.25	Corvallis High School	6/30/2023	Resignation
Fraile, Sarai	Educational Assistant 2 - Bilingual	6.50	Garfield Elementary School	6/30/2023	Resignation
Kramer, Kendall	Student Behavior Support 2	7.00	Garfield Elementary School	6/30/2023	Resignation
Gorsuch, McKenzie	Educational Assistant 2	6.50	Adams Elementary School	4/14/2023	Resignation
Melton, Denna	Educational Assistant 2	7.00	Lincoln Elementary School	6/30/2023	Retirement
Kier, Mackenzie	Educational Assistant - Lifeskills	7.25	Corvallis High School	6/30/2023	Resignation
Habiyaremye, Julius	Maintenance 1 - Custodial	8.00	Corvallis High School	04/28/2023	Resignation
Webster, Isabella	Educational Assistant 2	6.50	Letitia Carson Elementary	6/30/2023	Resignation
Peene, Rayni	Educational Assistant 2	6.50	Adams Elementary School	6/30/2023	Resignation
Spiegelberg, Scott	Educational Assistant 2	8.00	Corvallis High School	6/30/2023	Retirement
Allcock, Stacey	Student Behavior Support 1	7.25	Linus Pauling Middle School	6/30/2023	Resignation



# Corvallis

SCHOOL DISTRICT

<b>Name</b>	<b>Position</b>	<b>Hrs/FTE</b>	<b>Building</b>	<b>Effective</b>	<b>Reason</b>
Robertson, Jennifer	Educational Assistant 2	6.00	Letitia Carson Elementary	4/21/2023	Resignation
Parker, Kristin	Kitchen Manager	7.25	Linus Pauling Middle School	5/09/2023	Resignation
Murray IV, James	Maintenance 1 - Custodial	8.00	Bessie Coleman Elementary School	4/26/2023	Resignation
Padlina, Adaline	Student & Family Advocate 2	8.00	Bessie Coleman Elementary School / Adams Elementary School	5/31/2023	Resignation

B. March 2023 Financial Statements (Unaudited)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: May 4, 2023

### **March Financial Statements (Unaudited)**

**NO ACTION REQUIRED**

#### Background

The Statement of Resources and Requirements for the General Fund for the period ending March 31, 2022 and March 31, 2023 follow this report. The supplemental budget adopted by the board on January 19, 2023 is reflected in the FY 2022-23 Amended Budget column.

Year-to-date operating revenues through the end of March 2023 total \$79.6 million or 90.0% of total budgeted operating revenues as compared to \$73.8 million or 89.7% through the end of March 2022. As usual, revenues from the state school fund and property taxes constitute the majority of funds received. Total projected resources of \$101.4 million are \$1.3 million less than budgeted.

Year-to-date operating expenditures through the end of March 2023 total \$55.7 million or 61.7% of total budgeted operating expenditures as compared to \$51.8 million or 59.8% through the end of March 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 \$11.9 million, or 13.5% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$1.8 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 March 31, 2022 and 2023
2. Schedule of Investments as of March 31, 2023
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of March 1-31, 2023

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 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	3/31/2022	Budget	6/30/2022	Budget	Budget	3/31/2023	Budget	6/30/2023	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 37,769,442	\$ 32,020,538	84.8%	\$ 38,627,176	102.3%	\$ 41,006,679	\$ 34,021,306	83.0%	\$ 40,090,964	97.8%
Property Taxes Levied by District	31,981,778	31,426,786	98.3%	32,634,588	102.0%	33,355,459	32,192,743	96.5%	33,331,720	99.9%
Other Local Revenues	952,538	635,028	66.7%	1,297,718	136.2%	1,056,993	627,941	59.4%	1,452,431	137.4%
Local Option Taxes Levied by District	8,351,253	8,342,125	99.9%	8,636,562	103.4%	9,760,930	9,372,273	96.0%	9,769,359	100.1%
State School Fund - Prior Year Adjustment	-	-	-	(69,456)	-	-	-	-	(1,345,485)	-
Other Revenues	3,239,596	1,390,867	42.9%	2,621,983	80.9%	3,206,176	3,372,261	105.2%	4,480,343	139.7%
<b>Total Operating Revenues</b>	<b>\$ 82,294,607</b>	<b>\$ 73,815,345</b>	<b>89.7%</b>	<b>\$ 83,748,572</b>	<b>101.8%</b>	<b>\$ 88,386,237</b>	<b>\$ 79,586,524</b>	<b>90.0%</b>	<b>\$ 87,779,332</b>	<b>99.3%</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>\$ 88,309,797</b>	<b>92.7%</b>	<b>\$ 98,243,024</b>	<b>103.2%</b>	<b>\$ 102,696,367</b>	<b>\$ 93,225,464</b>	<b>94.9%</b>	<b>\$ 101,418,272</b>	<b>98.8%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 42,590,462	\$ 26,699,599	62.7%	\$ 42,775,333	100.4%	\$ 44,722,597	\$ 26,913,593	60.2%	\$ 43,828,145	98.0%
Associated Payroll Costs	25,516,519	14,838,503	58.2%	24,254,496	95.1%	26,016,156	15,010,303	57.7%	25,495,833	98.0%
Purchased Services	13,106,303	6,858,944	52.3%	11,521,104	87.9%	12,791,917	8,661,538	67.7%	12,536,079	98.0%
Supplies and Materials	3,801,952	2,429,753	63.9%	4,194,575	110.3%	4,557,884	3,152,888	69.2%	4,466,726	98.0%
Capital Outlay	100,000	67,205	67.2%	113,535	113.5%	260,000	263,567	101.4%	254,800	98.0%
Other Objects	1,563,382	913,865	58.5%	1,745,041	111.6%	1,847,426	1,666,188	90.2%	1,810,477	98.0%
<b>Total Operating Expenditures</b>	<b>\$ 86,678,618</b>	<b>\$ 51,807,869</b>	<b>59.8%</b>	<b>\$ 84,604,084</b>	<b>97.6%</b>	<b>\$ 90,195,980</b>	<b>\$ 55,668,078</b>	<b>61.7%</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>\$ 51,807,869</b>		<b>\$ 84,604,084</b>		<b>\$ 102,696,367</b>	<b>\$ 55,668,078</b>		<b>\$ 89,538,687</b>	
<b>ENDING FUND BALANCE</b>		<b>\$ 36,501,928</b>		<b>\$ 13,638,940</b>		<b>\$ 37,557,386</b>		<b>\$ 11,879,585</b>		
Contingency				2,093,714	2.5% *				2,194,483	2.5% *
Rainy Day Reserves				4,187,429	5.0% *				4,388,967	5.0% *
Unappropriated Reserves				7,357,797	8.8% *				5,296,135	6.0% *
<b>* Percent of Operating Revenue</b>				<b>13,638,940</b>	<b>16.3%</b>				<b>11,879,585</b>	<b>13.5%</b>

Corvallis School District 509J  
 Schedule of Investments  
 March 31, 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	03/31/23	434	0.527%	\$99.52	3,000,000
	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>\$ 56,865,000</b>
				Average Annualized		
Local Government Investment Pool:				Rate		
General Account				3.75%	\$	18,858,829
Debt Service Account - GO 2020 Bond Series				3.75%		<u>528,809</u>
<b>Total Investments Inside of Local Government Investment Pool <sup>1</sup></b>						<b>\$ 19,387,638</b>
<b>Total Investments</b>						<b>\$ 76,252,638</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%	21.0%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	53.6%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	25.4%
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 03/31/23:**

3 Month U.S. Treasury Yield Curve Rate	4.85%
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 March 1 to March 31, 2023

Vendor by Fund and Object	Check Total
<b>100 - General Fund</b>	
<b>Advertising</b>	
BMO HARRIS	1,290.00
<b>Audit Services</b>	
PAULY, ROGERS AND CO. P.C.	35,000.00
<b>Charter School Payments</b>	
INAVALE COMMUNITY PARTNERS, INC	119,167.00
<b>Computer Software</b>	
APPLE INC	4,026.00
AVANT ASSESSMENT LLC	5,933.00
BRIGHTLY SOFTWARE, INC.	4,913.72
CAMPUS KAIZEN LLC	15,763.00
INTERVIEWSTREAM	6,000.00
NETWRIX	2,372.40
PBS ENGINEERING & ENVIRONMENTAL INC	10,500.00
<b>Consumable Supplies and Materials</b>	
AIRTAME	7,109.00
AMAZON CAPITAL SERVICES	33,960.29
AMERICAN HEART ASSOCIATION, INC.	1,246.12
BEACOCK MUSIC	9,373.93
BMO HARRIS	8,273.95
CHOWN HARDWARE	6,806.96
CORVALLIS POWER EQUIPMENT	1,221.46
CTL CORPORATION	3,380.00
DELPHI GLASS	1,409.79
DEMCO INC	1,090.77
DICK BLICK	1,313.53
FARM PLAN	1,023.79
FRED MEYER CUSTOMER CHARGES	4,826.23
GEORGIE'S CERAMIC & CLAY CO - PORTLAND	1,572.26
GOPHER SPORT	1,458.35
HOME DEPOT CREDIT SERVICES	12,617.78
HR MECHANICAL SERVICES	10,001.14
INGRAM LIBRARY SERVICE	1,755.77
JW PEPPER & SON INC	2,047.48
MONOPRICE INC	2,345.60
NORTHWEST PLAYGROUND EQUIPMENT INC	5,095.40
OFFICE DEPOT, INC	15,447.04
PART WORKS INC	2,824.73
PINKHAM SPECIALTY CO	2,140.00
PLATT ELECTRIC SUPPLY CO	1,705.47
RAM STEELCO INC	5,516.18

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

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
SAXTON BRADLEY	4,428.00
UMPQUA BANK COMMERCIAL CARD	8,410.04
WAXIE SANITARY SUPPLY	17,436.87
WORLDPOINT	7,107.94
<b>Dues and Fees</b>	
1EDTECH CONSORTIUM INC	3,500.00
EDUSTAFF	1,860.00
OREGON SCHOOL BOARDS ASSOCIATION	3,427.50
OREGON SCHOOL PERSONNEL ASSOCIATION	2,000.00
PHILOMATH SCOUT LODGE, INC	1,000.00
<b>Electricity</b>	
CONSUMERS POWER INC	30,313.75
<b>Equipment-like items \$1,000 - \$4,999</b>	
BEACOCK MUSIC	1,678.00
EASY BADGES	2,701.90
UMPQUA BANK COMMERCIAL CARD	1,870.00
WAXIE SANITARY SUPPLY	3,292.26
<b>Fuel</b>	
NW NATURAL	105,121.66
<b>Garbage</b>	
REPUBLIC SERVICES	21,333.98
<b>Instructional, Professional and Technical Service</b>	
DOTCOM THERAPY	33,535.74
FOXHIRE, LLC	8,748.00
LINN BENTON COMMUNITY COLLEGE	13,655.10
OREGON DEPARTMENT OF EDUCATION	1,422.64
SEAS EDUCATION, INC	1,943.50
UMPQUA BANK COMMERCIAL CARD	1,790.00
<b>Intergovernmental Accounts Receivable</b>	
DHS OHA RECEIPTING UNIT	7,254.01
<b>Legal Services</b>	
HUNGERFORD LAW FIRM LLP	7,687.88
<b>Library Books</b>	
AMAZON CAPITAL SERVICES	1,576.29
<b>Licensed Salaries</b>	
OSU CHALLENGE COURSE	2,310.00
<b>Non-reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	2,230.40
<b>Other Communication Services</b>	
COMCAST/INSTITUTIONAL NETWORKS	65,098.26
CVE TECHNOLOGIES	1,762.00
T-MOBILE	6,130.14

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

Vendor by Fund and Object	Check Total
<b>Other Employee Benefits</b>	
Bethards, Byron D	1,344.60
Kaney, Elizabeth	2,000.00
Onstott, Jessica L	2,000.00
<b>Other Insurance and Judgments</b>	
Demeo, Barbara C	1,585.84
UMB Bank	1,500.00
<b>Other Non-instructional Professional and Technical</b>	
ABIDE WEB DESIGN	2,582.00
BRENDLE GROUP INC	5,060.25
CPR WORKS, LLC	1,980.00
FESER, KATHLEEN D	1,840.83
HEALTHY BUSINESS SYSTEMS ASSOCIATES LLC	14,000.00
NIS	2,437.50
NSPRA	8,000.00
OPTIMIZON	5,950.00
PBS ENGINEERING & ENVIRONMENTAL INC	1,731.25
SOLIANT	10,320.00
VALLEY MERCHANT POLICE INC	2,350.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	109,985.73
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	40,685.82
<b>Postage</b>	
GARTEN SERVICES, INC	3,225.84
<b>Printing and Binding</b>	
FRANKLIN PRESS	6,782.25
LINN BENTON COMMUNITY COLLEGE	1,674.22
OFFICE DEPOT, INC	1,082.17
<b>Redemption of Principal</b>	
FIFTH THIRD BANK	11,083.12
US BANK EQUIPMENT FINANCE	4,317.61
<b>Reimbursable Student Transportation</b>	
DIAL-A-BUS OF BENTON COUNTY	257,830.04
MID COLUMBIA BUS CO INC	4,990.00
STA WEST REGION	1,077,346.68
<b>Rentals</b>	
BRIAN LIND & DANIEL & ANDREA LIND TRUST	4,295.33
CITY OF CORVALLIS - PARKS & RECREATION	2,175.00
CORVALLIS RENTAL EQUIPMENT INC	1,515.52
FUNFLICKS	3,062.16
UMPQUA BANK COMMERCIAL CARD	1,428.00

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

Vendor by Fund and Object	Check Total
<b>Repairs and Maintenance Services</b>	
AINSWORTH, INC.	1,080.00
ANDERSON ROOFING CO., INC.	1,495.31
BENTON COUNTY PUBLIC WORKS	10,347.02
CITY OF CORVALLIS - PUBLIC WORKS	4,278.88
CONVERGINT TECHNOLOGIES	24,333.30
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	5,835.89
CTL CORPORATION	4,049.50
EC ELECTRIC	15,156.25
HAMMERQUIST, INC.	6,366.00
HOODZ OF CLACKAMAS	1,440.00
K-12 TECH MIDWEST	3,430.00
MCCOOL INSTALLATIONS	16,951.00
MIDDLETON HEATING & SHEET METAL INC	2,456.27
MID-VALLEY COMMERCIAL CONSTRUCTION, INC.	6,322.00
NORTHWEST COMPRESSOR	1,277.11
PEAK TREE CARE	1,500.00
REXIUS	9,420.00
ROBERT LLOYD SHEET METAL, INC	3,871.95
SOUTHTOWN GLASS	5,432.00
SPECIAL OCCASIONS	1,166.61
SYNERGY SECURITY SOLUTIONS	1,772.00
<b>Scholarships</b>	
CORVALLIS PUBLIC SCHOOLS FOUNDATION	2,625.00
<b>Telephone</b>	
AMPLIFIED IT LLC	5,488.45
AT&T MOBILITY-ACCT#837370420 (TECH)	2,921.96
CENTURYLINK	9,463.23
<b>Travel, Local in District</b>	
STA WEST REGION	1,217.84
<b>Travel, Out of District</b>	
BMO HARRIS	9,201.06
CREATIVE LEADERSHIP SOLUTIONS	8,550.00
UMPQUA BANK COMMERCIAL CARD	3,395.55
<b>Water and Sewage</b>	
CITY OF CORVALLIS	52,991.43
<b>100 - General Fund Total</b>	<b>2,541,151.37</b>
<b>204 - District Donation Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	2,465.07
ATHLETIC TIMING	3,000.00
BMO HARRIS	2,659.26

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

Vendor by Fund and Object	Check Total
BOYS & GIRLS CLUB OF CORVALLIS	3,061.00
BSN SPORTS LLC	1,022.52
FRED MEYER CUSTOMER CHARGES	6,310.47
LEGO EDUCATION	4,479.30
PACIFIC POWER	1,192.88
SHAR PRODUCTS COMPANY	1,826.24
<b>Equipment-like items \$1,000 - \$4,999</b>	
BEACOCK MUSIC	4,998.00
<b>Travel, Out of District</b>	
Paramo, John	1,020.29
<b>Travel, Student Out of District</b>	
MID WILLAMETTE CONFERENCE	1,331.00
<b>204 - District Donation Fund Total</b>	<b>33,366.03</b>
<b>205 - District Athletics Fund</b>	
<b>Non-reimbursable Student Transportation</b>	
BENTON COUNTY PUBLIC WORKS	3,322.88
STA WEST REGION	19,299.63
<b>Other Non-instructional Professional and Technical</b>	
MID-VALLEY SOFTBALL UMPIRES ASSN	6,414.00
MVBUA	9,091.50
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	2,623.12
<b>Rentals</b>	
CITY OF CORVALLIS - PARKS & RECREATION	2,400.00
<b>Travel, Student Out of District</b>	
SILVERTON HIGH SCHOOL	1,770.00
<b>205 - District Athletics Fund Total</b>	<b>44,921.13</b>
<b>205- District Athletics Fund</b>	
<b>Consumable Supplies and Materials</b>	
SPAETH LUMBER & HOME CENTER	1,192.80
<b>205- District Athletics Fund Total</b>	<b>1,192.80</b>
<b>208 - Designated Facilities Fund</b>	
<b>Buildings Acquisition</b>	
MODERN BUILDING SYSTEMS	3,972.52
<b>208 - Designated Facilities Fund Total</b>	<b>3,972.52</b>
<b>296 - Grants Fund</b>	
<b>Cleaning Services</b>	
CINTAS	10,767.02
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	2,785.62
B & H ELECTRONICS/PHOTO/VIDEO	3,093.43
ULINE SHIPPING SUPPLY	2,631.13

Corvallis School District 509J  
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For the period of March 1 to March 31, 2023

<b>Vendor by Fund and Object</b>	<b>Check Total</b>
UMPQUA BANK COMMERCIAL CARD	3,559.21
<b>Equipment-like items \$1,000 - \$4,999</b>	
WOODCRAFT	1,219.00
<b>Instructional, Professional and Technical Service</b>	
HARRINGTON, RACHEL A	1,795.00
<b>Other Non-instructional Professional and Technical</b>	
BOYS & GIRLS CLUB OF CORVALLIS	50,481.07
LINN BENTON LINCOLN ESD	44,249.00
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	31,807.46
<b>Reimbursable Student Transportation</b>	
STA WEST REGION	3,361.65
<b>Travel, Out of District</b>	
CENTER FOR THE COLLABORATIVE CLASSROOM	14,000.00
NWPBIS	6,000.00
UMPQUA BANK COMMERCIAL CARD	24,234.28
<b>296 - Grants Fund Total</b>	<b>199,983.87</b>
<b>297 - Student Body Funds</b>	
<b>Advertising</b>	
LAMAR COMPANIES	1,075.00
<b>Consumable Supplies and Materials</b>	
AMAZON CAPITAL SERVICES	3,095.90
BMO HARRIS	3,719.26
BSN SPORTS LLC	5,354.02
CORVALLIS CUSTOM	1,323.00
ELEMENT GRAPHICS, INC	3,552.76
HERFF JONES - YEARBOOKS	14,900.00
HITCHCOCK, MAE	2,760.00
LES & BOBS SPORTS AND APPAREL	3,001.00
MARKET OF CHOICE	1,128.87
MR FORMAL	2,233.50
NO DINX INC	1,274.58
PLAY IT AGAIN SPORTS	1,285.81
PSAT/NMSQT	1,128.28
RAW OREGON HONEY	1,440.00
UMPQUA BANK COMMERCIAL CARD	9,564.41
VALLEY ATHLETICS	2,700.00
VARSITY FASHIONS	5,800.25
<b>Equipment-like items \$1,000 - \$4,999</b>	
PAPE' MACHINERY	1,730.78
<b>Printing and Binding</b>	
JOSTEN'S INC.	7,012.75

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<b>Rentals</b>	
CITY OF CORVALLIS - OSBORN AQUATIC CTR	2,400.00
<b>Travel, Student Out of District</b>	
BAYMONT BY WYNDHAM YAKIMA	4,580.16
BMO HARRIS	5,537.62
CASH CUSTODIAN - CVHS	5,652.00
CASH CUSTODIAN, CORVALLIS HIGH SCHOOL	2,532.00
OHS-IR-MUN	1,220.00
UMPQUA BANK COMMERCIAL CARD	2,139.35
<b>297 - Student Body Funds Total</b>	<b>98,141.30</b>
<b>298 - Designated Revenue Fund</b>	
<b>Consumable Supplies and Materials</b>	
BMO HARRIS	1,135.56
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	2,617.11
<b>298 - Designated Revenue Fund</b>	<b>Total</b>
	<b>3,752.67</b>
<b>299 - Food Service Fund</b>	
<b>Computer Software</b>	
CASCADE CONSULTING	2,240.00
<b>Consumable Supplies and Materials</b>	
ACCURATE CHEMICAL & SERVICES	3,669.00
CENTRAL RESTAURANT PRODUCTS	2,174.86
US FOODS INC	18,151.78
<b>Food - Food Service Only</b>	
FRANZ FAMILY BAKERIES	5,409.50
LOCHMEAD DAIRY	23,982.78
POOLE FAMILY FARMS, INC.	3,170.00
<b>Inventories</b>	
UNITED SALAD CO	13,166.40
US FOODS INC	95,975.18
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	1,384.08
<b>Repairs and Maintenance Services</b>	
ADVANCED ENVIRONMENTAL SYSTEMS	1,499.00
BENTON COUNTY PUBLIC WORKS	1,207.43
CITY OF CORVALLIS - PUBLIC WORKS	1,822.75
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	4,755.25
HOBART SERVICE	8,094.00
<b>299 - Food Service Fund</b>	<b>Total</b>
	<b>186,702.01</b>
<b>400 - Capital Projects Fund</b>	
<b>Architect/Engineer Services</b>	
DLR GROUP	1,500.00

Corvallis School District 509J  
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<b>Vendor by Fund and Object</b>	<b>Check Total</b>
PBS ENGINEERING & ENVIRONMENTAL INC	8,611.97
PIVOT ARCHITECTURE	69,242.71
WENHAHA GROUP INC	210,038.24
<b>Buildings Acquisition</b>	
BUCKS SANITARY SERVICE	9,300.00
CITY OF CORVALLIS - DEVELOPMENT SERVICES	3,248.25
CLAIR COMPANY INC	12,900.05
CONVERGINT TECHNOLOGIES	28,800.01
DEPARTMENT OF ENVIRONMENTAL QUALITY	1,484.08
DRY BOX INC	1,540.00
EC ELECTRIC	6,903.33
ELEVATE BUILDING COMMISSIONING LLC	15,000.00
FORTIS CONSTRUCTION	3,663,603.97
GLUMAC	23,630.00
KCDA PURCHASING COOPERATIVE	94,660.00
LLAMA MOVERS LLC	3,578.00
NW NATURAL	1,252.03
REPUBLIC SERVICES	1,839.46
SPECIAL OCCASIONS	1,709.69
TODD CONSTRUCTION, INC.	1,140,747.11
<b>Improvements Other Than Buildings</b>	
NORTHWEST PLAYGROUND EQUIPMENT INC	46,105.48
<b>400 - Capital Projects Fund Total</b>	<b>5,345,694.38</b>
<b>601 - Insurance Fund</b>	
<b>Group Insurance</b>	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	32,717.95
<b>Other Non-instructional Professional and Technical</b>	
INTEGRATED BEHAVIORAL HEALTH	11,304.00
<b>601 - Insurance Fund</b>	<b>Total</b>
	<b>44,021.95</b>
<b>Grand Total</b>	<b>8,502,900.03</b>

**XIII. BOARD MEMBER COMMENTS (10:30 p.m.)\***

**XIV. ADJOURNMENT (10:50 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