

6:30 PM
December 7, 2023

Thursday,

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

Meeting Details: Thursday, December 7, 2023, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

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. **BOARD MEMBER REPORTS**
- III. **OREGON SCHOOL BOARDS ASSOCIATION AND NATIONAL SCHOOL BOARDS ASSOCIATION UPDATES (6:50 p.m.)***



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sami Al-Abdrabbuh, Board Position #1.
Meeting Date: December 7th, 2023

Oregon School Board Association and National School Board Association Updates

NO ACTION REQUIRED

Background

This report provides recent updates from the Oregon School Board Association and the National School Board Association. These reports will summarize highlights from both associations about professional development, advocacy, and leadership opportunities in public education and school boardsmanship across the state and nation.

Involvement

Director [Sami Al-Abdrabbuh](#), Corvallis School Board Member, OSBA President-Elect, and NSBA Director representing the Pacific Region
OSBA and NSBA staff.

NSBA Updates

- **December 2023 Issue of ASBJ Now Available.**

School safety and security is a complex topic with many layers and facets. One issue that school board members encounter is how to help students exposed to trauma outside of school. This issue's cover story, "Saginaw United," looks at how the Michigan school district supports students facing the trickle-down effect of community violence. Also in this issue: artificial intelligence and school security, becoming a strategic school safety leader, and the needs of students with disabilities during emergencies.

The issue can be accessed online: <https://www.nsba.org/ASBJ/2023/december>

- **NSBA Rural Education Virtual Summit 2023**

Join us for an online gathering dedicated to addressing unique challenges and opportunities in rural education. Participants will hear thought-provoking discussions and learn innovative strategies to foster a supportive network that empowers rural communities to enhance educational outcomes and promote equitable access to quality education.

Emily Smith, School Board Member, Helix School District Board of Directors, OSBA Secretary-Treasurer and incoming vice-president (OR) will join a panel discussion on Addressing Educational Challenges in Rural Communities

Registration is complementary. The event occurs on December 13th between 10-1:30 p.m. PST. Registration and schedule can be accessed from here: <https://www.nsba.org/Events/NSBA-Rural-Education-Virtual-Summit-2023>

- NSBA Constitution and Bylaws Committee continues to work on recommendations to improve NSBA's constitution and bylaws to better reflect the needs of its members. Sami Al-Abdrabbuh serves on this committee and is actively participating in this committee's work.

- Upcoming NSBA events



NSBA Equity Symposium 2024
January 27, 2024 - Washington, DC



NSBA Advocacy Institute 2024
January 28 - January 30, 2024 - Washington, DC

During this event board member Sami Al-Abdrabbuh will be leading Oregon's delegation to Capitol Hill as OSBA's President (2024) to meet with Oregon's Congressional delegation and share the needs of Oregon's schools. All OSBA school board members are invited to attend and join the delegation to NSBA Advocacy Institute.



NSBA 2024 Annual Conference and Exposition

April 06 - April 08, 2024, New Orleans, LA

Immerse yourself in the vibrant destination of New Orleans and elevate your leadership skills at the NSBA Annual Conference and Exposition. This national event brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in New Orleans for an empowering experience of national school board leadership learning and networking with like-minded professionals.

Save up to \$200—Advanced Early Bird Savings End Dec. 8.

<https://www.nsba.org/Events/NSBA-2024-Annual-Conference-and-Exposition>

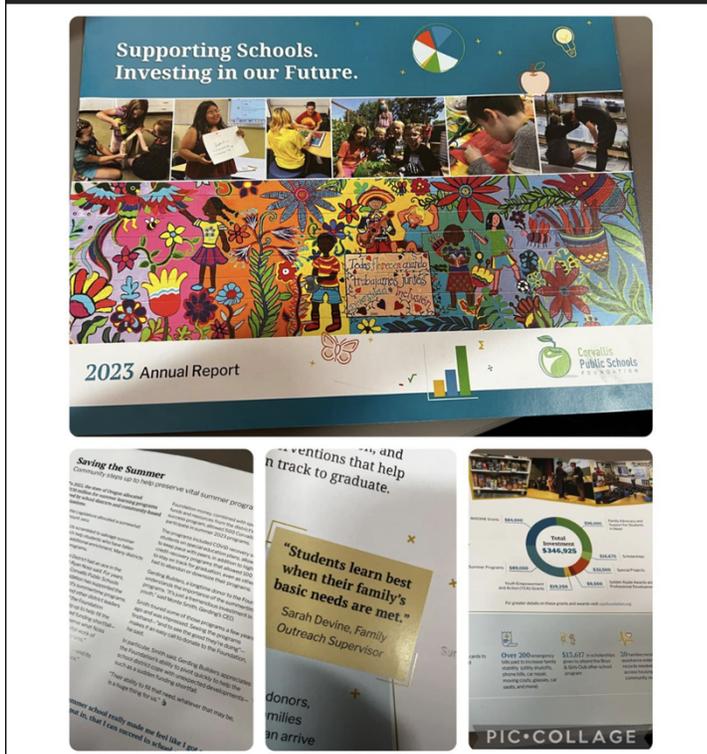
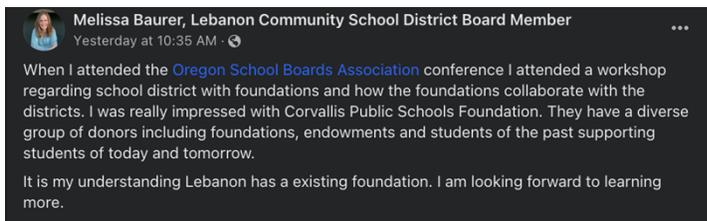
OSBA Updates

OSBA held its 77th annual convention in Portland.

Corvallis was very well represented at OSBA's 77th annual convention held between November 9 - November 11.

Corvallis delegation presented on the topics:

"Public School Foundations: Stories of Success" - which was presented by former school board member and OSBA Board development specialist Vince Adams, Superintendent Ryan Noss, and Corvallis Public Schools Foundation Executive Director Angela Hibbard. This presentation was praised by attendees including Lebanon board member Melissa Baurer.

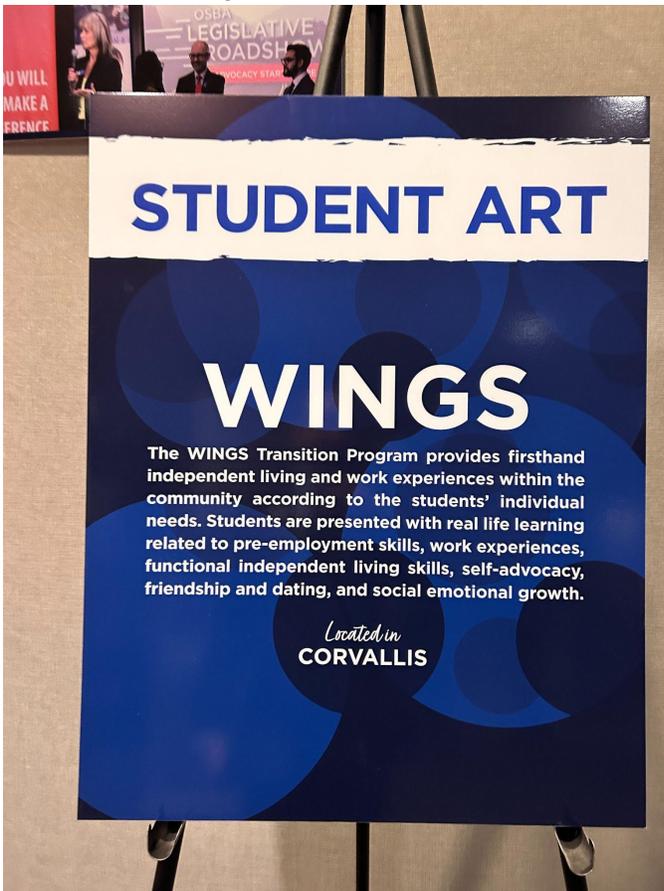


'Corvallis School District and OSBA Collaboration Makes a Difference for Students' session was presented by Superintendent Ryan Noss, School Board chair Luhui Whitebear and Co-Vice Chair Terese Jones on How can school boards improve learning at the school and how collaboration

with OSBA over the past three years have focused on student mental health, equity policy development, and board goal review



Noteworthy that student art by WINGS program from Corvallis was exhibited at the convention center. The WINGS Transition Program was exhibited at the convention provides firsthand independent living and work experiences within the community according to the students' individual needs. Students are presented with real life learning related to pre-employment skills, work experiences, functional independent living skills, self-advocacy, friendship and dating, and social emotional growth.





Board members Chris Hawkins, Terese Jones, Judah Largent, Luhui Whitebear, and Sami Al-Abdrabbuh attended the convention.



Introducing OSBA's 2024 president.

During the convention I had the honor to be introduced to the membership. Traditionally the President-elect presents his values and priorities for the organization.



The following is the script for my speech, a video recording of the speech is available upon request.

Good morning and welcome all.

As your president-elect, it will be my honor in 2024 to be this association's president, succeeding my dear friend Sonja McKenzie. As I look out on this sea of faces, I'm pleased to see many familiar ones, but also many new to me, just as I am new to many of you.

So it's only fair that I take a few minutes to introduce myself – not only who I am and where I come from, but what I stand for.

I'm a product of many experiences and challenges. I was born in Arizona and raised abroad, mostly in the Middle East. My grandmother has a sixth-grade education and is the rock of our family. My grandfather was a carpenter. My father and uncle were the first in our family to receive a college degree.

I have experienced bullying in school, and I have witnessed people being persecuted for their religious and political beliefs. I've attended private and public schools and seen

both their triumphs and pitfalls. Since a young age, I knew that the entire community's prosperity is dependent on the success of public schools. Fast forward to my recent visit at the OSBA Legislative Roadshow in Grant County, where a board member summed it up beautifully when he talked about the need to protect and properly fund public schools.

"In rural communities," he said, "the school is the community."

I'm proud to not only hold two degrees from Oregon State University but also to have taught engineering there for more than eight years and helping inspire another generation of learners. As an engineer I've practiced how to be a problem solver – a great experience for serving on a local school board, and it's served me well since I joined the Corvallis School Board in 2017.

My hobbies have come in handy, too: chess and salsa dancing. Chess for planning far ahead for positive outcomes, and salsa for improvising and coordination, plus – you guessed it – perfecting how to avoid stepping on others' toes.

In this highly polarized environment in which we now live and serve as school board members, I'm reminded of a recent conversation I had with a resident of one of Oregon's rural communities. He was considering serving on the school board, but feared the political repercussions because he owns a business in town.

That fear shouldn't be something we have to face. If you want to serve your community, your children and your community's children, you shouldn't have to worry that your friends will turn on you and your business may suffer. School board service should not be a symbol of division – it should be a symbol of unity.

When we disagree, we should model how disagreement fosters solutions based on productive compromise. When we serve on a board, we should think of our neighbors' children and how our systems can help them succeed as much as they help our own children to succeed.

I learned at a young age the importance of meeting and talking with others who have opposing views. My father modeled how to approach debates and prioritize understanding before attempting persuasion. When I told him at a young age that my stomach started hurting when I engaged in heated debates, he would say "Son, then stop. You're doing it wrong. If you want to engage in a discussion, listen and be willing to learn from the conversation without getting upset just because you can't reach full agreement with the other person."

This is how we find common ground and understand one another's unique point of view. As former chair of the Corvallis Board, I have been responsive and listened to community members who have shared their concerns or opposition about board decisions or policies.

In my communications with community members, parents, students, and colleagues I strive for transparency and integrity.

I believe it is vital that as leaders we stand up for those who are less privileged than us.

As we look ahead, I hope we can share a vision for public education that our schools and community colleges are empowered to help every student feel that they belong, to feel that they can be the best version of themselves. Every student's voice matters. Their knowledge matters. Their community matters. Their identity matters.

Here in Oregon our enrollment exceeds 545,000 in grades K through 12 – that's 545,000 young lives and 545,000 reasons to get it right. One student at a time.

Getting it right means listening directly to our students about what they need to succeed.

It means walking the walk for student success. We must encourage children to be the best versions of themselves by us being the best version of ourselves.

It means recognizing that schools are no longer factories of labor cranking out students with a specific skill set. Instead, schools must be castles of hope for children – not those medieval castles designed to repel invaders, but fortresses of knowledge where the doorways are open and every child is invited to enter.

We must construct these castles for all of our community's children – today, tomorrow, and for generations to follow.

Schools must be built with the promise that no one should go hungry, no one lives in fear, and no matter who you or your parents are, this is your castle. Inside it, you find refuge from fear. In this place of safety, your resilience lends strength to conquer your worries. You find a place to learn, explore and imagine.

May these buildings be blessed by those who occupy them and leaders such as us who ensure they are built on firm foundations. May every moment spent within their walls empower our children to observe, understand, reflect, empathize and dream.

To do that, I invite you to join me on a journey for this upcoming year:

First, we believe in student voice. I am reminded by the Lebanese American poet Khalil Gibran poem on Children when I meet with students and realize that you may not be able to tell what they want.. but they know what they want. They know what works for them and they know what doesn't work for them, and they know what motivates them too. Our schools may be built of bricks and mortar, operated by the hard work of the trusted adults in schools, but they can't be fueled by a stronger torch than student voice and passion.

Second, that we model the way for student success by being productive and functioning boards that lean on their community's voice, especially from students. By doing so, we as board members are empowered to advocate on their behalf and fulfill our role as a board member.

Third, as a membership organization, OSBA will strategically address our needs as locally elected board members. OSBA will have a strategic plan that builds on its successes the past 77 years and propels us to succeed as policy makers, legislative advocates, and board members responsible for the success of the next generation of Oregonians.

I look forward that in the next year we have a clear vision on how OSBA can best serve us in a rapidly changing education system, how as leaders-of-leaders we model success for our educators, community, and students, and how we elevate students' passion and voice to be the torch that helps them move forward to a brighter and better future.

I am honored to share my past and present with you and to walk together into a future in which we build castles of hope for Oregon's young people. Let's do this together, let's go!

Thank you for all you do to serve and inspire Oregon students.

OSBA concludes its Legislative Roadshow

By this past Thursday, I completed driving 4,500+ miles for the Oregon School Boards Association Legislative Roadshow and made it to all 20 stops across Oregon to meet with Public Education and Community College leaders. I am grateful to have completed this journey to listen to priorities and share legislative and business updates with OSBA members. Members are considering a Rural Caucus, navigating challenging issues in their districts, including staffing, mental health services, and the need to protect local control in decision-making.



The results of the roadshow discussions and feedback will inform OSBA in its legislative advocacy through a report that will be presented to OSBA Legislative Policy Committee (LPC) and with a bi-annual legislative priorities document that will be proposed for individual member school boards to approve.

In addition to this formal process, I intend to share a summary of my observations and discussions with local school board, ESD, and community college Presidents, Superintendents, and board members.

For now, here are some visual snapshots of the meetings with education leaders from across the state:





- OSBA undergoes leadership transition

There are some leadership transition changes happening at OSBA. At this time I would like to highlight President Sonja McKenzie's message to the membership that was sent to your email earlier last week and also the following two articles:

[Green steps down as OSBA's executive director - osba.org](#)

[Statement from Jim Green, former Oregon School Boards Association executive director - osba.org](#)

IV. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the December 7, 2023 meeting.

Vacant Positions on the Budget Committee

We still have three vacant positions on the budget committee.

- Two (2) three-year term appointments
- One (1) two-year appointment

Applicants must live and be registered to vote in the District and not be an officer, agent, or employee of the District. Positions are non-partisan, unpaid, and not connected to any specific region within the district. The application is available on the [district's website](#).

School Improvement Plans

At the December 14 board meeting, elementary principals will report to board members on their school improvement plans. These improvement plans include identified strengths, areas for improvement, and strategies to help make those improvements.

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

Title VI

Late last month the district took the first step in the application process to begin a Title VI program. Title VI programs focus on support for Native American students. We have approximately 75 students in our district who have tribal affiliation or recognition, either for themselves or their families. District staff along with Dr. Whitebear are developing opportunities to meet with Native American students and families to learn how a Title VI program can support our Native American students.

TRIO Upward Bound at CHS

In partnership with OSU, Corvallis High School recently started a TRIO Upward Bound program. The pre-college program includes academic advising, tutoring, career exploration, campus visits, cultural events, and college and financial aid application support for students navigating poverty and first generation college-going students.

School Board Meeting Accessibility

In response to a discussion among board members at our October 12 board meeting, I met with board member Judah Largent and district staff to discuss ways to make our board meetings more accessible. We have discussed the following themes:

- Ensuring our physical space has varied seating options and signage about ADA accessibility.
- Making our meetings more accessible from other locations for attendance and public comment.
- Improving the accessibility of board meeting materials.

- Ensuring clarity of communication to families, staff, students, and the public on the accessibility accommodations available for board meetings and what attendees can expect when attending a meeting.

Staff will meet again in January to make final decisions about solutions and develop a timeline for implementing these solutions.

Executive Team Transition

This is our final business meeting with Olivia Meyers Buch as our Director of Finance and Operations. I want to take this opportunity to thank Olivia for all she has done for CSD over the past nine years. I also want to welcome Lauren Wolfe to the position of director of finance and Kim Patten to the director of operations positions.

V. **PUBLIC COMMENT (7:20 p.m.)***

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

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



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 08-15-23)

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 35th Street, Corvallis, OR 97333. Emails sent to: 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

Luhui Whitebear	541-714-3305	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Sarah Finger McDonald	541-908-3756		

School Board Testimony Regarding Sustainability Management Plan

John Swanson for 11/07/2023 Meeting

I'm John Swanson. I live in Corvallis; my children attended Corvallis schools; and my granddaughter is a fourth grader. I have been advocating for sustainability in our schools since it was first introduced in 2009.

Cudos to the district for including in this draft of the sustainability management plan a goal for integrating sustainability into classroom curriculum. In reviewing the current draft of SMP, I would like to offer feedback and suggestions for your consideration.

I think most would agree that the SMP goals are strongest when they include a measurable outcome and date for accomplishment. A good example is the Food Waste Goal "By 2025 reduce district waste sent to the landfill per student by 5%."

My concern is with the adequacy of Leadership goal L-1 which calls for developing a plan for integrating sustainability into our school curriculum. While developing a plan is an important first step, I am concerned the most important goal of implementing the plan will not move forward in a timely manner. We've seen this happen with past district sustainability plans. It's been over a decade since a district Sustainability Task Force called for including sustainability in school classrooms.

To avoid further delays, I suggest that the Leadership goals should include a timeline for both completing and implementing a plan for integrating sustainability curriculum into our schools. I ask you, without implementation strategies with measurable outcomes, how will we know that sustainability progress is being achieved?



Read aloud at the 12/7/23 board meeting.
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December 7, 2023

Corvallis School Board
Attn: Chair Luhui Whitebear

Corvallis School District
Attn: Superintendent Ryan Noss

Dear Chair Whitebear and Superintendent Noss:

On behalf of the Franklin School PTA, I would like to thank you for the opportunity to provide the following testimony regarding the Corvallis School District's library book "weeding" that was completed earlier this year. The goal of the Franklin PTA, like all Parent-Teacher Associations, is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

The Corvallis School District provided a weeding policy on March 8, 2023 (two months after the onset of the Franklin School library weeding). According to the policy, the intent of the weeding was to provide high quality materials that address limited space; improve access and visibility of existing books; determine areas of need in library collections; to better adapt to changing curriculum needs; and to make it easier for students to find age-appropriate, high quality, and up-to-date resources (CSD, 2023). The District provided several criteria that guided book removal including, condition, age, frequency of use, multiple copies, publication date, student interest, and book quality. Books removed from libraries were to get a "second chance" which included placement in other District school libraries or classrooms, offering to families, donations to organizations, or use in maker and art spaces. Any materials not deemed worth a second chance, were to be discarded. The District and the school principal were to approve all weeded materials. Finally, the District noted that through the bond, the District planned for an estimated 20-25 books per student per school library.

As Franklin School parents who participated in the Franklin School library weeding, we believe the District completed an overly aggressive weeding effort in our library that was based on ad hoc criteria with insufficient oversight and input from our school principal, librarian, and long-time Franklin School parents. The weeding was completed by an inexperienced librarian who was new to the District and who was unfamiliar with Franklin School's history, curriculum, and library collection. Since the District was not prepared to distribute the sheer number of books weeded from the Franklin School library, Franklin parents identified and contacted organizations that were thankful for the donations. Our parents facilitated the book distribution throughout our community.

The following document details the impacts of the weeding effort on the Franklin School collections, documents the collection composition before and after weeding, and offers a retrospective for the District to consider especially regarding the District's goal of offering 20-25 books per student in school libraries.

Highlights of our analysis include the following points.

- The Franklin School library had 31.4 books per student before, and 12.1 books per student after the weeding. Currently, the Franklin School library collections equate to 49% of the District's books per student goal.
- The weeding removed 70% of Franklin School's library collection in 2023. Of the 9,856 books in the 2022 collections, 6,913 books were removed, and 675 books have been added. We currently have approximately 3,618 books in our library.
- Franklin School library collections accounted for 30% of all weeded books and 7% of all added books across District school libraries in 2023.
- The Franklin School library collections varied from other District school library collections due in part to Franklin's Core Knowledge curriculum and PTA and parent book donations over time. Franklin's 2022 collections on average shared 19% and 13% of the same titles with other District elementary and middle schools, respectively. After the weeding, Franklin's collections are now 42% and 30% the same as other District elementary and middle schools, respectively, despite Franklin having a differentiated curriculum.
- Books with an acquisition date of 2010 or later accounted for 23% of weeded books from across the District school libraries. Of the 5,079 weeded books, 25% were removed from the Franklin School library collections. Of the District's 529 weeded books acquired in the last 5 years, 18% were from Franklin. Franklin's collections accounted for 9% of total District library books before the weeding, and 4% after.
- To meet District goals, between 2,400 and 4,000 books need to be added to the Franklin School library collections to reach the goal of between 6,000 and 7,500 books based on 20 to 25 books per student. A modest cost estimate to meet the district goals is \$36,000.

We believe the weeding also conflicted with the following Corvallis School Board's guiding principles.

- **Academic Achievement for All Students:** The extensive removal of books from the Franklin School collections is counter to the Board's goals of promoting proficiency in reading and writing, particularly in younger grades.
- **Our Schools Will Embrace Equity:** Fewer books equates to fewer opportunities to meet students' diverse reading interests. District staff disregarded parent volunteer suggestions on taking a more measured approach to the weeding, and also publicly posted a condescending narrative regarding the Franklin School library weeding.
- **Our Schools will Be Safe and Welcoming:** Rather than add new titles to further diversify the Franklin School Library collections, classic titles were removed if they did not meet the District's diversity, equity, and inclusion standards. Removal of some books by the district library seemed to be haphazard and completed by one inexperienced person single-handedly making rushed and biased decisions without transparency or District and school oversight.
- **Resources Will Be Managed to Preserve the Long-Term Sustainability of the District:** Replacing removed books to meet the District's books per student goal will be costly, and contrasts with the Board's principle of promoting District financial sustainability.
- **We Will Think Creatively About the Future:** Following the bond work, our library has approximately 20% less floor area due to the District's preferred location for an Americans With Disabilities Act (ADA) access ramp. The location of the ramp reduced available shelf space and library capacity in an already constrained library space. While our library lost capacity, even the shelves we have now exceed the number of books now in our collections.

To summarize, the Corvallis School District undertook an extensive library weeding effort in 2023. Although the goal of removing old and unread titles was commendable and periodic weeding is a necessity for maintaining vibrant collections, the weeding that was completed at Franklin School was undertaken by an inexperienced librarian with little understanding of Franklin School's curriculum and history. The weeding was completed in an ad hoc manner without a posted policy until the weeding was completed. Nearly new books were discarded without a plan for how books would be distributed or disposed. Based on the percentage of books removed from the Franklin library compared to all books removed from District school libraries, our analysis suggests the District expended an outsized effort in thinning Franklin School's library collections. This effort reduced the diversity of Franklin's collections and homogenized book titles compared to other district schools' collections despite Franklin's differentiated curriculum and K-8 format.

We are requesting the District provide a plan and timeline for restoring Franklin School's library collections to the District's goal of 20 to 25 books per student to fully implement the District's weeding policy.

Respectfully yours,

A handwritten signature in blue ink that reads "Troy Brandt". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Troy Brandt
Franklin School PTA President

Corvallis School District - Franklin School Library Weeding Review

The following document includes information provided by Franklin School parents who assisted with the Franklin School library weeding from January through March 2023, and data provided by the Corvallis School District in response to a public information request filed by Mr. Scott Fairbanks. Mr. Fairbanks provided oral testimony to the Corvallis School Board during the Board's October 12, 2023, meeting. Mr. Fairbanks converted the pdf formatted documents provided by the Corvallis School District, into more usable text and Microsoft Excel files that we were able to analyze. The following analysis focuses on the Franklin School library collections.

Franklin School Library History

Franklin School was founded in 1995 by two parents, three teachers, and a friend of the school, to provide an alternate education program in the Corvallis School District. The Core Knowledge curriculum has been in place since the school's founding. The Franklin library collections were built from books purchased by the District, Franklin School, and the Franklin PTA. Franklin families also donated books to the library, often to support programs like the annual Washington, D.C. Trip held for Franklin School 7th graders. Over time, the Franklin collections grew to a sizeable number and diversity of titles. Full bookshelves affected student access and successive school librarians undertook periodic weeding efforts to thin the collections by removing outdated titles and well-worn books. The 2023 weeding was the most extensive weeding completed at Franklin School since the school's founding.

Library Weeding Summary

Table 1 includes a summary of the Franklin School collections before and after the library weeding. The weeding removed 70% of Franklin's collections and less than 10% of the weeded books have been replaced. Prior to the weeding, our collections equated to 31.4 books per student. After the weeding and the addition of new books, our collections now have 12.1 books per student. Prior to the weeding, Franklin's collections were comparable in size to the other schools in the district. Following the weeding, our collections are now less than half of the average elementary and middle school collections. Leticia Carson had the next greatest number of weeded books at 5,155, or 41% of the school's 2022 collections. In short, Franklin had 1,758 more books removed than the next closest school, and 5,163 more books removed than the elementary school average. Franklin has also received the fewest new books outside of Katherine Jones Harrison Elementary. On average, Franklin has received 120 fewer new books than the other elementary schools, and 297 fewer books than the other two middle schools.

Table 1. Summary statistics on the library weeding completed in 2023. Weeding removed 70% of the Franklin School library collections. Books per student were reduced from 31.4 books per student to 13.1 books per student.

School	2022 Collections Books	Weeded Books	Added Books	2023 Collections Books	Percent Weeded	Student Enrollment 2021/2022	Student Enrollment 2022/2023	Books per Student 2021/2022 Enrollment	Books per Student 2022/2023 Enrollment
Franklin School	9,856	6,913	675	3,618	70%	314	298	31.4	12.1
Ave Elementary	9,834	1,750	795	8,879	17%	339	333	29.4	27.1
Ave Middle School	8,040	1,445	972	7,567	19%	626	664	12.6	11.2
Ave High School	9,836	647	869	10,058	7%	1,029	1,073	10.0	9.8

On a per student basis, we now have nearly 15 fewer books per student compared to the other elementary schools and our books per student are in line with the two middle schools. Our books per student metric experienced a 61% decrease from 2022 to 2023.

VI. SUSTAINABILITY MANAGEMENT PLAN – FIRST READ (7:40 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kim Patten, Director of Facilities & Transportation

Meeting Date: December 7, 2023

Sustainability Management Plan Revision NO ACTION REQUIRED

The District's 2019 Sustainability Management Plan provided strategic and measurable goals for the District departments and schools to integrate sustainability through District operations and curriculum. The District has made considerable progress in some areas. Factors influencing the successful completion of all goals within the plan included the global pandemic and bond construction in our buildings.

In the Fall of 2022, the District hired Brendle Group (the environmental consulting firm that helped create the 2019 plan) to review progress and help update the plan based on findings. The update to the plan includes updated goals for completion by 2025.

Staff invited feedback on the revised plan from staff, students, families, and community members. We held a community meeting on November 16, 2023. School Sustainability Leaders and High School Green Teams were invited to give feedback on November 17, 2023. An online link was provided as an additional opportunity to provide feedback. Summaries of feedback are included in the appendices of the revised plan. Feedback from the School Board will be gathered at this meeting and incorporated into the plan for adoption at the January 11, 2024 board meeting.



Corvallis
SCHOOL DISTRICT

SUSTAINABILITY MANAGEMENT PLAN

DECEMBER 2023



Balancing the mutually interdependent areas of education, environment, society, and economy.



Acknowledgments

A team of dedicated staff guided the development of both the 2019 Sustainability Management Plan and this 2023 update. This document is a tribute to their devoted efforts to connect students with the environment and to show students, staff, and the community the positive impacts that can be achieved through education, awareness and action.

Ryan Noss, Superintendent
Melissa Harder, Assistant Superintendent
Kim Patten, Facilities & Transportation Director
Doug Tiller, Facilities Manager
Alexis Torres-Diaz, Custodial Supervisor

Kathy Pitzer, Food & Nutrition Services Manager
Kelly Locey, Communications Coordinator
Amy Lesan, Student Growth & Experience
Kathy Feser, Sustainability Specialist

We also want to acknowledge our School Sustainability Leaders (SSLs) for moving the District's sustainability work forward in each of our schools. Many of our successes since 2018 have been supported by the SSLs dedicated efforts, and they will be critical to moving forward the goals and strategies in this updated plan over the coming years.

Kandy Chavez, Adams Elementary
Tyler Wilson, Bessie Coleman Elementary
Mara Burke, Franklin K-8
Angelica Munoz and Nina Skeelee,
Garfield Elementary
Emily Thomas, Kathryn Jones Harrison Elementary
Danielle Castillo-Diaz, Letitia Carson Elementary

Dana Monroe, Lincoln Elementary
Sue Kolar, Mt. View Elementary
Liz Wieland, Cheldelin Middle
Penny Kindred, Corvallis High
Eva Wolfe, Crescent Valley High
Cherie Taylor, College Hill
Nicole Jones, Linus Pauling Middle



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Sustainability Management Plan Executive Summary

Superintendent's Message

I am pleased to share the Corvallis School District's 2023 update to the Sustainability Management Plan (SMP). The original SMP, developed in 2019, was informed by our core values for educational design and helped us set a course for a more sustainable future. This 2023 update will guide Corvallis School District in the next phase of our sustainability work by identifying measurable goals and actionable strategies.

Since we deployed our original 2019 Plan, the District has seen great success, including the integration of sustainable design features into new construction and major upgrades, the implementation of waste audits at some schools, expanded bike education, and the expansion of Green Teams and School Sustainability Leaders to each school. At the same time, the Covid-19 global pandemic created unprecedented challenges. Staff faced competing priorities associated with changing conditions and

operational safety considerations resulted in significant shifts in energy and water usage and changes in transportation patterns. Pandemic precautions and school closures also impeded the District's ability to collect some baseline data, for example in the transportation and food and waste action areas. As a District we remain committed to student engagement in real-world learning and community partnerships. This Plan creates opportunities for students and staff to engage for the first time—or to reengage—with sustainability best practices.

Thank you to our Director of Facilities and Transportation Kim Patten for leading this work and thank you to the committed staff and Green Team students who are already leading the way throughout the district as they demonstrate how to build community, get involved, and contribute to a more sustainable future for all of us.



Ryan Noss
Superintendent
@suptnoss

Plan Overview

Corvallis School District views sustainability as a natural extension of the District’s mission and integral to our built environment, our practices, and our core values. Adoption of the Corvallis School District 2019 Sustainability Management Plan (SMP) marked the formal beginning of work to integrate sustainability into all aspects of District work and ensure that sustainability values guide future decision-making. This 2023 update to the SMP builds on work completed over the last four years to refresh the District’s goals and strategies in light of progress made and lessons learned.

The updated plan renews the District’s commitment to its sustainability vision and provides a foundation for institutionalizing sustainability throughout its operations. Achieving our goals will require participation and coordination across all District departments, and between staff, students, and the wider community to ensure that sustainability is at the core of our work.

Sustainability Vision Statement

Corvallis School District will meet the educational, environmental, social, and economic needs of its students and community without compromising the ability of future generations to meet their own needs through balancing the mutually interdependent areas of education, environment, society, and economy.

This plan describes progress made since 2019 and updates our sustainability goals within each of the District’s five action areas:



Energy & Water



Facilities



Transportation



Food & Waste



Leadership

In support of the District’s updated goals, the plan identifies priority strategies within each action area that will be implemented in school years 2023/24 and 2024/25. Additionally, this plan update builds out work plans for each strategy to ensure that we are prepared for successful implementation.

Plan Update

This plan update was not created from scratch. Instead, this document reflects 4-years of implementation and learning, grounded in an evaluation of new data and trends, and informed by input from District staff and community members provided through a series of facilitated workshops.

With the SMP guiding action, the District has made significant progress since 2019 with notable achievements including:

- Integration of sustainable design features into new construction and major upgrades completed through the 2018 Facilities Bond.
- Waste audits were completed at some schools.
- Expanded bike education program, including a bike pop-up event.
- Establishment of Green Teams and School Sustainability Leaders at each school.

However, the path since 2019 has not been straightforward. A review of updated data trends and progress revealed several key takeaways that informed data interpretation and revisions to the District's sustainability goals and strategies:

- The Covid-19 global pandemic had a significant impact on District operations and implementation of the SMP, including:
 - » Facility closures and operational changes impacted data trends, including building energy and water use.
 - » Transportation patterns were impacted by operational changes and ongoing health and safety concerns with shared transportation, including school buses.
 - » School closures and safety measures impacted the District's ability to collect data and establish baselines in the transportation and food and waste action areas.
- While the integration of sustainability features in Facilities Bond projects will have positive impacts for years to come, there were impacts associated with construction, including:
 - » Resource use patterns were not reflective of typical operations, for example, increased water use for the establishment of new landscaped areas.
- Staff faced competing priorities associated with changing conditions and requirements during the pandemic.

A comprehensive review of the 2019 SMP plan goals and progress is provided in [Appendix C: SMP Progress Review](#). A summary of new and updated sustainability goals and strategies included in the 2023 – 2025 Corvallis School District is provided on the following pages.



2023-2025 Goals and Strategies

 <p>Energy & Water</p>	<p>Goal EW-1: By 2025, establish an updated energy and water use benchmark for all facilities.</p> <ul style="list-style-type: none"> • Strategy EW-1.1: Track utility use and costs by building and review trends quarterly. • Strategy EW-1.2: Use Portfolio Manager to determine the ENERGY STAR score for each building, make the scores publicly available, and create plans to address facilities that do not qualify for ENERGY STAR Certification.
	<p>Goal EW-2: By 2025, reduce water use by 5% compared to the 2018 baseline.</p> <ul style="list-style-type: none"> • Strategy EW-2.1: Work with the City and/or other local partners to improve water use data access and quality. • Strategy EW-2.2: Develop a program to routinely identify and repair water leaks. • Strategy EW-2.3: Identify all water meters with irrigation use and ensure that use is metered separately. • Strategy EW-2.4: Establish and implement irrigation schedules.
	<p>Goal EW-3: By 2025, reduce district-wide site Energy Use Index (EUI) by 30% compared to the 2018 baseline.</p> <ul style="list-style-type: none"> • Strategy EW-3.1: Create a building shutdown checklist and train staff to complete before each extended school break. • Strategy EW-3.2: Complete two-year post occupancy recommissioning.

 <p>Facilities</p>	<p>Goal F-1: Continue implementation of sustainable design guidelines for new construction and major renovation projects.</p> <ul style="list-style-type: none"> • Strategy F-1.1: Continue to implement sustainable design standards for all new construction and major renovations. • Strategy F-1.2: Continue monitoring and communication of Bond Program sustainable design impacts.
	<p>Goal F-2: By 2025, establish a district-wide indoor environmental monitoring program.</p> <ul style="list-style-type: none"> • Strategy F-2.1: Document existing indoor learning environment standards and monitoring systems. • Strategy F-2.2: Develop a plan to review, document and address indoor environmental concerns.
	<p>Goal F-3: By 2025, establish a district-wide landscaping environmental program.</p> <ul style="list-style-type: none"> • Strategy F-3.1: Document existing standards, education, and maintenance practices related to outdoor environments district-wide. • Strategy F-3.2: Develop an education and communications plan to raise awareness of outdoor environmental systems.

 <p>Transportation</p>	<p>Goal T-1: Beginning in 2023, conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.</p> <ul style="list-style-type: none"> • Strategy T-1.1: Develop and administer a survey to create a transportation baseline and track the impact of transportation strategies. • Strategy T-1.2: Identify and implement strategies that support active and shared transportation trips to school including use of District bus service.
	<p>Goal T-2: By 2025, increase active and shared transportation trips to school by 10% compared to 2023 baseline.</p> <ul style="list-style-type: none"> • Strategy T-2.1: Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school. • Strategy T-2.2: Continue annual bike education for elementary students and implement middle school bike education program. • Strategy T-2.3: Review and update elementary school Safe Routes to School by 2025.

 <p>Food & Waste</p>	<p>Goal FW-1: By 2024, develop a process for tracking district-wide waste generation, diversion rate and waste stream composition on an ongoing basis.</p> <ul style="list-style-type: none"> • Strategy FW-1.1: Perform annual waste audits to inform understanding of waste stream composition. • Strategy FW-2.1: Monitor the volume of landfilled, recycled, and composted waste over time to track total waste trends by school.
	<p>Goal FW-2: By 2025, reduce District waste sent to landfill per student by 5% from 2024 baseline.</p> <ul style="list-style-type: none"> • Strategy FW-2.1: Discourage use of single-use plastics in District facilities. • Strategy FW-2.2: Monitor composting and recycling stations to promote good practices and reduce waste stream contamination. • Strategy FW-2.3: Pilot an all-reusable materials kitchen operation at one school.

 <p>Leadership</p>	<p>Goal L-1: By 2025, develop a plan to integrate sustainability literacy curriculum at each grade level.</p> <ul style="list-style-type: none"> • Strategy L-1.1: Inventory existing sustainability curriculum and evaluate against best practices to identify gaps. • Strategy L-1.2: Develop a plan to fill any gaps identified in Strategy L-1.1. • Strategy L-1.3: Provide annual District-level opportunities to exhibit student projects and work related to sustainability. • Strategy L-1.4: Hold an annual training fair for District staff. • Strategy L-1.5: Provide High School Green Teams with bi-annual Sustainability Management Plan progress updates and provide opportunities for cross-District collaboration and peer learning.
	<p>Goal L-2: By 2025, integrate sustainability considerations across district-wide operations, purchasing policies, and building design.</p> <ul style="list-style-type: none"> • Strategy L-2.1: Develop and implement guidelines to ensure that sustainability is integrated into district-wide decision making. • Strategy L-2.2: Review and update the district-wide Sustainability Design Guidelines.



Introduction



In 2019, Corvallis School District developed a Sustainability Management Plan (SMP) for District operations. The plan was designed to operationalize the District’s 2011 Sustainability Policy by institutionalizing and structuring district-wide sustainability activities. The SMP was informed by recommendations provided by a Sustainability Task Force and was developed to build a culture of sustainability throughout the District and integrate sustainability values into future decision making. Finally, the SMP was always intended to act as a starting point for action, iteration, and continuous improvement.

The path since 2019 has not been straightforward. In the years since 2019, the District has weathered a global pandemic, completed almost \$200 million in facility upgrades to nearly all schools, and faced challenges with staff capacity and direction. Despite that, significant progress has been made, including the implementation of design standards to ensure that major construction projects under the 2018 Facilities Bond Program optimize building performance and contribute to sustainability goals. This 2023 update to the SMP evaluates progress and updates the District’s goals and strategies for 2023 – 2025.

This SMP provides the foundation for institutionalizing sustainability district-wide, and for future adaptation and improvement over time. Integrating sustainability throughout our operations will require participation by all District departments, staff, and students, supported by a dedicated part-time sustainability specialist. The success of this plan ultimately relies on the people that give their time and effort to implementing the strategies identified and ensuring that sustainability is at the core of our work.

Plan Development Process

Figure 1 describes the plan development process whereby project consultants, Brendle Group, worked with District leadership to collect data, benchmark against the 2010 baseline, and evaluate trends since 2019.

District staff then participated in a facilitated workshop to review the updated data, evaluate progress, and discuss what had gone well and what could be improved from implementation of the 2019 SMP.

During subsequent workshops, key staff representing each of the plan’s core action areas reviewed updated goals and strategies to inform the development of actionable work plans.

Finally, the draft plan was presented to a group of community partners for further review, feedback, and connection to broader community priorities.

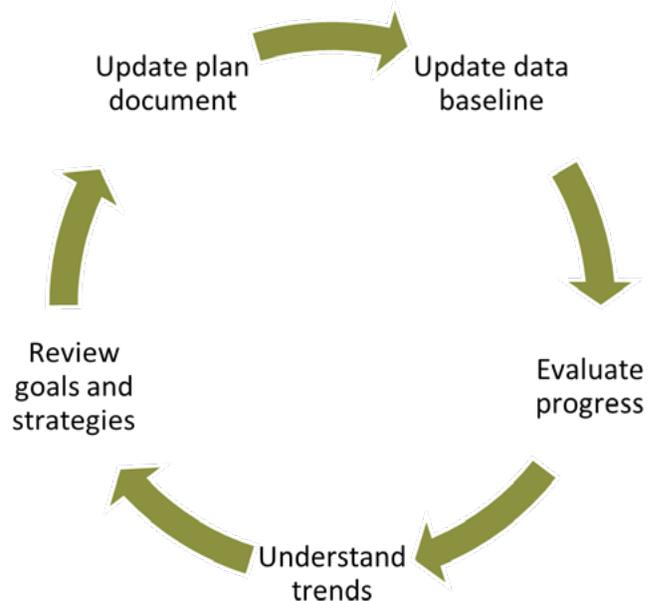


Figure 1. Corvallis School District Sustainability Management Plan update process.

Existing District Policies and Efforts

This SMP update represents a step forward for Corvallis School District and identifies specific, actionable next steps. In doing so, the plan builds on years of sustainability action by the Corvallis School District. This section describes existing policies and efforts that helped to lay the foundation for future success.

Corvallis School District Sustainability Policy

Adopted March 14, 2011

This policy states that sustainability, defined as “meeting the educational, environmental, social, and economic needs of present generations without compromising the ability of future generations to meet their own needs,” is a natural extension of the District’s core values. It goes on to outline the ways in which sustainability will be demonstrated throughout the district:

- 1. Leadership in sustainable management** — striving to balance educational, economic, social, and environmental issues in our daily decision-making.
- 2. Leadership in student achievement** — incorporating environmental, social, and economic sustainability concepts in our education of students.
- 3. Leadership in fostering student health and well-being** — providing a physical environment that promotes the health, productivity, and safety of students and staff.
- 4. Continual improvement** — seeking new, expanded, and improved ways to create a sustainable and restorative future (Corvallis School District 509J, 2011).



Oregon Green Schools

2006-current

While Crescent Valley High School was the first in the District to become an Oregon Green School (in 2006-07), all schools in the district are now participating in the Oregon Green Schools (OGS) program. OGS provides a framework for high school students, school clubs, School Sustainability Leaders (SSLs) and other staff to strive toward varying levels of certification. The program focuses on energy, water, and waste, and Corvallis District Schools have used OGS resources to complete waste audits and work towards composting certification. Schools can also use the program to set other goals and can progress through the system from Entry to Premier certification.



For more information on OGS, please visit their website at OregonGreenSchools.org.

Core Values for Educational Design

Ongoing

The District's core values were thoughtfully considered as the SMP was developed in order to ensure that opportunities to support them are maximized where most applicable for each action area. These core values include collaborative relationships, inclusive learning environments, real-world learning, community connections, and adaptability. The District's statements are provided in [Appendix A: Core Values for Educational Design](#).

Site-based Sustainability Leadership

2016-current

This District program allows for school-based staff (teachers or other) known as SSLs to participate in a limited number of annual sustainability workdays, support sustainability efforts at their schools, and receive a small stipend for the additional required work. As of 2023, all schools now have an SSL in place, completing a district-wide network of on-the-ground implementers that serve to rally school efforts and keep a pulse on what is working at each school.



Sustainability Task Force

2017-2018

Building off the 2011 board policy outlined below the table and associated guidance stating that "Environmental sustainability concepts and practices will be included as part of planning and budgeting," a Sustainability Task Force was convened. This task force looked at developing a 5-year sustainability plan, including actionable goals formatted around the Green Ribbon Schools framework. The eventual outcome of that task force was to commission this SMP to provide an actionable means of implementing sustainability in the District.

Strategic Energy Management Program

FY2017-Current

The District is participating® in the Strategic Energy Management (SEM) program through the Energy Trust of Oregon. Through this ongoing program, the District identified low and no cost energy saving measures that were implemented in FY 2018 and resulted in continued energy and cost savings. This planning effort is structurally very similar to the SMP effort, with a process designed to address immediate opportunities while building a longer-term ongoing effort to monitor and manage energy use. Typically, energy management is one of the most resource intensive elements of a SMP. Using this resource in tandem with the SMP provides support in this area so that other efforts can be advanced even further.

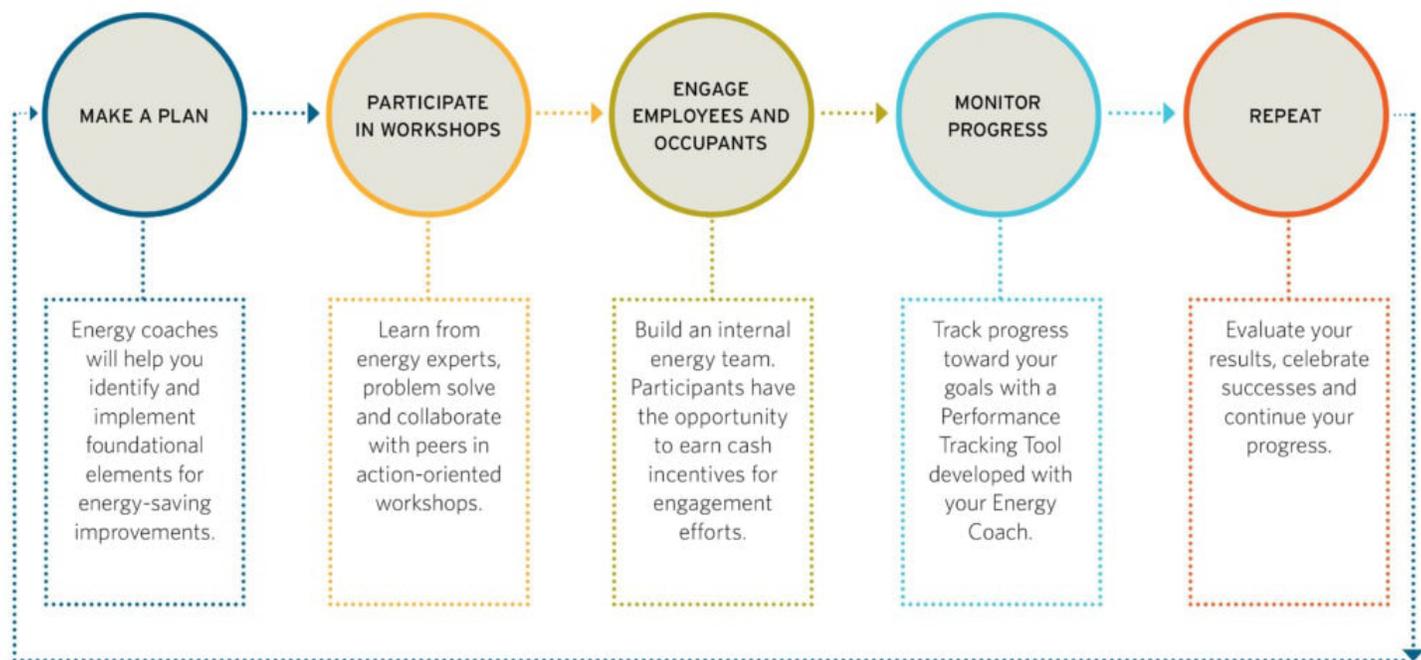


Figure 2. How the Energy Trust of Oregon Strategic Energy Management program works (Energy Trust of Oregon, n.d.)

For more information on the SEM program, visit the Energy Trust of Oregon’s website at EnergyTrust.org.

2019 Sustainability Management Plan

2018-2019

Development of the 2019 SMP began in 2018 when the District hired consultants, Brendle Group, to develop the plan. The plan was grounded in the 2011 Board Sustainability Policy described above and based on input provided by a Sustainability Task Force in 2017 - 2018. The plan identified the District’s five core action areas, established a baseline of key metrics, developed goals, and prioritized strategies for implementation. Strategies were cataloged and prioritized based on community priority, impact, student engagement, and practicality. The framework, goals and strategy catalogue developed for the 2019 plan formed the basis for this 2023 update. The 2019 plan also included a Strategy Work Plan template which was used during this update. [Appendix C: SMP Progress Review](#) provides an update on 2019 plan goals.

Facilities Bond Program and Sustainable Design Guidelines

2018-2023

In May 2018, Corvallis voters approved an approximately \$200 million capital construction bond, enabling us to transform aging District infrastructure and provide more innovative and equitable opportunities for students. In May 2022, the bond program reached a major milestone with all construction projects under contract and all projects anticipated to be complete by the end of 2023.

Sustainable Design Guidelines

Sustainable Design Guidelines were developed and implemented through the bond program, including measures to improve energy efficiency; heating, ventilation, and air conditioning equipment (HVAC) and temperature, ceiling fans, daylighting, and acoustic precautions. Measures implemented through the bond program have improved the energy efficiency of District buildings and will continue to produce energy and financial savings for years to come.

A list of some of the sustainability projects included in the Bond Program are described below and schools with these features are shown in Table 1. Signs highlighting these features can be found around each school to engage students and staff.

- **On-Site Solar Electricity Generation:** Solar arrays installed on roofs or school grounds provide clean, renewable energy to the building and provide opportunities for students to learn about renewable energy generation.
- **WaterSense Low-flow Water Fixtures:** High efficiency plumbing fixtures that use less water have been installed throughout District buildings to reduce water use.
- **Water Bottle Filling Stations:** Water bottle filling stations are installed throughout schools to encourage the use of reusable water bottles, reducing the environmental impacts caused by single-use plastic water bottles.
- **Connecting the Classroom to Nature:** Interior learning spaces have easy access to outdoor learning areas. Large operable windows in all primary classrooms promote connections between students and the natural environment.
- **Bicycle and Pedestrian Friendly:** To promote the health of our community and environment, active transportation is encouraged. Sidewalks around the school have been designed to support multi-modal transportation and there are bike parking spaces for students and staff.
- **Green Infrastructure for Stormwater Management:** Stormwater management reduces runoff of rainwater or melted snow to prevent flooding. The stormwater detention ponds collect runoff allowing the water to soak into the ground and slowly release downstream to create a healthy outdoor environment.

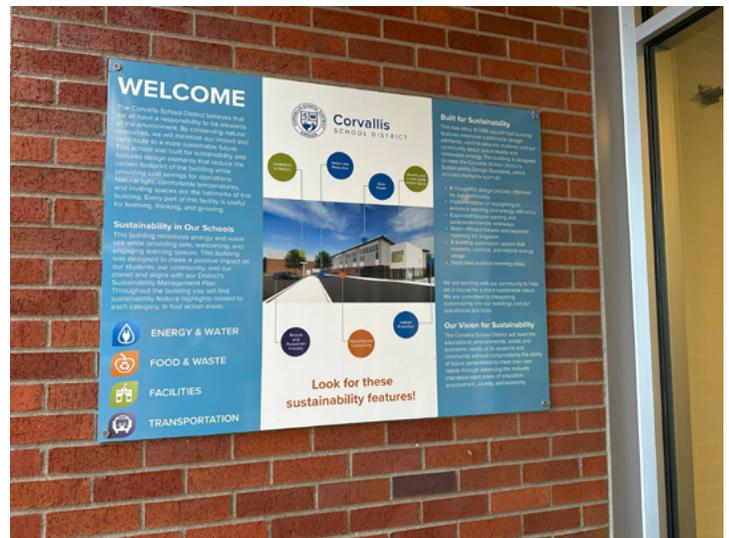


Table 1. 2018 Facilities Bond sustainable building features.

School Name	On-Site Solar Electricity Generation	WaterSense Low-flow Water Fixtures	Connecting the Classroom to Nature	Bicycle and Pedestrian Friendly	Green Infrastructure for Stormwater Management
Lincoln					
Bessie Coleman					
Kathryn Jones Harrison					
Adams					
Letitia Carson					
Franklin					
Mt. View					
College Hill					
CHS					
CVHS					
Cheldelin					
Linus Pauling					

Community Sustainability Efforts

The City of Corvallis and Corvallis residents have been actively promoting and supporting sustainability efforts for many years. The City of Corvallis adopted a Climate Action Plan (CAP) in December 2016 and created a Climate Action Advisory Board in 2018 to guide implementation of the plan. The Climate Action Advisory Board 2022 annual report outlines activities and work completed during the prior year along with the board’s 2023 work plan (City of Corvallis, 2022). The CAP sets a goal of a 75% reduction in greenhouse gas emissions by 2050 compared to 1990 levels, while the revised framework includes even more aggressive goals across a wide variety of sustainability topics. Visit



the City of Corvallis website for more information on the [Climate Action Plan](#) and [sustainability efforts](#). The sustainability website also provides links to the other community sustainability pages including Benton County, Oregon State University, and the Corvallis Sustainability Coalition (the Coalition).

The Coalition is a network of organizations and individuals in Corvallis working together to create a sustainable community through grassroots leadership. The Coalition developed a [community sustainability framework](#) in 2008 which was updated in 2013 and 2018 (Corvallis Sustainability Coalition, 2019). The coalition has been an active part of promoting and supporting sustainability efforts in the District and will continue to be a community partner for several of our 2023 - 2025 strategies.

Sustainability Management Plan Framework

Sustainability Vision

The District believes that sustainability is a natural extension of the District’s core mission and values and critical to achieving a healthy future for its students, staff, the District, and the State of Oregon. Our vision statement is a declaration of our intent and guides decision making across our operations.

Sustainability Vision Statement

Corvallis School District will meet the educational, environmental, social, and economic needs of its students and community without compromising the ability of future generations to meet their own needs through balancing the mutually interdependent areas of education, environment, society, and economy.

Action Areas

The District’s sustainability work is organized into five key areas of action:



Energy & Water



Facilities



Transportation



Food & Waste



Leadership

Data Tracking

Each of the action areas is introduced with an overview of key data relating to that action area, including trends and progress takeaways since 2010 and 2018/19 for Energy & Water, Facilities, Transportation, and Food & Waste. The Leadership action area does not have a quantified data baseline.

Plan Successes and Ongoing Efforts

The plan highlights successes along with ongoing efforts within each action area. This serves to recognize and celebrate work completed to-date and identify opportunities for progress.

Goals

The 2019 SMP developed SMART goals (see Figure 3) within each action area (see [Appendix C: SMP Progress Review](#) for a summary and progress update on the 2019 plan goals). During this plan update, each of the plan goals was revisited and revised if necessary to ensure that goals remain SMART in the context of emerging priorities and progress made to-date. While some plan goals are more qualitative or programmatic in nature, others are tied to key data metrics. Where quantitative goals have been identified, the data is either already readily available, or will be collected as part of plan implementation.

This 2023 SMP update includes 12 goals across the plan's five key action areas.

Strategies

Strategies are the actions and initiatives that the District can pursue in support of the SMP vision and goals. During development of the 2019 SMP, multiple workshops were held to identify and prioritize strategies for each of the action areas. The full list of prioritized strategies is included in [Appendix G: Sustainability Strategy Library](#) and was used as the basis for evaluation and reprioritization for this 2023 plan update. While only priority strategies are identified within the body of this plan and have detailed work plans in [Appendix F: Strategy Work Plans](#), the full list of strategies will be maintained and used to inform future plan updates.

The plan identifies 28 strategies for implementation in FY 2023/24 and FY 2024/25.

Implementation

The implementation section of this plan details the specific processes by which the SMP will be brought to life through district-wide action. These processes will be revised as needed by District staff but provide a solid foundation based on best practice from which to start. Figure 4 illustrates our iterative approach to implementation.

The plan identifies an estimated 1,400 hours of work needed to implement the District's priority strategies and make progress towards our goals. This work will not be the work of one, but will be spread across at least 20 District positions, with coordination by a dedicated sustainability specialist and additional support from SSLs, student green teams, and external consultants.

Smart Goals — What Are They?

SMART goals are a method of goal-setting to create an actionable plan for results.

- S – Specific:** What exactly do you want to achieve?
- M – Measurable:** How do you know when you've achieved it?
- A – Attainable:** Is it something you have control over?
- R – Relevant:** Why is this applicable?
- T – Timely:** When do you want to achieve the goal?

Figure 3. SMART goals overview.

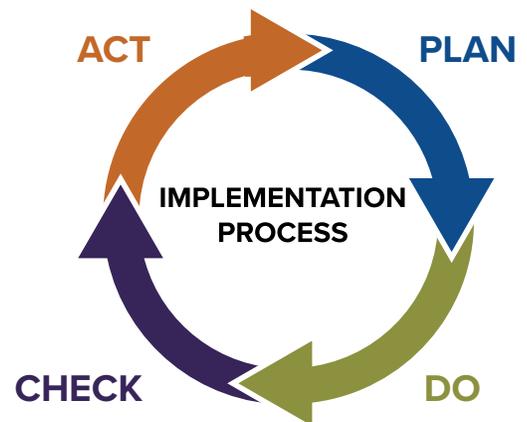


Figure 4. Sustainability Management Plan Implementation Process.





Action Area #1:

Energy & Water



This action area centers around a commitment to reduce the District’s impact on natural resources through energy management and water conservation practices. The goals and strategies outlined in this action area expand on the District’s previous energy and water management efforts and contribute to the community’s sustainability goals. This action area reinforces and leverages the significant work already achieved through the 2018 Facilities Bond efforts and by members of the District facilities team.



Data Observations and Key Takeaways

TOTAL ENERGY AND WATER COST

Energy and water bills represent about 1% of the District’s overall budget. To better understand the District’s overall use and identify opportunities for conservation and cost savings, spending trends since the 2010 fiscal year were reviewed at the District and facility scale. Detailed results are provided in [Appendix B: Baseline Data](#). Figure 5 shows the total cost of energy and water over the last 12 fiscal years broken out by source.

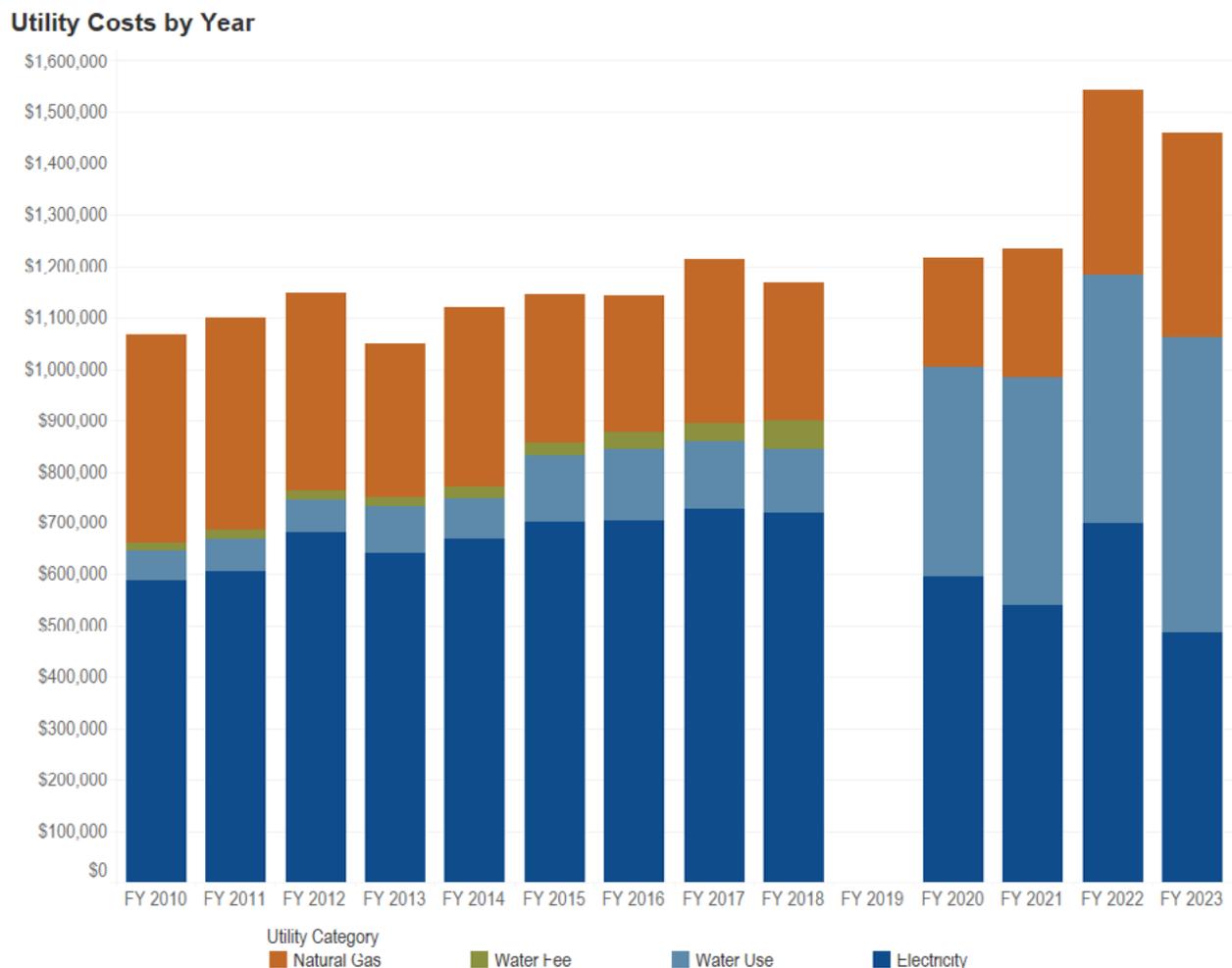


Figure 5. Corvallis School District utility costs by year. Data are not available for FY 2019.

Key data observations include:

- **General upward trend in total energy and water spend:** As shown in Figure 5, there has been a general upward trend in total energy and water spend, with an average annual increase of 2.6% and a total increase of 37% between FY 2010 and FY 2023. As shown in following sections, this increase is driven by both increased unit costs for electricity, natural gas and water; and by increased natural gas and water consumption.
- **Shift in source distribution of energy and water spend:** Figure 5 shows a decrease in total electricity cost and a shift toward water accounting for a higher percentage of the total spend. Prior to FY 2020, electricity was consistently greater than 50% of total energy and water costs. When water expenses increased after FY 2020, electricity and natural gas made up proportionally less of the total cost, while water contributed more to the total cost.
- **Energy and water spend spiked in 2022:** Figure 5 shows a spike in total spending in 2022, likely due to operational changes associated with COVID-19 precautions and Bond project construction.

ELECTRICITY COST AND USE

Figure 6 shows electricity unit cost over time and Figure 7 shows electricity use at District facilities. Key data observations include:

- **Total electricity spend is declining, despite increased rates:** The total amount spent on electricity is decreasing, despite an increase in the unit price of electricity during the period of analysis, as shown in Figure 6.
- **Electricity use is trending downwards due to efficiency improvements:** Figure 7 shows the total electricity use across all district buildings, with a general downward trend and a decrease of 38% between FY 2010 and FY 2023. The decrease in usage can primarily be attributed to 2018 Strategic Energy Management (SEM) efficiency improvements and measures incorporated into the Bond Program updates.
- **Electricity use spiked in FY 2022:** FY 2022 saw a spike in electricity use, as shown in Figure 7. This spike was likely due to increased energy use associated with measures taken to mitigate the risk of COVID-19 transmission. Measures included increasing the amount of outside air brought into classrooms and the addition of filtration devices. Use dropped back down following the loosening of COVID-19 precautions.

To better understand how the District uses electricity, the overall electricity use, electricity unit cost, and normalized electricity use by building are analyzed in [Appendix B: Baseline Data](#).

Electricity Unit Cost

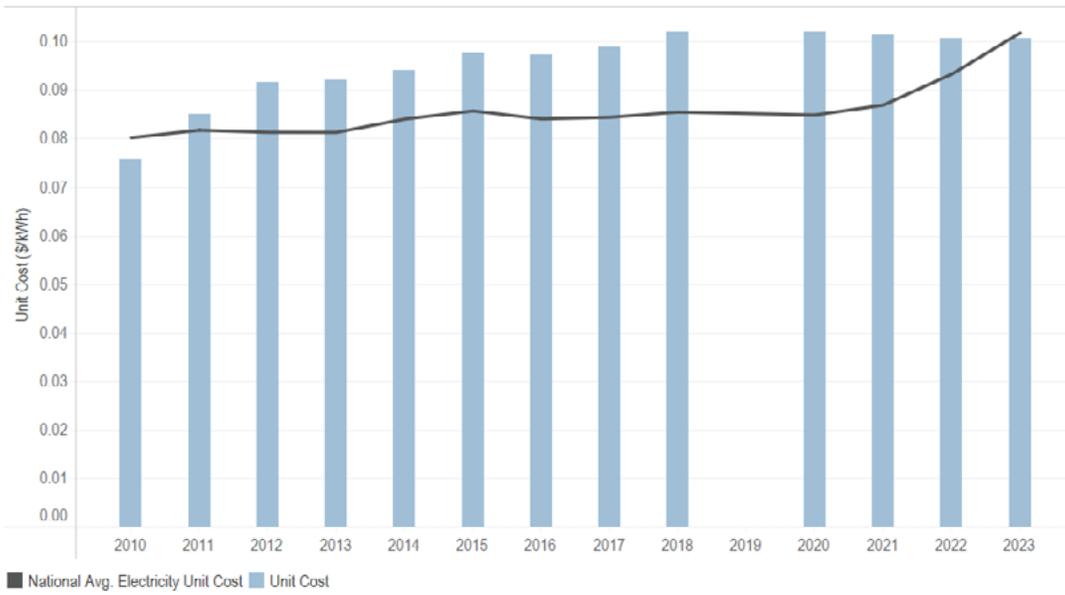


Figure 6. Electricity unit cost (\$ per kWh) for Corvallis School District compared to the national average electricity unit cost.

Electricity Use

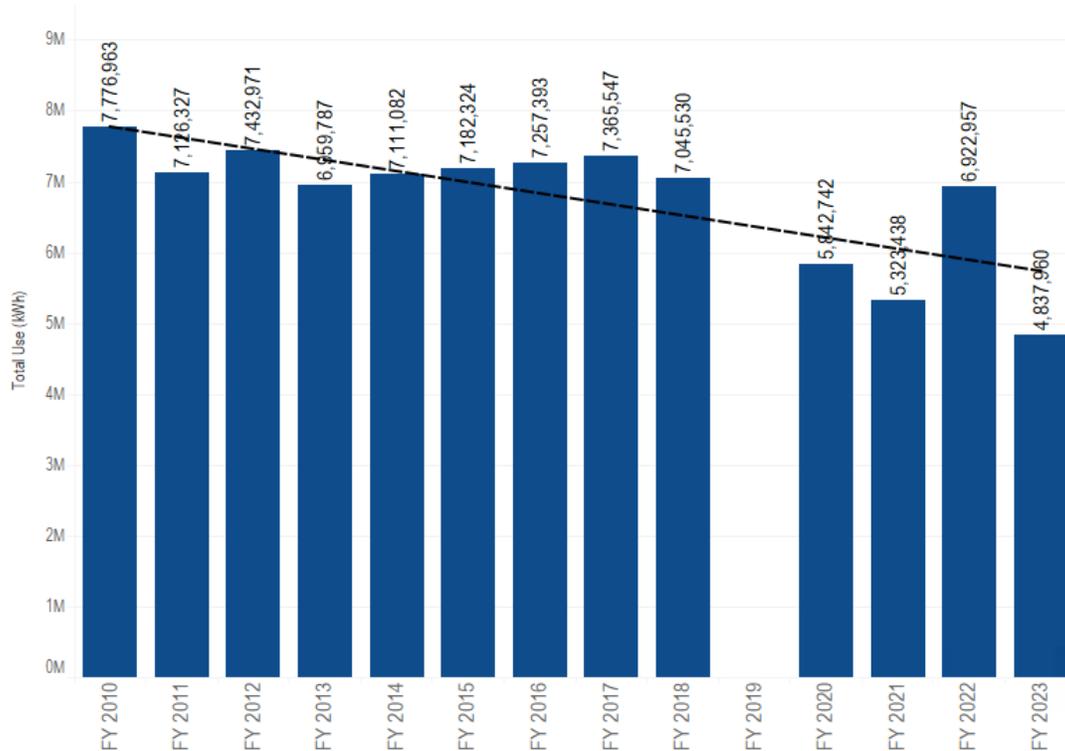


Figure 7. Corvallis School District electricity use (kWh) per year (blue bars) and trend line for data from FY 2010 – FY 2023 (dotted line). Data are not available for FY 2019.

NATURAL GAS COST AND USE

- **Natural gas unit costs have increased in the last 4 years:** The use of natural gas accounted for an average of 27% of total energy and water costs between FY 2010 and FY 2023. As shown in Figure 8, natural gas prices have increased over the last 4 years with a significant increase in 2022, resulting in natural gas accounting for a larger percentage of overall energy and water costs (Figure 5).
- **Natural gas use is variable and partly driven by weather:** Since natural gas is typically used for space heating, use varies with weather. Figure 9 shows natural gas usage compared to Heating Degree Days (HDD), a measure of how cold the temperature was in each year. However, the data shows exceptions to this and overall natural gas use in FY2023 was around 8% higher than in FY2018 despite a lower HDD value indicating milder weather.
- **Natural gas use has trended down:** As shown in Figure 9, gas usage has shown a slight downward trend over the period of analysis with use in FY 2023 9.2% lower than in FY 2010.
- **There has been a recent increase in usage:** In contrast to the longer-term downward trend, natural gas use has increased over the last 4 years since FY 2020. The recent increase in usage may be partially explained by health and safety measures associated with the COVID-19 pandemic that increased the amount of outside air brought into classrooms, increasing heating demand. However, the increase may also be attributable to the addition of square footage and equipment during the Bond upgrades.

Natural Gas Unit Costs

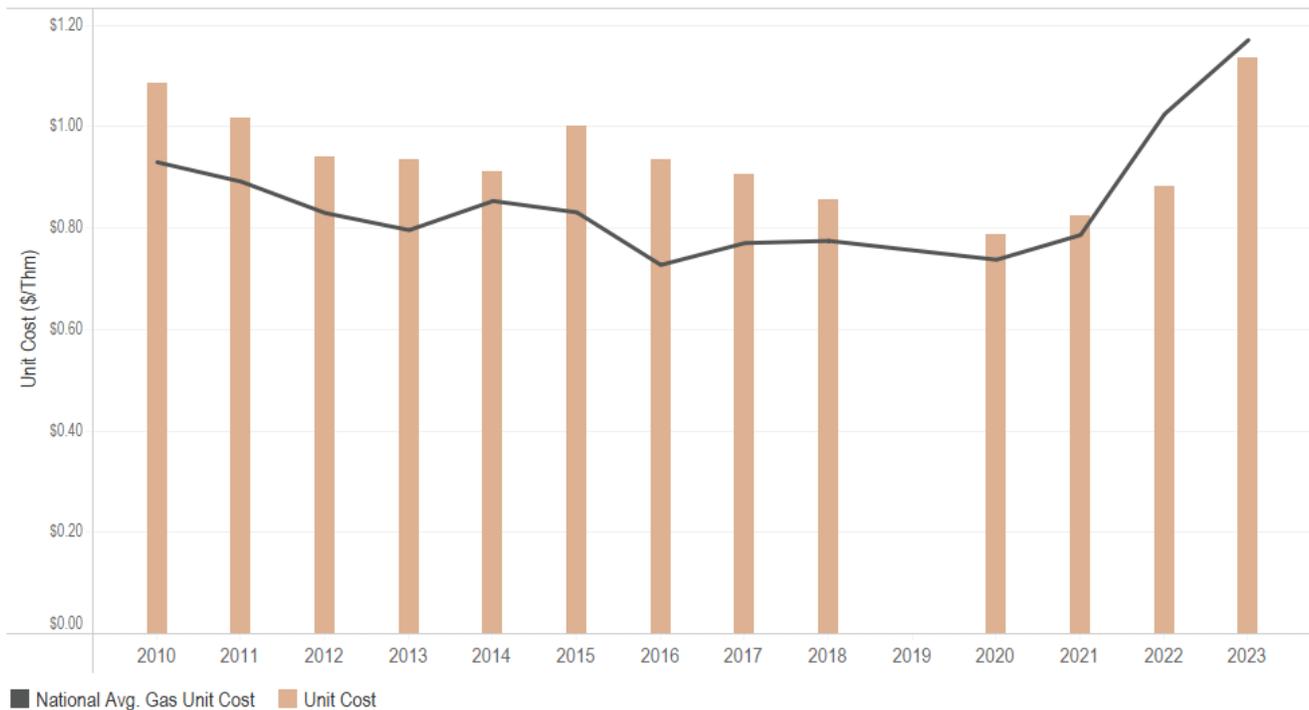


Figure 8. Natural gas unit cost (\$ per therm) for Corvallis School District compared to the national average natural gas unit cost.

Natural Gas Use

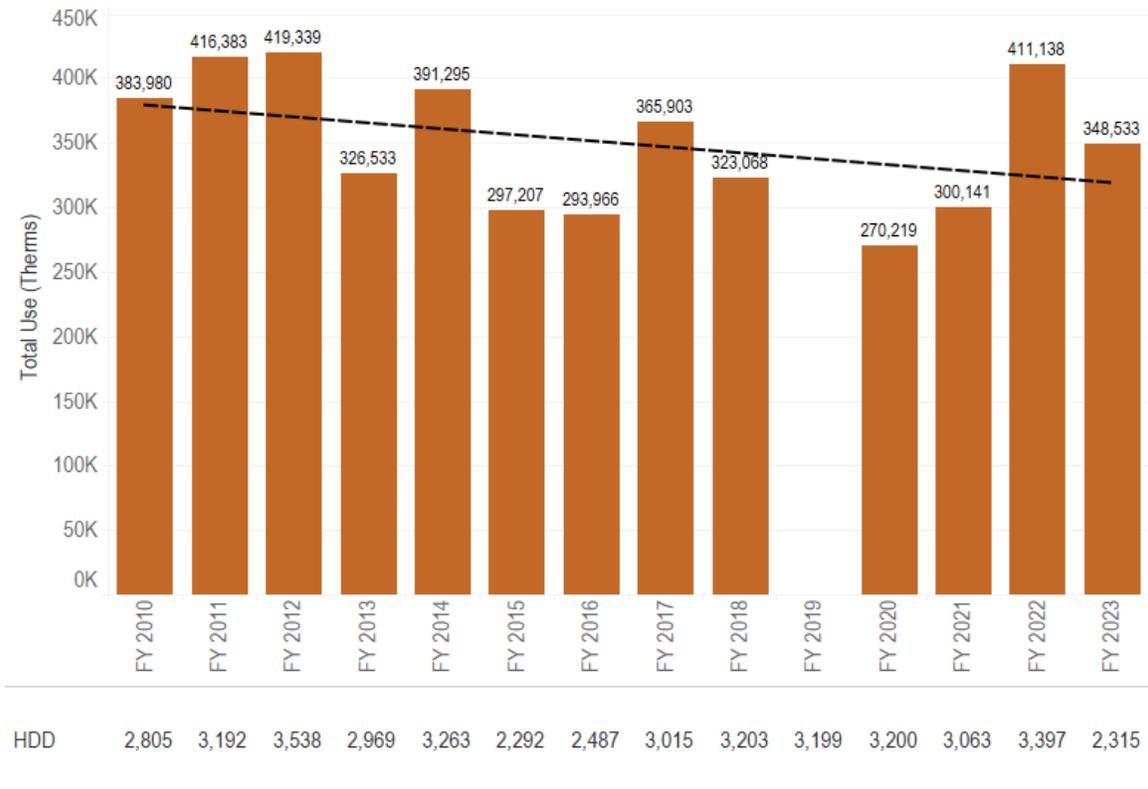


Figure 9. Corvallis School District natural use (therms) per year (orange bars) and trend line for data from FY 2010 – FY 2023 (dotted line). Heating Degree Days (HDD) are shown beneath the chart. Data are not available for FY 2019.

Further analysis of natural gas use in District facilities is included in [Appendix B: Baseline Data](#).

ENERGY USE INTENSITY (EUI)

EUI is a metric that shows the total energy use of all District buildings, both electricity and natural gas, normalized by total building area. EUI is measured in kBtu (heat energy) per square foot and allows the District to track the efficiency of buildings over time. Energy use is normalized by building area because the largest building energy uses (heating, cooling, and lighting) are more dependent on building size than the number of building occupants. Figure 6 shows District building EUI from FY 2010 to FY 2023.

Key data observations include:

- **Average EUI has decreased:** as shown in Figure 6, the average EUI of District buildings has decreased significantly from 47.4 kBtu per square foot in FY 2018 to 40.0 in 2023. This decrease is likely due to the integration of sustainability design features in the 2018 Facilities Bond projects.
- **EUI spiked in 2022:** the 2022 spike in electricity and natural gas use noted in the previous sections resulted in a spike in overall EUI.

District EUI

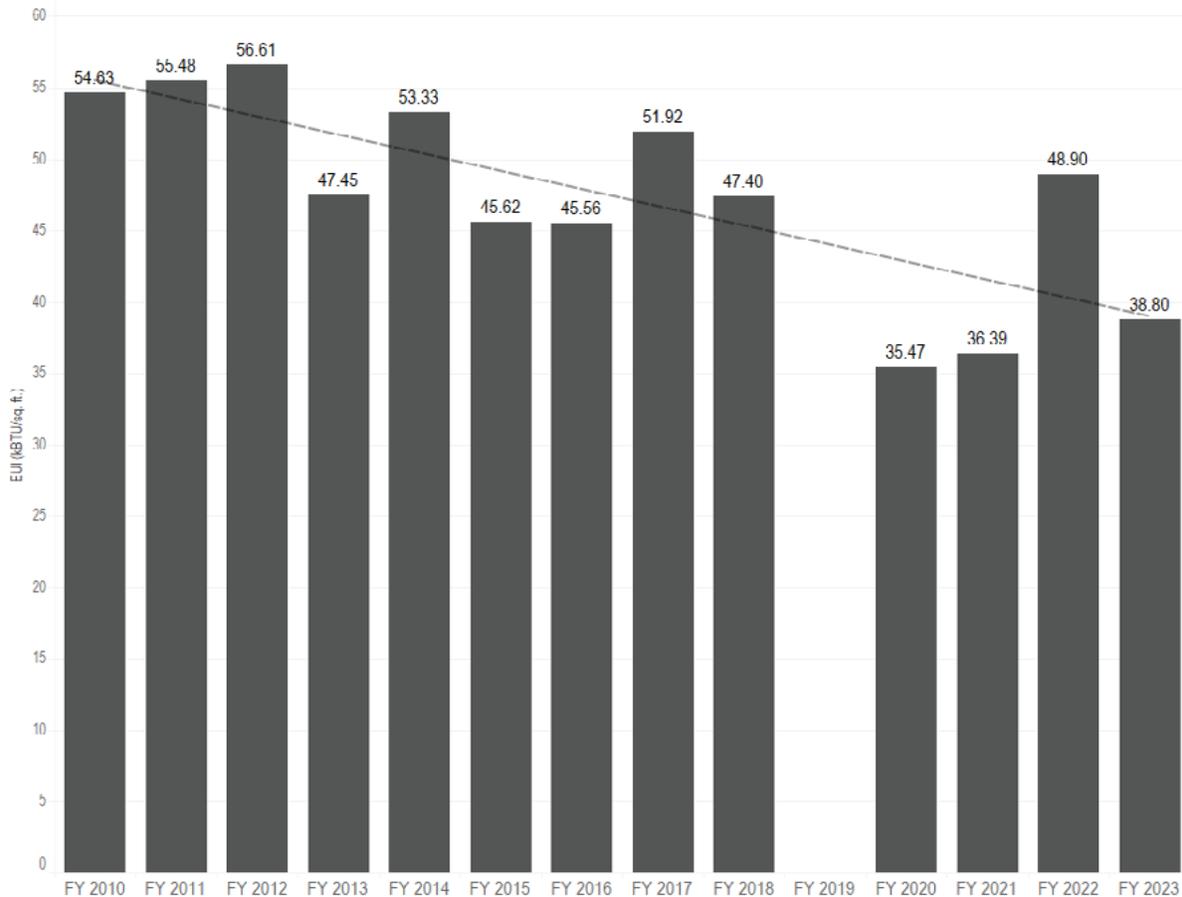


Figure 10. Corvallis School District EUI (kBTU/sq.ft) and trend line for data from FY 2010 – FY 2023 (dotted line). Data are not available for FY 2019.

Water Use

Overall water use, average unit cost, and water use per student were examined to understand use trends. In-depth results are provided in [Appendix B: Baseline Data](#). The analysis includes both indoor and outdoor water use. However, while some meters are identified as irrigation only, several indoor meters also include water used for irrigation purposes. Figure 11 shows the unit cost of water over time and Figure 12 shows District-wide water use trends over time.

Key data observations include:

- **Overall water costs have increased dramatically:** as shown in Figure 11, with significant increases in unit water costs since 2020. This has resulted in water use accounting for a greater percentage of total energy and water costs (Figure 5).
 - » Average annual expense for water use and fees in FY2010 – FY2018 was \$123,812.
 - » Average annual expense for water use and fees FY 2020 – FY2023 was \$477,696, 286% higher than the FY2010 – FY2018 average.
- **Water use has been trending upwards, with significant impacts in recent years:** as shown in Figure 12, total water use increased by 31% from FY 2010 to FY 2023. Water use decreased steadily from FY 2016 – FY 2021 but has increased again in FY 2022 and FY 2023.
 - » Figure 12 shows that the increase is due to rising use on meters classified as indoor use, while use on irrigation only meters has trended downwards. However, since several indoor meters also include outdoor consumption, the increase cannot definitively be attributed to indoor use only.

Water Unit Cost

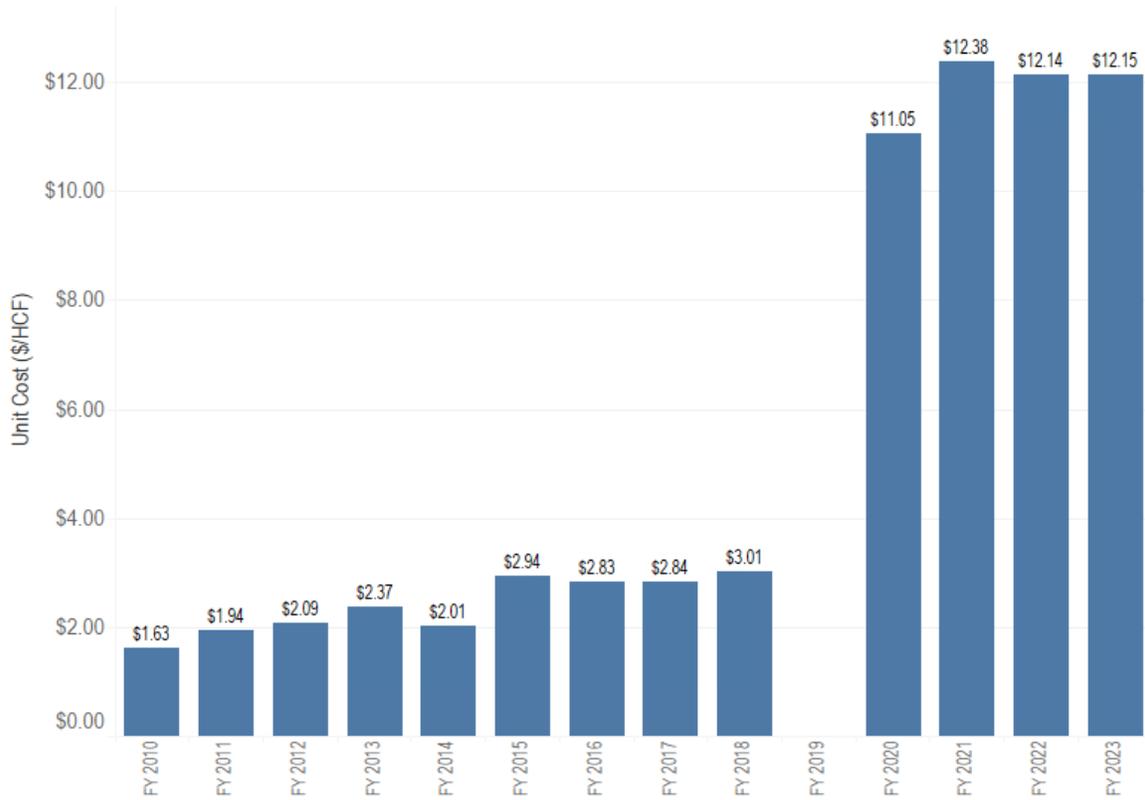


Figure 11. Water unit cost (\$ per hcf) for Corvallis School District

- **Recent increases are likely due to Bond construction projects, including:**
 - » New landscaping installed that initially requires heavy watering as plants become established.
 - » Several water leaks and instances of unusual water use occurred during the construction period.
 - » Dishwashers were installed in most schools since 2018 to support the use of reusable items in cafeterias, increasing indoor water use.

Annual Water Use: Indoor & Outdoor

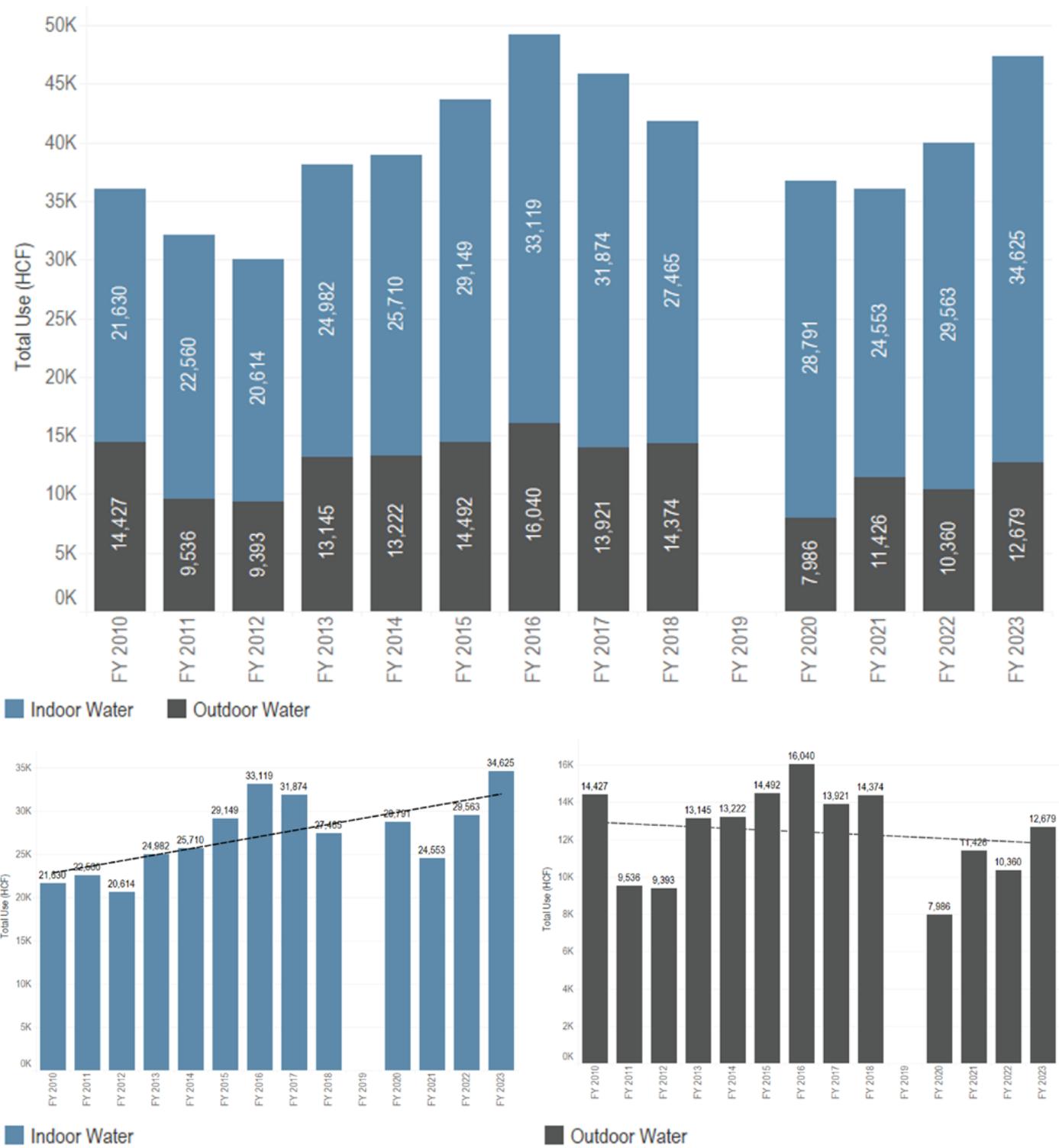


Figure 12. Corvallis School District water use (HCF) with irrigation only meters shown in grey and indoor meters shown in blue. Note that some indoor meters also include outdoor consumption. Data are not available for FY 2019.

Plan Successes

- The District has made significant progress towards goals since development of the original sustainability plan. Significant progress toward energy goals, including:
 - » Implementation of SEM energy saving measures in FY 2018.
 - » Installation of a 117-kilowatt (kW) solar photovoltaic array at Corvallis High School.
 - » Implementation of a summer building shutdown checklist and consolidation of summer activities to reduce lighting, heating, and cooling costs.
 - » Upgrading utility tracking software to allow better tracking of building energy use.
 - » Implementation of building energy efficiency improvements throughout District buildings through the 2018 Bond program.
- Foundational efforts in water practices and efficiency have been completed:
 - » Water efficiency measures integrated throughout District buildings through use of Sustainable Design Guidelines into bond program construction projects.
 - » Realization of some of the cost savings from implementation of new projects might lag due to construction practices and planting needs.

Updated Goals & Top Strategies

Based on the updated data described in the previous section, together with lessons learned from initial implementation of the 2019 Sustainability Management Plan, the District's Energy and Water goals and strategies have been updated. This Action Area includes three(3) updated goals and eight (8) updated strategies, with a total estimated time commitment of 350 hours in year one of implementation, spread across twelve (12) District positions, with additional support from SSLs, teachers, and green teams at each school.

Goal EW1

By 2025, establish updated energy and water use benchmark for all facilities.

Strategy EW-1.1: Track utility use and costs by building and review trends quarterly.

Monitoring utility use and cost on an ongoing basis will help to ensure that post-bond construction savings are maintained and support the identification and exploration of unanticipated changes in use.

Strategy EW-1.2: Use Portfolio Manager to determine the ENERGY STAR score for each building, make the scores publicly available, and create plans to address facilities that do not qualify for ENERGY STAR Certification.

ENERGY STAR Portfolio Manager is a free EPA tool that can be used to benchmark building energy use against similar buildings, past consumption, or a reference performance level. Benchmarking will help turn utility use and cost data into information that the District can communicate and act on.



This strategy creates an opportunity for student green teams to support the development of a system for tracking and communicating building energy scores, as well as developing action plans to improve performance for up to three schools per year.

Goal EW2

By 2025, reduce water use by 5% compared to the 2018 baseline.

Strategy EW-2.1: Work with the City and/or other local partners to improve water use data access and quality.

Water data has been challenging to acquire. This strategy will involve working with the City of Corvallis and other local partners to explore solutions to facilitate the flow of accurate data.

Strategy EW-2.2: Develop a program to routinely identify and repair water leaks.

Establishing a consistent program to monitor water use and identify leaks will help the District complete repairs in a timely manner.

Strategy EW-2.3: Identify all water meters with irrigation use and ensure that use is metered separately.

Installing separate meters, and exemption meters for large irrigation users, will facilitate the accurate tracking of irrigation use and realize cost savings for the District.

Strategy EW-2.4: Establish and implement irrigation schedules.

Implementing irrigation schedules will enable the district to establish and maintain landscaping while avoiding unnecessary water use.

Goal EW3

By 2025, reduce district-wide site EUI by 30% compared to the 2018 baseline.

Strategy EW-3.1: Create a building shutdown checklist and train staff to complete before each extended school break.

While schools are already implementing shutdown checklists, this strategy will develop a standard checklist and train staff to ensure consistent implementation district-wide in order to avoid unnecessary energy use during extended breaks.



Student green teams may have an opportunity support training for facilities staff on building shutdown practices.

Strategy EW-3.2: Complete two-year post occupancy recommissioning.

Per the bond project guidelines, the commissioning agent will return for recommissioning and provide refresher training for building staff. This will ensure that bond projects continue to realize anticipated savings on an ongoing basis, and that District buildings are meeting efficiency standards along with occupant comfort and operational needs.



Action Area #2:

Facilities



The way a facility is built and operated has lasting impacts on the environment and contributes to how occupants learn and feel within buildings. The 2018 Facilities Bond created a unique opportunity to build and improve schools in ways that have significantly more positive impacts on the future than would be possible following traditional practices. Now that all construction projects are nearing completion, monitoring building performance on an ongoing basis will ensure that all occupants are provided with healthy environments that encourage better learning and use of space throughout the life of the buildings.



Data Observations and Key Takeaways

In May 2018, voters approved a \$199,916,925 capital improvement bond, including the replacement of two elementary schools with new buildings. These two new replacement schools, together with classroom additions for seven schools, created unique opportunities to incorporate sustainability measures such as envelope sealing and insulation and the District developed and implemented Sustainable Design Guidelines to guide construction projects. All facilities except Linus Pauling Middle School received Bond Program upgrades with sustainability features and a list of sustainability features incorporated at each school is provided in the Existing District Policies and Efforts section of this plan, including:

- On-site Solar Electricity Generation
- WaterSense Low-Flow Water Fixtures
- Connecting the Classroom to Nature
- Bicycle and Pedestrian Friendly Improvements
- Green Infrastructure for Stormwater Management

In all bond projects, several classroom environment improvements were implemented to the degree they were in scope of the project. These include:

- HVAC system controls that ensure the classrooms' CO₂ concentration and humidity stay at healthy levels conducive to learning.
- Individual temperature controls and ceiling fans to provide personalized thermal comfort.
- Daylighting and views of nature to create a stimulating learning environment.
- Acoustic precautions to ensure that distracting sounds from inside or outside the building don't disturb the learning environment.

The improvements made as part of the Bond Program will continue to generate savings and improve building occupant comfort for years to come.

Crescent Valley High School Bond Improvements

Improvements at Crescent Valley High School (CVHS) are now complete. This building consumes the most energy in the district and received improvements including external weatherization, improved exhaust systems in workspaces, and improved heating systems.

Preliminary data indicates that the improvements completed at CVHS reduced natural gas use per square foot by 25% and electricity use per square foot by 21% in FY 2023, compared to the FY 2018 baseline.

Plan Successes

- Indoor environmental parameters such as lighting standards, air quality specifications, and noise management have been defined as part of the bond project process. These specifications can be used to ensure all indoor spaces can continue to meet these parameters.
- Bond projects have expanded school gardens and other opportunities for outdoor learning opportunities at all grade levels.

Updated Goals & Strategies

Based on lessons learned from initial implementation of the 2019 Sustainability Management Plan, this Action Area includes three updated goals and six strategies, with a total estimated time commitment of 230 hours in year one of implementation, spread across eight district positions.

Goal F-1

Continue implementation of sustainable design guidelines for new construction and major renovation projects.

Strategy F-1.1: Continue to implement sustainable design standards for all new construction and major renovations.

Incorporating sustainability from the beginning in any new construction or major renovation projects will improve the sustainability of District facilities for years to come.

Strategy F-1.2: Continue monitoring and communication of Bond Program sustainable design impacts.

Tracking utility use, ENERGY STAR scores, and other metrics will enable the District to monitor and publicly communicate the ongoing impact of Bond project sustainable design elements.

Goal F-2

By 2025, establish a district-wide indoor environmental monitoring program.

Strategy F-2.1: Document existing indoor learning environment standards and monitoring systems.

Documenting current equipment and processes in place to monitor indoor environmental standards will enable the District to ensure that data is used effectively to identify potential gaps and opportunities.

Strategy F-2.2: Develop a plan to review, document, and address indoor environmental concerns.

Developing and documenting a process for staff to report classroom environmental concerns (e.g., lighting, acoustics, air quality, or temperature) as well as procedures for following up and addressing concerns in a consistent and efficient manner.

Goal #3

By 2025, establish a district-wide landscaping environmental program.

Strategy F-3.1: Document existing standards, education and maintenance practices related to outdoor environments district-wide.

Documenting current standards, education and maintenance practices in place related to environmental standards will enable the District to identify any gaps. This strategy will initially focus on water-related systems in District-wide outdoor spaces, for example, streams, stormwater infrastructure, and native landscaping.

Strategy F-3.2: Develop an education and communications plan to raise awareness of outdoor environmental systems.

Improving education and communication related to outdoor spaces and systems will support ongoing maintenance and protection of natural resources and also enable the District to leverage those spaces for student and community education.



Action Area #3:

Transportation



Transportation to and from school for both students and staff represents a significant source of air pollution both on school grounds and in the community. The District has a successful walk and bike to school program and can improve transportation sustainability through greater awareness of that program and by encouraging active and shared transportation for both students and staff, including school bus ridership.



Data Observations and Key Takeaways

Corvallis School District transportation operations are contracted to a third party. By encouraging more students to take the bus and use active transportation modes such as walking and biking to school, the number of vehicle trips to school can be greatly reduced. Figure 8 shows the number of students transported by bus from 2014 to 2022.

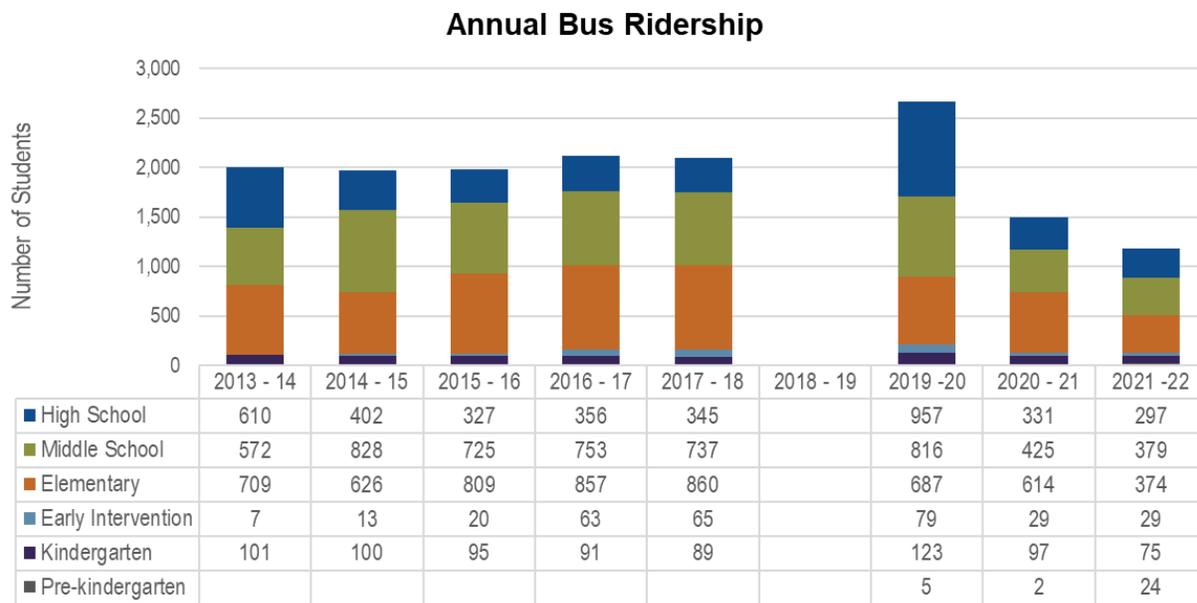


Figure 13. Corvallis School District school bus ridership. Note that SY 2019 data are not available.

Challenges associated with the COVID-19 global pandemic have limited the District’s ability to collect data on active transportation patterns. Collecting and analyzing staff, guardian, and student survey data will be key to establishing a baseline and tracking progress over time.

Key observations include:

- **The COVID-19 pandemic significantly impacted school bus ridership:** school bus ridership rose in 2019 – 2020 before dropping significantly between FY 2020 and FY 2022 due to the COVID-19 global pandemic and its impact on service, comfort with shared transit, and the District’s ability to hire and retain bus drivers. Focused effort will be needed to address driver shortages and help students and parents feel comfortable taking the bus again after the global pandemic.
- **Transportation data is lacking:** the pandemic also impacted the District’s ability to capture transportation data, and there is no current baseline for student or guardian vehicle miles travelled or active transportation. The District will need to develop a mechanism for tracking the mode of transportation to school to track progress on any alternative transportation goals.



Bike Pop-Up Event

The District helped organize a “bike pop-up event” in collaboration with the Willamette Valley Bicycle Club (WVBC) and the Corvallis Bicycle Cooperative. Through this event, 70 refurbished bikes and new helmets were distributed to low-income families at Garfield Elementary with the help of the CSD Health Navigators. The District also received a \$39,335 grant from ODOT to expand the Bike Education program that has been successful in District elementary and middle schools.

Plan Successes

- Monthly bike/walk to school days and promotion of active transportation.
- Bike education program is in place for elementary and middle school students.
- A no-idling policy is in place but lacks enforcement.
- Despite a lack of data and COVID-19 challenges, the District was able to expand the elementary bike education program to middle school students and host a “bike pop-up event.”

Updated Goals & Strategies

Incorporating progress and lessons learned from implementation of the 2019 Sustainability Management Plan, this Action Area includes two updated goals and five updated strategies. The strategies have a total estimated time commitment of 245 hours in year 1 of implementation, spread across 6 District positions, with additional support from SSLs and green teams.

Goal T-1

Beginning in 2023, conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.

Strategy T-1.1: Develop and administer a survey to create a transportation baseline and track the impact of transportation strategies.

Establishing a baseline and ongoing data collection is a critical step to identifying strategies and tracking progress. The survey will be conducted annually during the national walk and roll week.



Opportunity for students to participate in the survey and for high school green teams to support survey administration and analysis.

Strategy T-1.2: Identify and implement strategies that support active and shared transportation trips to school.

Using the results from the annual transportation survey, the District will be able to identify potential targeted strategies to encourage active and shared transportation and will engage staff, students, and guardians in evaluating their feasibility. Strategies will be determined based on survey results but could include incentives or recognition for using active and shared transportation. Since transportation is heavily dominated by home-to-school trips, efforts to optimize operations will be focused on these morning and afternoon routes.



High school green teams can support the identification and implementation of actions to increase active and shared transportation trips.

Goal T-2

By 2025, increase active and shared transportation trips to school by 10% compared to the 2023 baseline.

Strategy T-2.1: Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school.

A district-wide outreach campaign will help raise awareness of the options for and benefits of active and shared transportation.



Student green teams can support this strategy by providing input into an outreach plan and by developing and distributing campaign materials, including at events throughout the year.

Strategy T-2.2: Continue annual bike education for elementary students and implement middle school bike education program.

Continuing and building on existing bike education programs will improve awareness of safety considerations and increase familiarity of biking as a mode of transportation. Partnering with the Corvallis Bike Collective provides an opportunity to provide bicycles to students who do not currently have access to equipment.

Strategy T-2.3: Review and update elementary Safe Routes to School by 2025.

Safe Routes to School is a national effort to support students and families traveling to and from schools in ways that increase healthy activity, reduce traffic, increase safety, and contribute to a healthy environment. Reviewing elementary Safe Routes to School will enable the District to identify and make any changes needed post-Bond Program construction.



High School Green Teams may be able to support this strategy by helping to communicate Safe Routes to School throughout the student body.



Action Area #4:

Food & Waste



Improving the health and well-being of students and promoting sustainable management of resources are both key components of the District's Sustainability Policy and strategies in this action area build on significant existing efforts. The Food and Waste action area focuses on promoting healthy and local food options, composting, recycling, and waste reduction.



Data Observations and Key Takeaways

While several schools have conducted waste audits as part of the Oregon Green School efforts, the District has not yet developed consistent tracking for food and waste metrics. Efforts to conduct waste audits were significantly impacted by stay-at-home orders and safety precautions associated with the COVID-19 global pandemic.

Key takeaways include:

- Waste data collection efforts were significantly impacted by the COVID-19 global pandemic.
- Since there is limited data to understand how the District's current waste reduction programs are performing, a recommended first step is to develop a consistent data tracking system.
- Successful school composting programs require a team, including custodian, staff, students, and volunteers.
- District Food Services is a self-supporting program and regulated by the US Department of Agriculture (USDA) with no general fund budget allocations. This means that all food procurement must fit within USDA regulations.



Waste Audit

Some schools have completed waste audits like the audit at College Hill to help their green teams understand the opportunities to increase the diversion rate in their schools. The bond improvements at five schools also support student efforts to increase recycling rates by providing areas in the cafeteria for clearly labeled recycling.

Plan Successes

- The District's Farm to School program has been in operation for 20+ years with 25% being locally sourced food. In FY 2014, the District won the "One in a Melon" award in Oregon for this program.
- Lunch pre-ordering to reduce food waste.
- Composting teams in some schools using commercial food composting services.
- Waste audits were completed in some schools.
- Farm to School food tasting tables were provided at ten schools.
- Paper, metal, cardboard, and plastic jug recycling are available in all buildings.
- Water bottle filling stations are available in all buildings.

Updated Goals & Strategies

Incorporating progress and lessons learned from implementation of the 2019 Sustainability Management Plan, this Action Area includes two goals and four strategies. The strategies have a total estimated time commitment of 315 hours in year one of implementation, spread across eight District positions, with additional support from SSLs and green teams.

Goal FW-1:

By 2024, develop a process for tracking district-wide waste generation, diversion rate, and waste stream composition on an ongoing basis.

Strategy FW-1.1: Perform annual waste audits to inform understanding of waste stream composition.

Understanding waste stream composition will enable the District to identify targeted opportunities to reduce waste stream contamination and improve diversion.



Green teams can support the completion of waste audits and evaluate the results.

Strategy FW-1.2: Monitor the volume of landfilled, recycled, and composted waste over time to track total waste trends by school.

Monitoring the total volume of waste generated over time will enable the District to track the impact of waste reduction strategies.

Goal FW-2:

By 2025, reduce District waste sent to landfill per student by five percent from 2024 baseline.

Strategy FW-2.1: Discourage use of single use plastics in District facilities.

Identifying where single use plastics are used district-wide will enable the development and implementation of strategies to reduce use and find alternative options. One near-term opportunity is the continued implementation of programs to encourage reusable water bottle use. Longer-term opportunities could involve a review of cafeteria purchasing policies to minimize food items in plastic packaging.



There is an opportunity for green teams to support an inventory of existing practices, identify opportunities to eliminate single use plastics and engage fellow students and staff on practices to reduce plastic use.

Strategy FW-2.2: Monitor composting and recycling stations to promote good practices and reduce waste stream contamination.

Clear and consistent signage for composting and recycling stations and training green team members to serve as waste station monitors will help to raise awareness of what can and cannot be diverted from landfill and reduce contamination.



Student green teams will be critical to this strategy, receiving training to act as waste station monitors and to promote good practices among their fellow students and staff.

Strategy FW-2.3: Pilot an all-reusable material kitchen operation at one school.

Developing and implementing a pilot project to transition one school kitchen to all reusable materials will enable the District to evaluate the impact and feasibility of a wider roll-out.



Students will be invited to provide feedback on the vision for an all-reusable kitchen pilot program.



Action Area #5:

Leadership



To integrate sustainability throughout District operations and in alignment with the Sustainability Policy, updated leadership goals and strategies were developed to guide sustainability curriculum and daily decision-making.



Plan Successes

- SSLs in each school with annual stipends.
- All schools currently participate in the Oregon Green Schools program.
- Green Teams established in each school.

Updated Goals & Strategies

This Action Area includes two goals and seven strategies, with a total estimated time commitment of 285 hours in year one of implementation, spread across five District positions, with additional support from curriculum level coordinators, school green teams and external consultants working on the Sustainable Design Guidelines.

Goal L-1

By 2025, develop a plan to integrate sustainability literacy curriculum at each grade level.

Strategy L-1.1: Inventory existing sustainability curriculum and evaluate against best practices to identify gaps.

Comparing district-wide sustainability curriculum against current best practices will facilitate the identification of any potential gaps and improvements that can be made.



Secondary level green teams can play a key role in researching sustainability literacy standards and identifying gaps in the District's current practices.

Strategy L-1.2: Develop a plan to fill any gaps identified in Strategy L-1.1.

Once gaps have been identified, the District will begin creating a plan to fill these gaps and to remain current with best practices over time.



Secondary level green teams will have an opportunity to provide input on sustainability literacy standards.

Strategy L-1.3: Provide annual District-level opportunities to exhibit student projects and work related to sustainability.

Highlighting student sustainability-related work will raise the profile of sustainability literacy within the District and provide inter-school learning opportunities.



The exhibition of student work will enable all students to get involved in sustainability and there may also be a role for green teams in coordinating opportunities.

Strategy L-1.4: Hold an annual training fair for District staff.

Hosting an annual training fair will create opportunities for community sustainability connections and collaboration to leverage field trips, community resources, and hands-on learning connected to sustainability curriculum.



Student interns will be recruited to support the planning, coordination, and evaluation of the annual sustainability training fair.

Strategy L-1.5: Provide High School Green Teams with bi-annual Sustainability Management Plan progress updates and provide opportunities for cross-District collaboration and peer learning.

Twice yearly updates on the SMP will be provided to High School Green Teams in order to support implementation and identify opportunities for Green Teams to get involved. Additionally, an annual Green Team summit will facilitate cross-school collaboration and idea generation.



This strategy was developed based on feedback from High School Green Teams and will enhance opportunities for students to get involved in implementation of the SMP.

Goal L-2

By 2025, integrate sustainability considerations across district-wide operations, purchasing policies, and building design.

Strategy L-2.1: Develop and implement guidelines to ensure that sustainability is integrated into district-wide decision making.

Build on the creation of district-wide equity look-fors to develop sustainability guidelines to ensure that purchasing and other decision-making support sustainability goals.

Strategy L-2.2: Review and update the district-wide Sustainability Design Guidelines..

The District will hold a debrief meeting to evaluate the use of the Sustainability Design Guidelines during bond construction and identify any revisions needed.



Implementation



Overview

This section outlines a process for implementation and updating of the Sustainability Management Plan, to ensure that it remains actionable and relevant. The 2019 plan developed a methodology for prioritizing strategies and outlined a process for reporting, evaluating results and realigning with current resources and priorities. The plan also recommended recalibration and resetting of processes and priorities after an initial implementation phase.

In 2023, with four years of implementation experience, this plan update represents that recalibration process and identifies goals and strategies for implementation in 2023/24 and 2024/25. Development of this document employed many of the 2019 recommendations for a plan update and presents an updated process for ongoing implementation.

Strategy Evaluation and Identification

The 2019 plan developed criteria for prioritizing strategies for implementation using an evaluation tool and process that is detailed in the plan document. The following criteria, together with judgement by the project management team, were used to identify strategies for near-term implementation.

- Resource Impacts
 - » Impacts by focus area, for example: building efficiency, health, comfort, and productivity
- Student Engagement Potential
 - » Student implementation
 - » Ties to curriculum
- Community Priorities
 - » Based on feedback received during two in-person events with SSLs, staff, and a public sustainability summit
- Practicality
 - » Capital cost
 - » Time
 - » Existing momentum

While the evaluation tool was not used to prioritize the strategies in this 2023 plan update, the project management team used the 2019 strategy library and screening matrix as a starting point from which to identify potential new strategies. A draft list of strategies was developed using the 2019 matrix and input from the project management team. This list was then taken to focus-area specific workshops with District staff for refinement and finally to a group of key community stakeholders for further review and feedback.

The sustainability strategy library included in [Appendix G: Sustainability Strategy Library](#) may be used in the future as a starting point for the identification and evaluation of new strategies for implementation.

A Living Process

The Impact category criteria were selected specific to each action area, with between three and five Implementation of this Sustainability Management Plan will be dynamic and iterative, consisting of the following components:

- Performance monitoring
- Implementation monitoring
- Communications and reporting

Performance Monitoring – Goals

For Corvallis School District to realize its vision and goals, it is important to measure and monitor progress toward goals from year to year. Measured performance can be used to share positive trends as well as to show areas of improvement and focus. To support the ongoing evaluation of progress, the District will collect and baseline data annually. This evaluation will include quantitative updates, supported by qualitative discussion about anticipated progress and related factors.

The District’s sustainability specialist will primarily be responsible for performance monitoring, with support from other staff involved in sustainability initiatives. Data will be recorded in the evaluation tool developed as part of the 2019 Sustainability Management Plan and documented in the annual report.



Implementation Monitoring – Strategies

Along with performance monitoring, implementation progress for strategies will be tracked through regular status checks and progress on strategy work plans. Implementation monitoring will ensure that the plan stays on course and is adjusted to meet changing needs and priorities within the District.

Strategy Work Plans

2023 - 2025 work plans have been developed for each of the strategies identified in this plan update. Links to the work plans are included in [Appendix F: Strategy Work Plans](#) and will guide implementation. Per the 2019 Sustainability Management Plan, each work plan outlines key action steps, roles, and anticipated resources required. Periodic status checks throughout the year will enable the District to assess progress and ensure that strategies remain on-track.

Guiding questions to review the status of each strategy include the following:

- Has implementation started on this strategy?
 - » If no:
 - Why not? (e.g., new priorities, resource limitations, etc.)
 - » If yes:

- Is it complete or still a work in progress?
- Is there any measurable progress?
- What has been accomplished?
- Where are we falling short?
- What remains to be done?
- What other implementation opportunities have emerged?
- Are there any lessons learned given progress to date?

Additionally, checking in on each focus area and strategy will allow the sustainability specialist to identify new strategies that have emerged and make any adjustments needed to the annual work plan.

Implementation Schedule and Roles

Moving forward the strategies identified in this plan will be an ongoing, collaborative effort. To maintain momentum and support implementation, an annual schedule will be developed outlining district-wide activities by month and identifying roles for key implementers, including a Sustainability Advisory Committee, the sustainability specialist, and SSLs:

- **Sustainability Advisory Committee** - This is a group of internal and external partners that are responsible for ensuring the strategies in this plan are implemented on schedule and making any necessary adjustments to the strategies or schedule. The team will meet three times per year to coordinate implementation across strategies and individuals will support strategies as identified throughout the plan.
- **Sustainability Specialist** - This is a part-time position with the District that will be the liaison between the Sustainability Advisory Committee and the SSLs. This position will act as the single point of contact for the SSLs and will be responsible for providing content for month-of-impact activities. The material should provide a guide for school sustainability leaders to create activities at their school while still allowing for customization by school as desired.
- **School Sustainability Leaders (SSLs)** - Stipend teachers at each school that will ensure implementation of the monthly sustainability activities for their school. SSLs will lead the school student green teams, which may also include some activities unique to each school as outlined in the strategy tables. These activities will be coordinated through the sustainability specialist.

A draft of the annual implementation schedule is included in [Appendix E: Draft 2023 Implementation Schedule](#). The sustainability specialist will be responsible for finalizing the 2023 schedule and communicating it with SSLs and the Sustainability Advisory Committee. The schedule is designed to coordinate key activities for district-wide sustainability work and is not comprehensive of all strategy actions.

Communications and Reporting

Along with tracking performance and implementation progress, effective communications and reporting are essential to a successful Sustainability Management Plan. The following communications and reporting mechanisms are recommended to guide these efforts.

Annual Sustainability Report

An annual sustainability report will provide a summary of accomplishments, conversations, and priorities; a suggested template has been provided. The report will be provided to the school board and available to the greater Corvallis community for review. Suggested components of the sustainability report include the following:

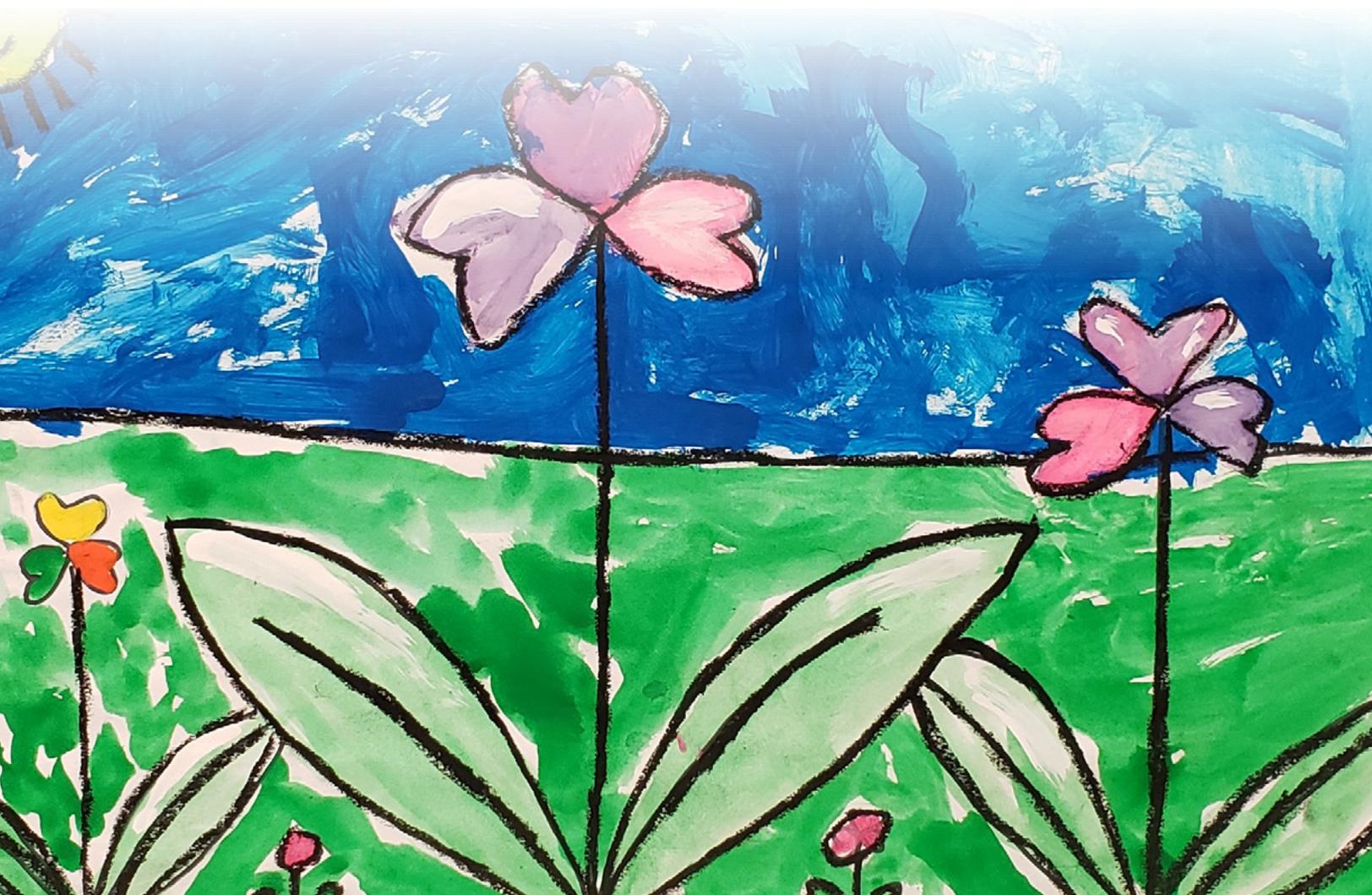
- Part 1: Performance Summary
 - » Summary message from sustainability specialist or superintendent
 - » Data tracking and goal progress
 - Which goals (if any) need adjustment or modification?
 - Is each goal adequately supported?
- Part 2: Celebrations and Highlights
 - » Action area summaries
 - Highlight for the year
 - Spotlight on an individual
- Part 3: Look Ahead to Next Year
 - » Priority Strategies
 - Any changes from prior year?
 - Progress summaries
 - » Additional Strategies
 - Status for non-priority strategies that made progress
 - Newly added strategies for consideration
 - » Work Plan
 - Summary of anticipated activities by semester for the upcoming year

Community Interface

In addition to the annual sustainability report, holding regular events or activities for the community will encourage community engagement and keep them updated on progress within the District. These could be large general community engagement events, smaller topic-specific activities, volunteer events, or student engagement opportunities. The sustainability specialist can facilitate these events, volunteers, and conversations. Outcomes and dialogue from these activities should be used in the annual work plan development. At a minimum, an annual sustainability summit should be held to gather input on strategies for the coming year and demonstrate responsiveness to past community input.

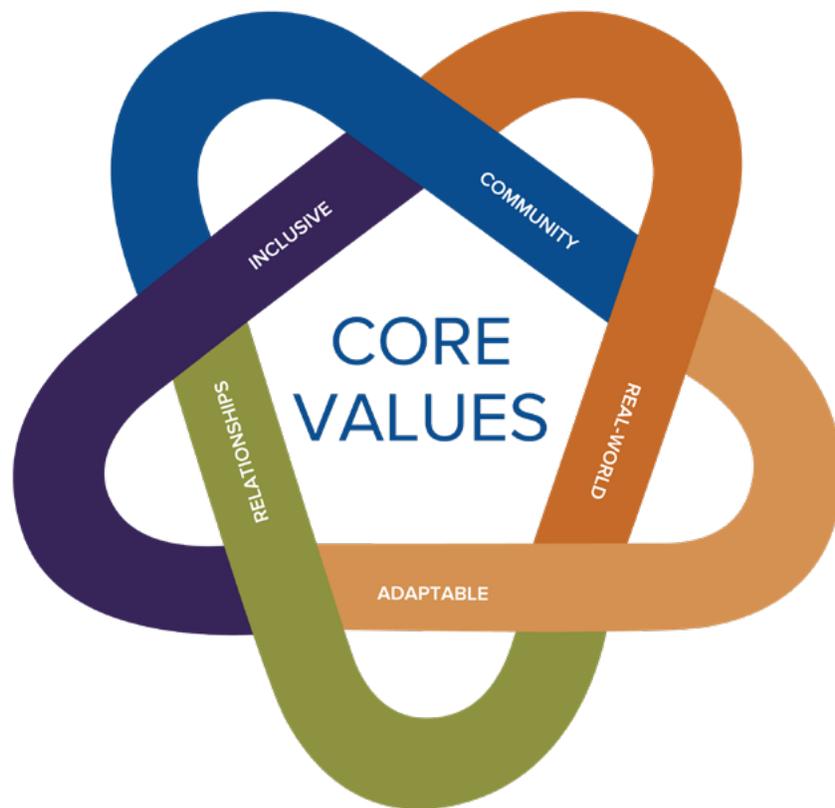


Appendices



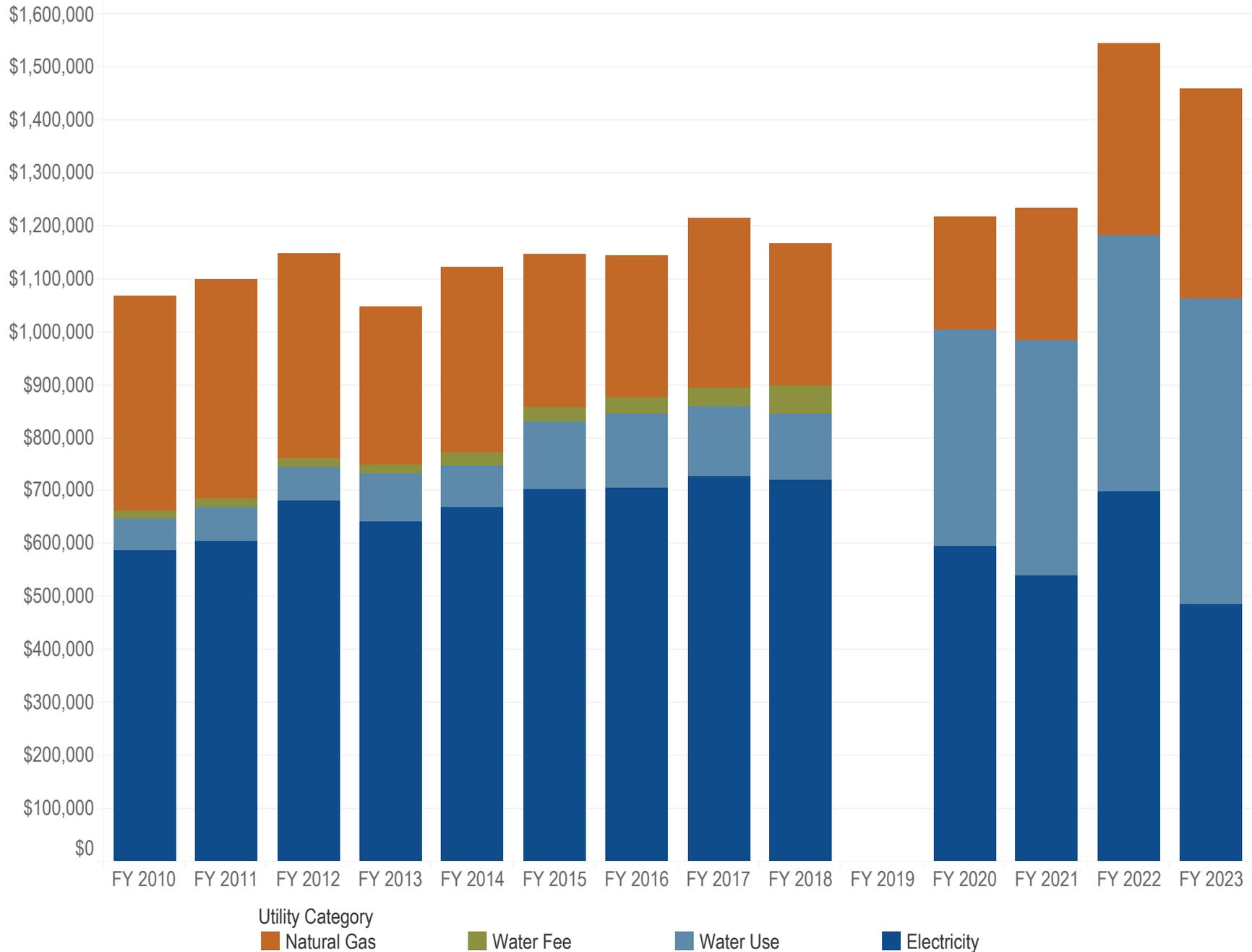
Appendix A: Core Values for Educational Design

1. Relationships build a community of trust and respect. With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.
2. Inclusive learning environments are culturally relevant. Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.
3. Real-world, experiential learning is meaningful and applied. Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.
4. Community connections support learning. Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.
5. Adaptability is critical to our success. Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

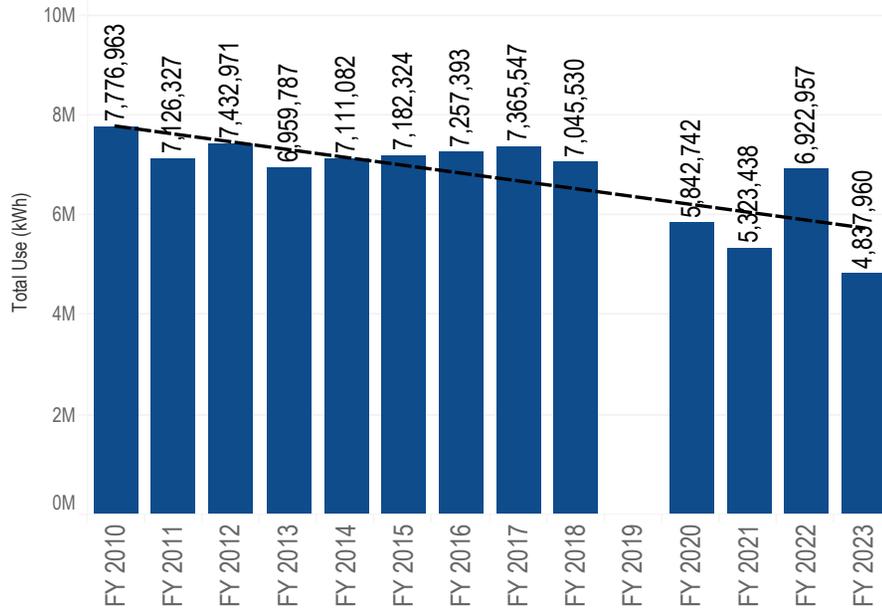


Appendix B: Baseline Data

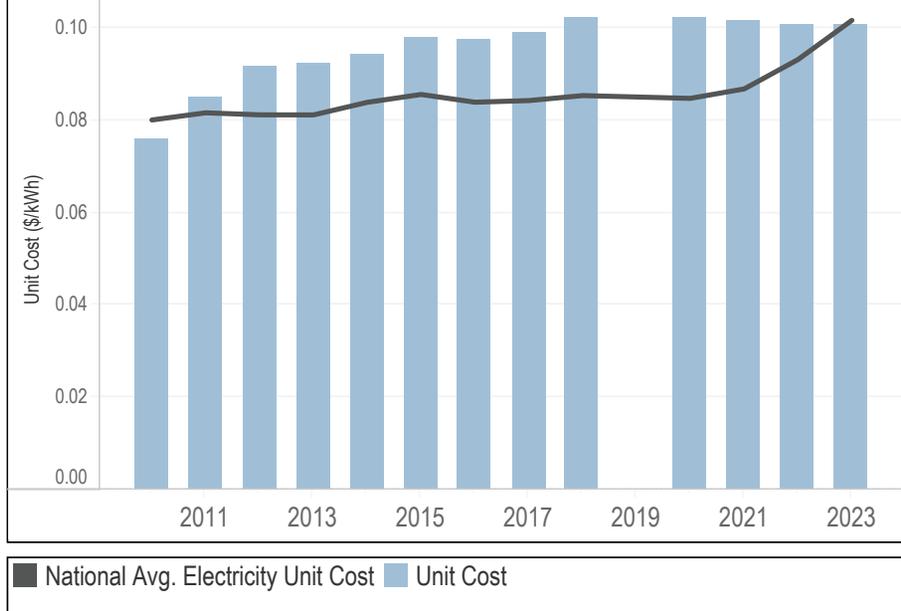
Utility Costs by Year



Electricity Use



Electricity Unit Cost

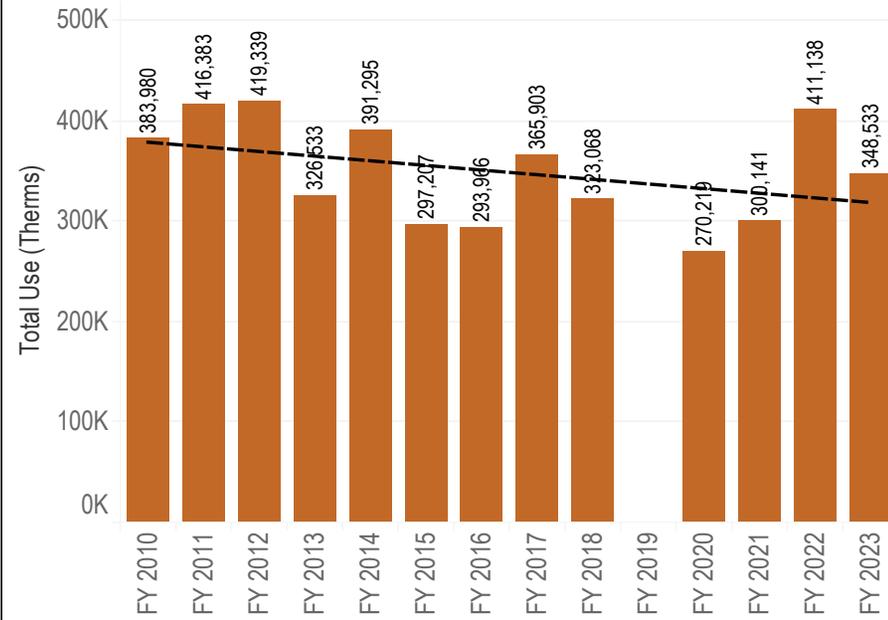


Normalized Electricity Use (kWh/sq. ft.)

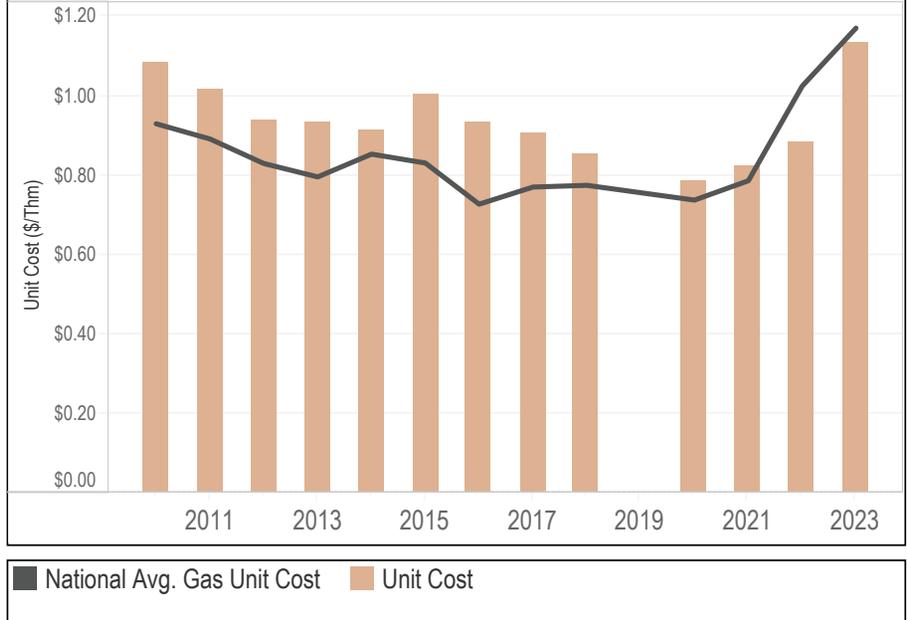
EUI Building Name	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Adams Elementary	7.63	7.34	7.53	7.49	7.82	7.68	8.07	8.33	8.00	-	5.29	4.71	4.92	1.59
Bessie Coleman Elementary	5.93	5.40	5.55	5.47	5.71	5.33	5.57	5.73	5.67	-	2.83	3.69	5.58	3.03
Cheldelin Middle	5.21	4.40	4.63	4.10	4.40	4.41	4.42	4.52	4.44	-	3.40	2.71	3.43	2.79
College Hill	3.66	3.62	3.13	3.07	3.29	3.22	3.74	3.40	3.23	-	2.28	1.86	3.03	1.84
Corvallis High	7.74	7.33	8.04	7.29	7.53	7.80	7.72	7.63	7.57	-	5.68	4.63	6.82	4.86
Crescent Valley High	6.66	7.06	7.24	6.51	6.39	6.70	6.86	6.82	6.65	-	5.60	4.81	7.25	5.24
District Office & Western View..	11.96	9.49	15.85	16.32	20.23	15.72	13.79	17.96	8.58	-	2.24	4.73	1.39	7.08
Franklin K-8	4.93	4.24	4.02	4.00	4.13	4.07	3.88	4.11	4.22	-	2.91	2.64	3.77	2.92
Garfield Elementary	3.99	3.47	3.41	3.34	3.45	3.34	3.29	3.46	3.30	-	2.31	3.21	3.56	0.25
Kathryn Jones Harrison Elem..	4.04	4.21	4.17	3.99	3.97	3.83	3.61	3.70	3.75	-	3.13	2.57	2.59	2.42
Letitia Carson Elementary	4.26	4.29	4.00	4.02	3.56	4.01	3.95	3.97	3.37	-	2.67	2.35	3.42	2.44
Lincoln Elementary	6.97	6.00	6.13	5.77	6.18	5.92	6.20	6.24	6.30	-	3.63	4.24	3.99	2.32
Linus Pauling Middle	9.62	7.66	7.92	7.89	7.86	7.89	7.99	8.41	7.53	-	6.88	6.05	7.14	4.62
Mt. View Elementary	7.05	4.00	3.95	3.56	3.72	3.67	3.81	3.86	3.64	-	3.40	3.26	4.69	4.28



Natural Gas Use



Natural Gas Unit Costs



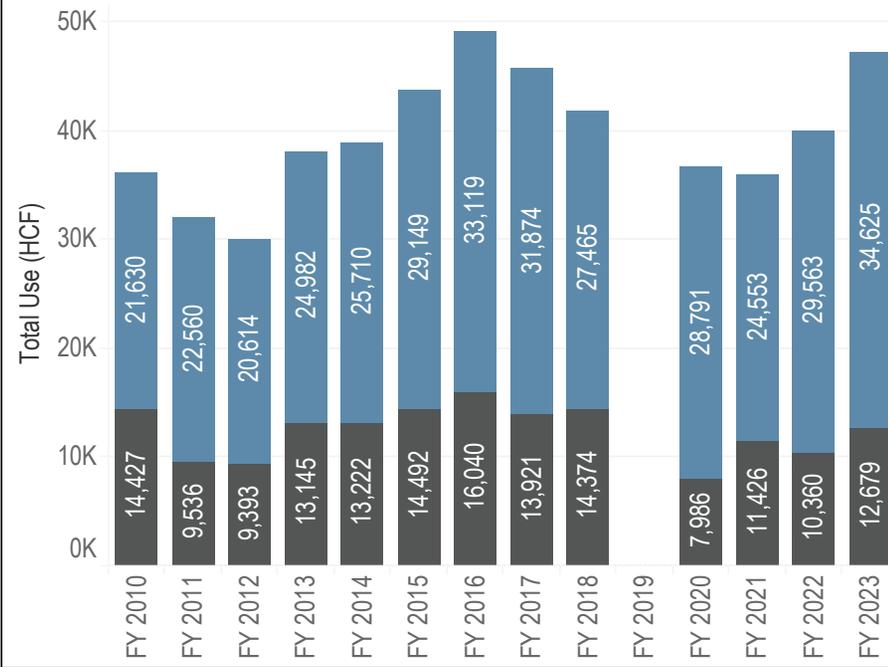
Normalized Natural Gas Use (Therm/sq.ft.)

EUI Building Name	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Adams Elementary	0.19	0.25	0.25	0.21	0.37	0.18	0.17	0.23	0.20		0.14	0.15	0.18	0.30
Bessie Coleman Elementary	0.28	0.30	0.28	0.25	0.32	0.24	0.23	0.32	0.26		0.16	0.21	0.30	0.18
Cheldelin Middle	0.30	0.34	0.32	0.24	0.28	0.22	0.21	0.25	0.23		0.17	0.26	0.28	0.31
College Hill	0.65	0.69	0.93	0.63	0.63	0.53	0.67	0.71	0.61		0.48	0.46	0.60	0.68
Corvallis High	0.26	0.30	0.39	0.26	0.30	0.24	0.23	0.30	0.25		0.21	0.21	0.41	0.30
Crescent Valley High	0.41	0.46	0.39	0.30	0.36	0.27	0.26	0.30	0.32		0.23	0.21	0.39	0.24
District Office & Western View ..	0.33	0.31	0.29	0.26	0.32	0.26	0.28	0.35	0.29		0.27	0.31	0.26	0.28
Franklin K-8	0.51	0.53	0.48	0.41	0.60	0.26	0.29	0.40	0.35		0.50	0.53	0.49	0.44
Garfield Elementary	0.27	0.29	0.31	0.28	0.30	0.26	0.30	0.33	0.29		0.15	0.19	0.14	0.12
Kathryn Jones Harrison Elemen..	0.25	0.37	0.39	0.26	0.33	0.23	0.21	0.30	0.25		0.13	0.20	0.11	0.22
Letitia Carson Elementary	0.39	0.46	0.40	0.43	0.49	0.37	0.35	0.46	0.22		0.24	0.32	0.29	0.27
Lincoln Elementary	0.31	0.33	0.33	0.29	0.28	0.21	0.27	0.30	0.32		0.18	0.17	0.20	0.19
Linus Pauling Middle	0.33	0.23	0.23	0.19	0.23	0.20	0.20	0.27	0.23		0.17	0.20	0.25	0.20
Mt. View Elementary	0.21	0.23	0.22	0.18	0.19	0.24	0.14	0.18	0.16		0.17	0.25	0.39	0.35

Therms per sq. ft.

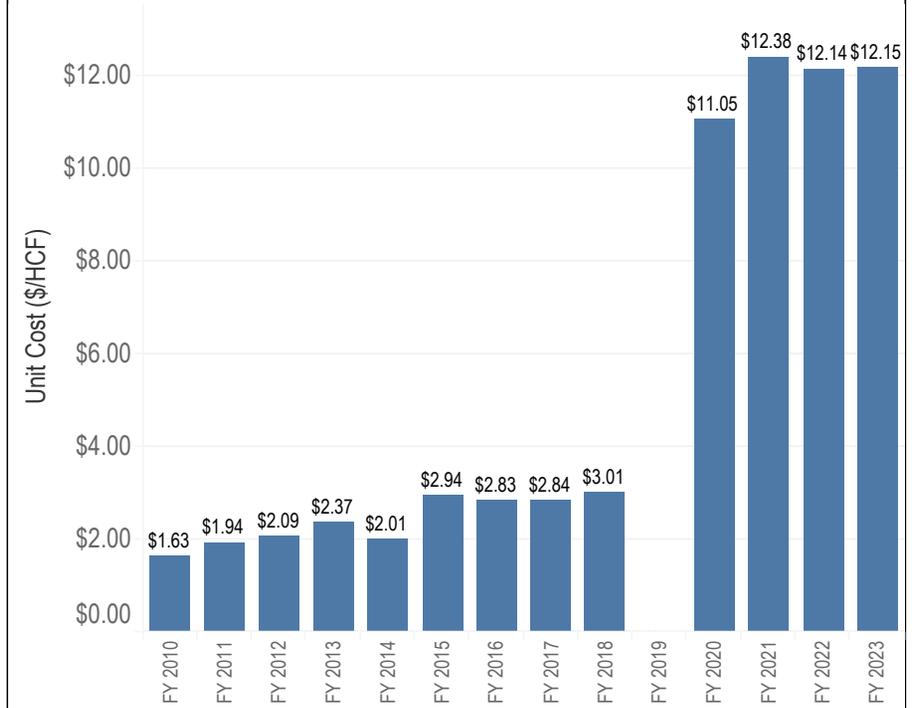


Annual Water Use



Water Type ■ Indoor Water ■ Outdoor Water

Water Unit Cost



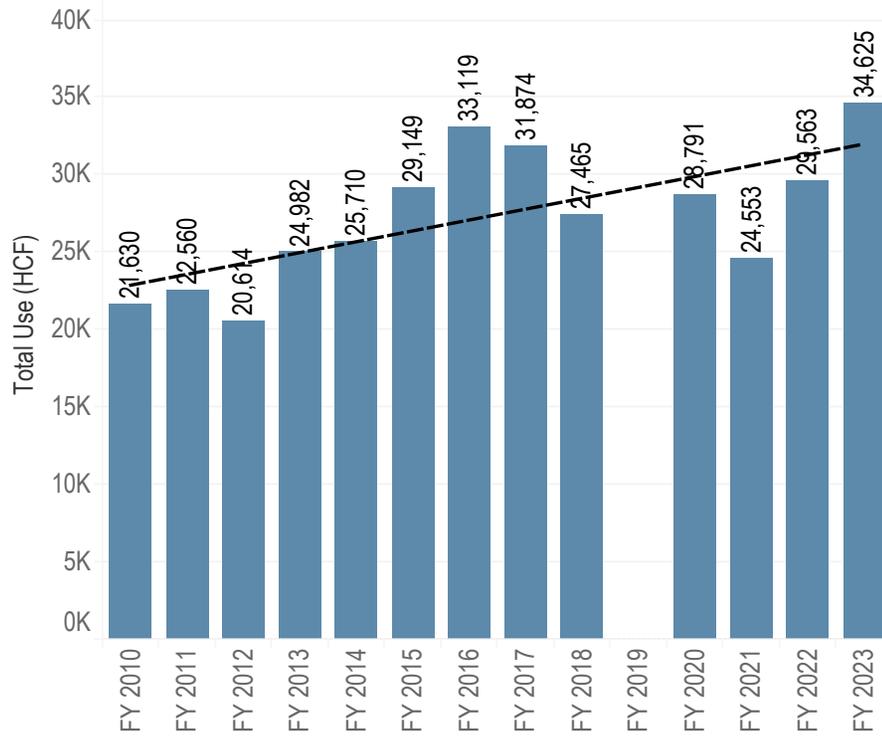
Normalized Water Use (hcf/student)

Building	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Adams Elementary	11.68	16.82	22.29	23.17	12.82		20.94	10.76	2.69	
Bessie Coleman Elementary	2.26	2.67	2.74	1.86	2.34		2.11	1.83	2.11	
Cheldelin Middle	3.94	3.44	3.40	3.63	3.86		4.21	0.57	5.04	
College Hill										
Corvallis High	7.62	6.25	7.79	8.30	6.10		9.92	12.37	11.50	
Crescent Valley High	15.20	16.76	16.62	15.73	16.66		12.70	14.57	13.53	
Franklin K-8	4.19	3.54	3.27	5.06	8.85		3.30	2.71	8.86	
Garfield Elementary	1.65	1.94	2.14	2.23	2.02		2.68	0.89	5.08	
Kathryn Jones Harrison Elementary	1.61	1.83	1.88	1.90	1.82		1.85	0.87	1.55	
Letitia Carson Elementary	5.02	3.05	6.52	2.99	3.70		1.54	0.67	1.50	
Lincoln Elementary	1.99	4.19	1.89	1.66	2.73		1.38	1.20	4.83	
Linus Pauling Middle	1.00	0.95	0.83	0.94	0.75		0.75	0.29	0.70	

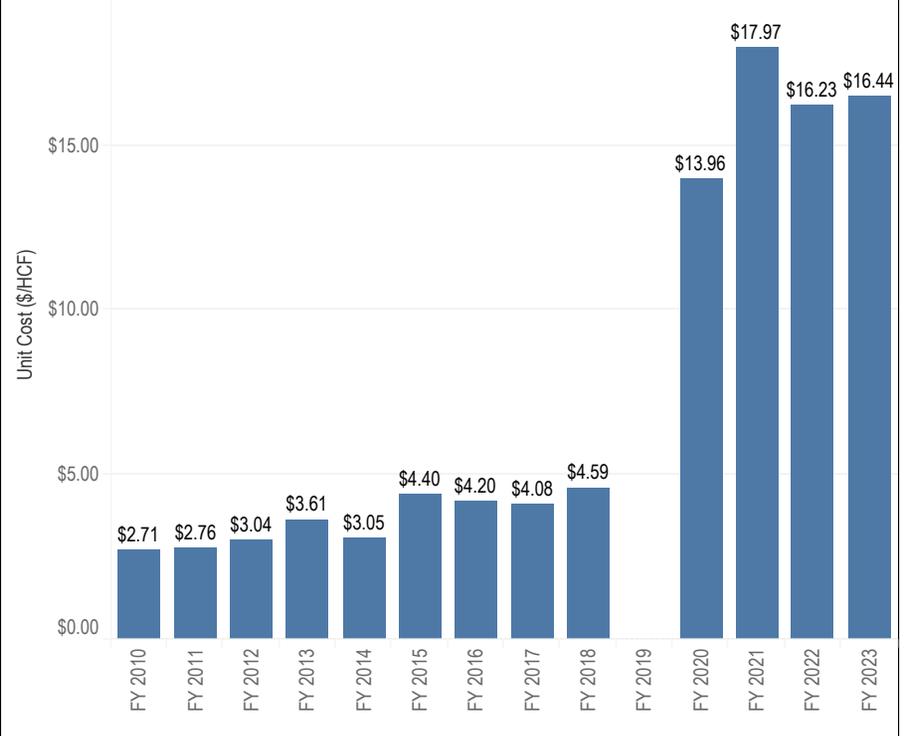
Use per Student



Annual Indoor Water Use



Indoor Water Unit Cost



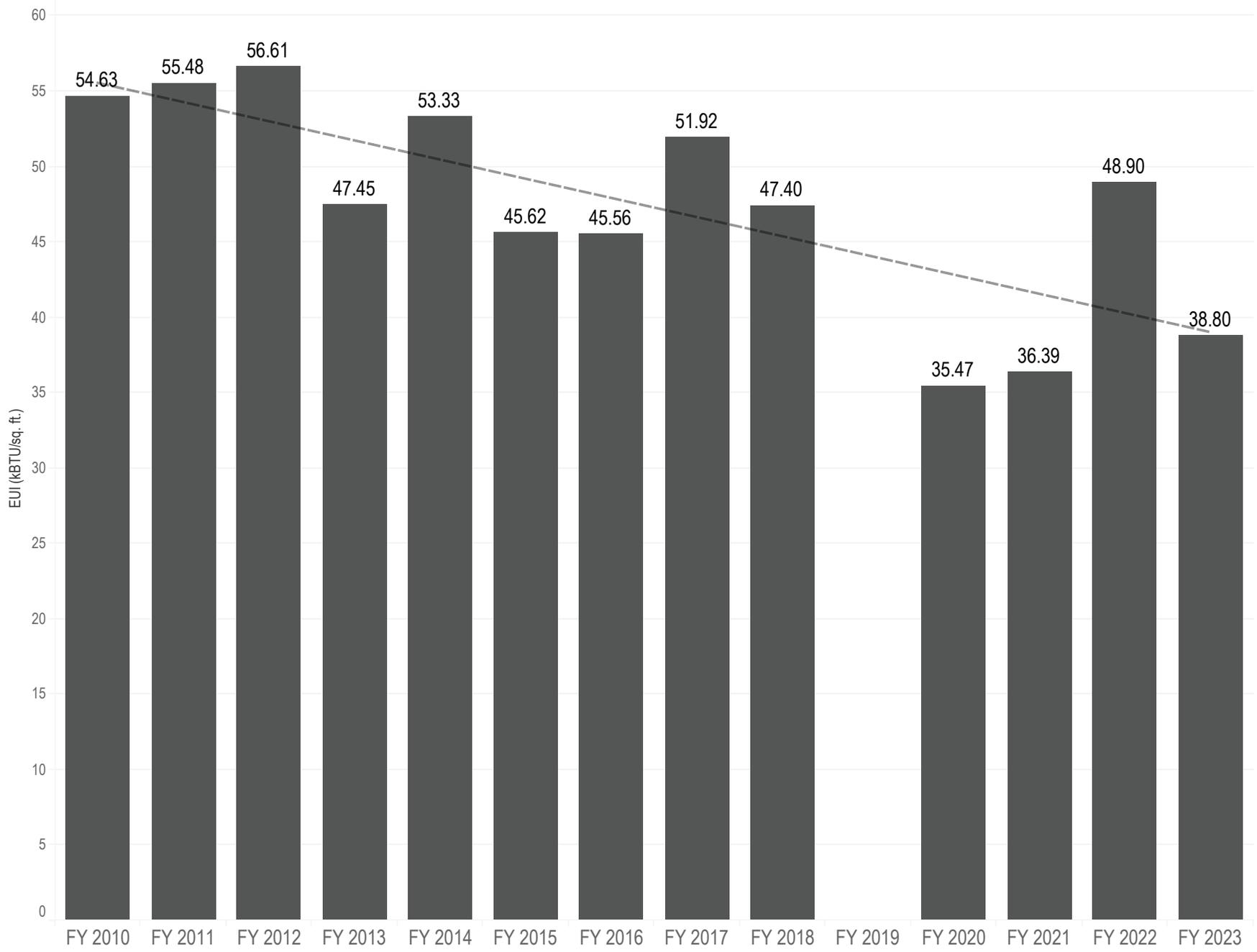
Normalized Indoor Water Use (hcf/student)

Building	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Adams Elementary	11.68	16.82	22.29	23.17	12.82		20.94	10.76	2.69	
Bessie Coleman Elementary	2.26	2.67	2.74	1.86	2.34		2.11	1.83	2.11	
Cheldelin Middle	3.94	3.44	3.40	3.63	3.86		4.21	0.57	5.04	
College Hill										
Corvallis High	7.48	6.08	7.56	8.07	5.90		9.86	12.28	11.34	
Crescent Valley High	3.38	3.19	3.28	2.78	2.89		3.66	2.46	3.69	
Franklin K-8	4.19	3.54	3.27	5.06	8.85		3.30	2.71	8.86	
Garfield Elementary	1.65	1.94	2.14	2.23	2.02		2.68	0.89	5.08	
Kathryn Jones Harrison Elementary	1.61	1.83	1.73	1.74	1.75		1.33	0.71	1.31	
Letitia Carson Elementary	1.51	1.74	1.69	1.70	1.47		1.54	0.67	1.50	
Lincoln Elementary	1.91	4.16	1.78	1.66	2.73		1.38	1.20	1.25	
Linus Pauling Middle	1.00	0.95	0.83	0.94	0.75		0.75	0.29	0.70	

Use per Student



District EUI



Appendix C: SMP Progress Review



GARFIELD ELEMENTARY
Outdoor Learning Space

Photo courtesy of Corvallis School District Facebook

2019 SMP Progress Report

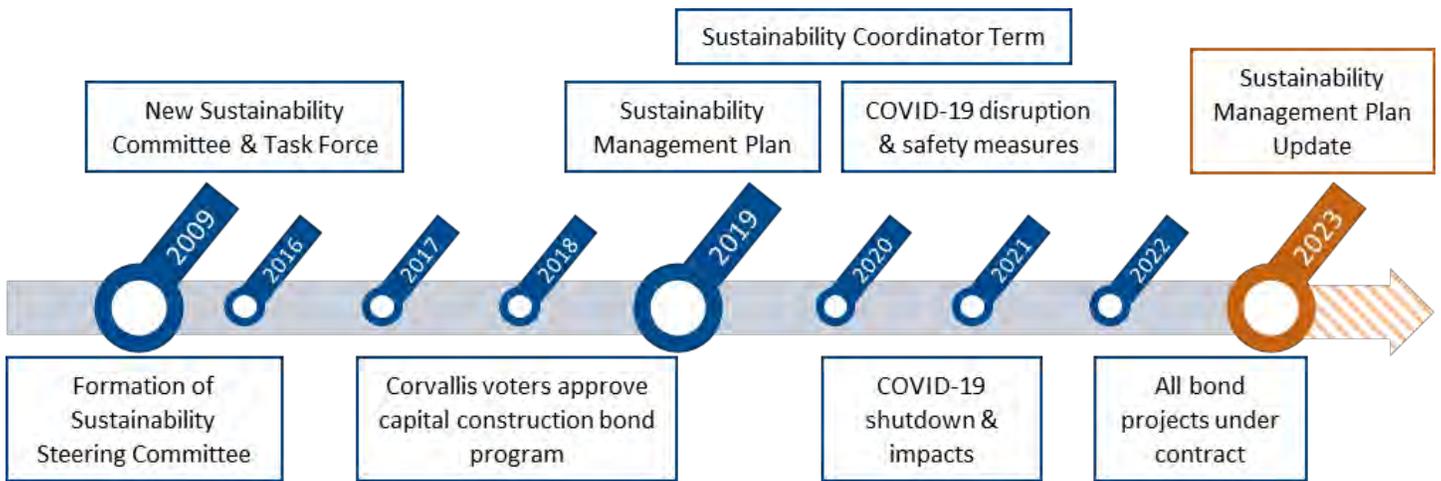
DRAFT February 2023



Corvallis School District views sustainability as a natural extension of the District’s core mission, integral to our built environment, our practices, and our core values. The District has worked diligently to operationalize sustainable practices for many years and, in 2019, developed a Sustainability Management Plan to institutionalize and structure the advancement of sustainability activities. The path since 2019 has not been straightforward – the District has weathered a global pandemic and faced challenges with staff capacity. Despite that, significant progress has been made, including the implementation of design best standards to ensure that major construction projects under the 2018 Facilities Bond program optimize building performance and contribute to our sustainability goals.

This update to the Sustainability Management Plan will take stock of progress to date, allow for course adjustments where necessary, and create a foundation for a more structured and strategic approach to achieving sustainability goals.

Corvallis School District Sustainability Timeline



What went well?

Despite the challenges we faced in 2020 and 2021 due to the COVID-19 pandemic, we are very proud of the successes we have achieved over the last four years promoting sustainability throughout the District. We have built a strong foundation on which we can continue to build our sustainability work. By upgrading our school facilities through the bond projects, we have put systems in place that allow us to optimize energy and water use, provide a healthy and stimulating learning environment for our kids, and leverage our school facilities as a teaching tool in the future. Each school also has built a green team led by a school sustainability leader who can support ongoing sustainability initiatives across the District. These green teams are also participants in the Oregon Green Schools (OGS) program, which gives them access to additional resources and support for sustainability initiatives. During this plan update, we will build upon these successes to ensure our new facilities are running as efficiently as possible and continue to build out the structure and support for our school sustainability leaders and green teams.



Figure 1: Green Team School field trip. Photo courtesy of CSD website.



What did we learn?

Over the last three years implementing the sustainability management plan, we have identified some key takeaways that will be used to improve the plan during the update process. One of the key barriers to additional success was that our school sustainability leaders and our sustainability coordinator had many competing priorities for their time. This was exacerbated by the COVID-19 pandemic that required teachers and students to shift how classrooms were run, frequently, to keep up with changing conditions and safety recommendations. To help overcome this obstacle, this sustainability plan update will focus on developing a more structured program with support at all levels and a more formal schedule of events. This will decrease the amount of time the school sustainability leaders will need to spend planning and allow more time to be spent on implementation.



Figure 2: Gardening activity at Garfield Elementary, during Outdoor School, during the COVID-19 pandemic. Photo courtesy of CSD Facebook.

The second barrier to success was the availability and quality of data. For several of our action areas, the plan called for additional tracking of data to develop a baseline and track progress toward goals; this was not completed. Additional data tracking requires significant time investment and may not be the best use of staff time. In addition, energy, water, and transportation use patterns have been significantly impacted by the COVID-19 pandemic and the bond construction projects, so does not represent typical use. During the plan update process, we will reevaluate data availability and reframe goals as needed to ensure the ability to effectively track progress.

How are we doing?

As a first step in updating the District’s 2019 Sustainability Management Plan, we have reviewed data and progress to date to determine whether we are on track to meet established goals in each of the plan’s focus areas. In each focus area, progress toward goals was reviewed and ranked based on the table below. Under each goal, strategies that were implemented are listed as well as other activities relevant to the goal that were completed by the District.

Icon	Description
	The goal year has passed, and the District has met the goal.
	The goal year has passed, and the District has not met the goal.
	The data are not available to check progress toward goal.
	The goal year has not passed, and the District is on track to meet the goal.
	The goal year has not passed, and the District is off track to meet the goal.



Energy and Water

This action area emphasizes a commitment to reducing the District’s impact on natural resources through energy management and water conservation practices.

X *Goal #1: By 2022, benchmark energy and water use in all buildings.*

Energy and water use data were significantly impacted by the impacts of the COVID-19 pandemic response, so data from FY20 to FY21 are not representative of typical operations and therefore not suitable for benchmarking.

Strategy EW 1.2: Install real-time building energy monitors to allow staff and students to explore building energy use, including renewable energy production.

- As part of the bond upgrades, all schools will have real-time sustainability dashboards showing energy and water use. This has not been completed yet, but dashboard development is in progress.



Goal #2: By 2025, reduce indoor water use by 15% compared to 2018 baseline.

Preliminary indoor water use data for FY22 shows an increase in water use as compared to FY18. Many indoor water meters also serve landscape plantings near the schools, so this increase may be due to water use to establish new landscaping from bond renovations. Continued monitoring is needed to establish water use for typical operations.

Strategy EW 2.1: Identify and replace high-flow water fixtures with low-flow water fixtures, where appropriate.

- Water Sense indoor sinks, toilets, and urinals were installed at all schools as part of the bond upgrade. This only applies to areas that were upgraded as part of the bond renovation.



Goal #3: By 2025, reduce district-wide site Energy Use Intensity (EUI) by 30% compared to 2018 baseline.

Preliminary energy use data in FY22 shows that district-wide EUI decreased significantly as compared to FY18, exceeding the District’s goal. Continued monitoring is needed to understand the EUI for typical operations after all renovations are complete.



As of May 2022, all bond projects are under contract. Construction and renovation work will continue through 2023. As project work is completed, energy savings should become more apparent, with improved efficiency and controls being a component of most projects. Improvements at Crescent Valley High School (CVHS) are now complete. This building consumes the most energy in the district and has received improvements including external weatherization, improved exhaust systems in workspaces, and improved heating systems (Figure 3).

Figure 3: Drawings for renovated auto shop at CVHS with improved ventilation systems. Image from CVHS construction drawings.



Facilities

This action area focuses on the way a facility is built and operated - to minimize impacts on the environment and improve how occupants learn and feel within buildings.

✓ *Goal #1: Monitor implementation of sustainable design guidelines for new construction and major renovation projects and report on once design is complete.*

In 2019, the Corvallis School District developed Sustainable Design Guidelines to ensure that any new facilities built by the District optimized building performance to provide a safe, healthy, and comfortable place for students to learn and thrive while minimizing environmental impact both locally and globally.

Strategy F 1.1: Implement sustainable design standards for all new construction and major renovations.

- The sustainable design guidelines were applied to replacement or major renovation projects across 12 schools, to improve building performance across all four action areas.

✗ *Goal #2: By 2021, establish methods to monitor environmental impacts on classroom learning environments, such as indoor air quality, temperature, acoustics, and lighting.*

No formal program has been established to monitor classroom learning environments. This goal has been especially difficult as the school learning environments have been in almost constant change due to bond program renovations and COVID-19 pandemic response measures.



In all bond projects, there were a number of classroom environment improvements implemented to the degree they were in scope of the project. These include 1) HVAC system controls that ensure the classrooms' CO₂ concentration and humidity stay at healthy levels conducive to learning, 2) individual temperature controls and ceiling fans to provide personalized thermal comfort, 3) daylighting and views of nature to create a stimulating learning environment (Figure 4), and 4) acoustic precautions to ensure that distracting sounds from inside or outside the building don't disturb the learning environment.

Figure 4: New classroom space at Bessie Coleman Elementary, highlighting the positive impact of daylighting in the classroom. Photo courtesy of Bessie Coleman Facebook.

? *Goal #3: By 2022, create and implement plans to improve indoor environmental impacts.*

This goal relies on the data from Goal #2 in this focus area. While great improvements have been made to indoor learning areas, moving forward strategies to monitor and maintain healthy and stimulating learning environments will be a focus of the plan update.



Transportation

This action area focuses on reducing the environmental impact of transportation to and from school. Transportation for both students and staff represents a significant portion of the greenhouse gas emissions for the District as well as contributes to air quality problems both on school grounds and in the community.

✘ *Goal #1: Conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.*

Transportation patterns were greatly affected by the COVID-19 pandemic, so this survey could not be conducted in FY20 or FY21 as it would not reflect students typical commuting patterns.

? *Goal #2: By 2025, reduce single-occupancy staff, student, and parent trips to school by 10%.*

This strategy relies on data from Goal #1 to track progress reducing single-occupancy trips. While we don't have data to track the number of single-occupancy vehicle trips, the percentage of students taking the bus to school has decreased substantially after the COVID-19 pandemic. This may be an indicator that more students are traveling to school in passenger vehicles or riding bikes.

? *Goal #3: By 2022, increase walk/bike to school participation by 10% district-wide*

This strategy also requires data from goal #1 to track success in increasing the number of students walking or biking to school. Although the data are not available to track progress, the District has been very active in promoting biking and walking to school, building on the District's successful bike education and walk/bike to school initiatives.



The District helped organize a "bike pop-up event" in collaboration with the Willamette Valley Bicycle Club (WVBC) and the Corvallis Bicycle Cooperative. Through this event 70 refurbished bikes and new helmets were distributed to low-income families at Garfield Elementary with the help of the CSD Health Navigators. The District also received a \$39,335 grant from ODOT to expand the Bike Education program that has been successful in District elementary and middle schools.

Figure 5: Students at Garfield Elementary pop-up bike event. Photo courtesy of Corvallis Bicycle Collective Facebook.



Food & Waste

The food and waste action area focuses on promoting healthy and local food options, composting, recycling, and waste reduction.

✘ *Goal #1: By 2021, complete annual waste audits in all schools to determine waste stream composition and progress.*

Sampling waste audits were performed at Cheldelin, Corvallis High School, Crecent Valley High School, and College Hill. Progress toward this goal has been impacted by COVID-19 stay-at-home orders as well as safety precautions following return to school.

? *Goal #2: By 2025, increase the District waste diversion rate to 50%.*

This goal relies on the outcomes of goal #1 to track progress.

Strategy FW 2.1: Discontinue use of plastic bottled water and encourage use of reusable water bottles.

- Bottle fillers have been installed at all schools to allow students to easily refill reusable water bottles.
- The District sustainability coordinator worked with OSUsed to support green teams in their efforts to reduce waste by providing water bottles that were co-branded with green team stickers and a waste prevention message.



Figure 6: Waste audit at College Hill. Photo Courtesy of Oregon Green Schools Facebook.

Some schools have completed waste audits like the audit at College Hill (Figure 6) to help their green teams understand the opportunities to increase the diversion rate in their schools. The bond improvements at five schools also support student efforts to increase recycling rates by providing areas in the cafeteria for clearly labeled recycling.



Leadership

These types of goals provide guidance internally to continue to demonstrate an ongoing commitment to sustainability at the District level.

✓ *Goal #1: By 2022, all schools will have a school sponsored organization (i.e., green team, class/club) actively working toward OGS Merit-level certification goals*

All schools have an established green team with a school sustainability leader and have participated to some degree in the Oregon Green Schools Program. Level of participation has been impacted by the COVID-19 pandemic response as teachers and schools have had higher priorities.

✔ *Goal #2: By 2022, provide 3 District-level opportunities annually to exhibit student projects/work related to sustainability.*

Participation in events has been limited by the COVID-19 pandemic and associated restrictions, so the implementation of this strategy has shifted somewhat. School art teachers were provided with several opportunities to engage with sustainability related art, but there was no tracking of participation.

✔ *Goal #3: By 2022, develop customized support plans for all SSLs.*

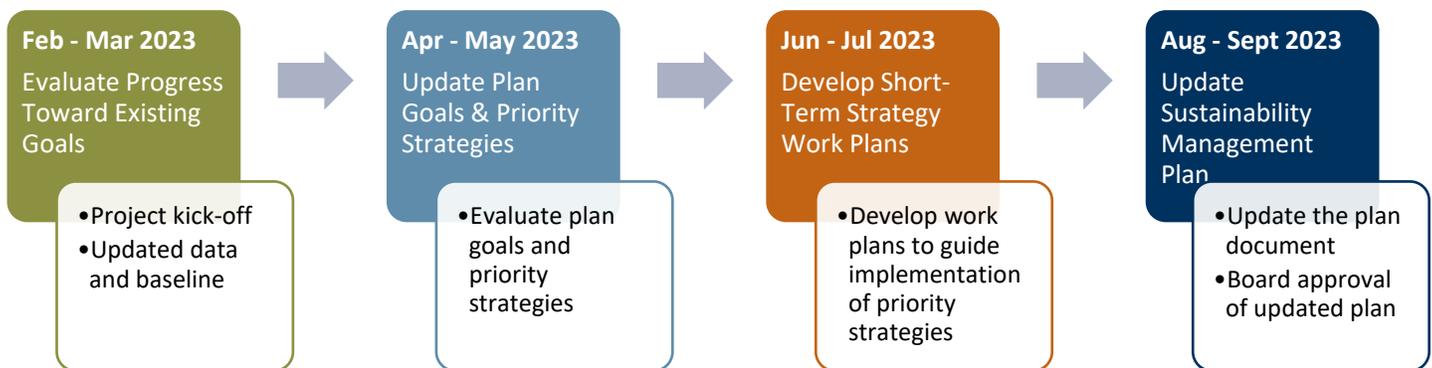
The support plans for the school sustainability leaders were somewhat informal during the COVID-19 pandemic due to shifting restrictions; but, beginning in FY23 more formal plans addressing one goal or action area a month have been rolled out.

✔ *Goal #4: By 2022, host at least 2 reoccurring annual sustainability training events for all school staff and teachers.*

There have been occasional presentations at school sustainability leader monthly meetings as well as annual Professional Learning Fair presentations.

What's next?

Corvallis School District kicked off an update to the Sustainability Management Plan in early 2023. Over the coming months, District staff will work with Brendle Group consultants to update the plan baseline data, evaluate progress, and update goals and strategies. Additionally, the update will include work plans for priority strategies to enable the District to accelerate sustainability progress. District staff will participate in a series of work sessions to inform the plan update and will return to the School Board in the Fall of 2023 for review and approval of the final plan document.



Appendix D: Stakeholder engagement

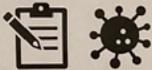
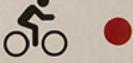
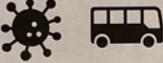
Development of the Corvallis School District Sustainability Management Plan 2023 Update was built on stakeholder collaboration and feedback, including:

- Regular meetings between the School District Project Manager and the consultant team to guide the overall direction and schedule for the plan update.
 - » Meetings approximately every other week for the project duration, from January – December 2023.
- Online feedback sessions with key School District staff to provide targeted input on throughout plan development:
 - » Plan introduction and progress updates: 3/16/2023
 - Provided an overview of the plan update process and initial data analysis.
 - Input from staff on success and challenges with implementation of the 2019 SMP.
 - » Energy & Water and Facilities: 4/20/2023
 - Review data specific to the Energy & Water and Facilities Action Areas.
 - Input from staff on specific actions needed to implement Energy & Water and Facilities strategies.
 - » Food & Waste: 5/23/23
 - Review data specific to Food & Waste Action Area.
 - Input from staff on specific actions needed to implement Food & Waste strategies.
 - » Transportation: 5/23/23
 - Review data specific to Transportation Action Area.
 - Input from staff on specific actions needed to implement Transportation strategies.
 - » Leadership: 06/15/2023
 - Review data specific to Leadership Action Area.
 - Input from staff on specific actions needed to implement Leadership strategies.
- Online Corvallis Sustainability Coalition feedback session: 08/04/2023
 - » Review SMP update process and data tracking.
 - » Review goals and strategies for each Action Area.
 - » Input from District staff and community sustainability advocates used to inform final updated goals and strategies.
- In-person feedback sessions:
 - » Community Open House: 11/16/2023 at Lincoln Elementary School
 - » Public open house for community members to learn about the SMP update, provide input on plan goal and strategies, and identify opportunities to connect to broader community sustainability goals.



TRANSPORTATION

Key Takeaways 2018 - 2023

<p>Data collection was impacted by the COVID-19 pandemic.</p> 	<p>District expanded elementary bike education program to middle school students</p> 	<p>A bike pop-up event distributed refurbished bikes and new helmets to low-income families</p> 
<p>School bus ridership rose in FY 2019-2020 before dropping off in 2020-2022 due to the COVID-19 pandemic. Focused effort is needed to address bus driver shortages and help students/parents feel safe taking the bus post pandemic</p> 		

↑
Yes
to
public
transport

2023 Draft Goals and Strategies

Goal T-1: Beginning in 2023, conduct an annual transportation survey to understand staff and student commuting patterns and inform alternative transportation programs.

- Strategy T-1.1: Develop and administer a survey to create a transportation baseline and track the impact of transportation strategies.
- Strategy T-1.2: Identify and implement strategies that support active and shared transportation trips to school including use of District bus service.

Extend CTS to partners w/ ASD in Supporting Steps at middle schools beyond CV-1.2

Goal T-2: By 2025, increase active and shared transportation trips to school by 10% compared to 2023 baseline.

- Strategy T-2.1: Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school.
- Strategy T-2.2: Continue annual bike education for elementary students and implement middle school bike education program.
- Strategy T-2.3: Review and update elementary school Safe Routes to School by 2025.

T-2.1
They need more
ideas to get
more out of
the bus and
the district

Figure 14. An example of a poster used to gather community feedback during a Community Open House at Lincoln Elementary.

- School Sustainability Leader (SSLs) Feedback Session: 11/17/2023 at Bessie Coleman Elementary School
 - » Feedback session for SSLs to provide feedback on updated goals and strategies and identify opportunities for SSLs to support plan implementation.

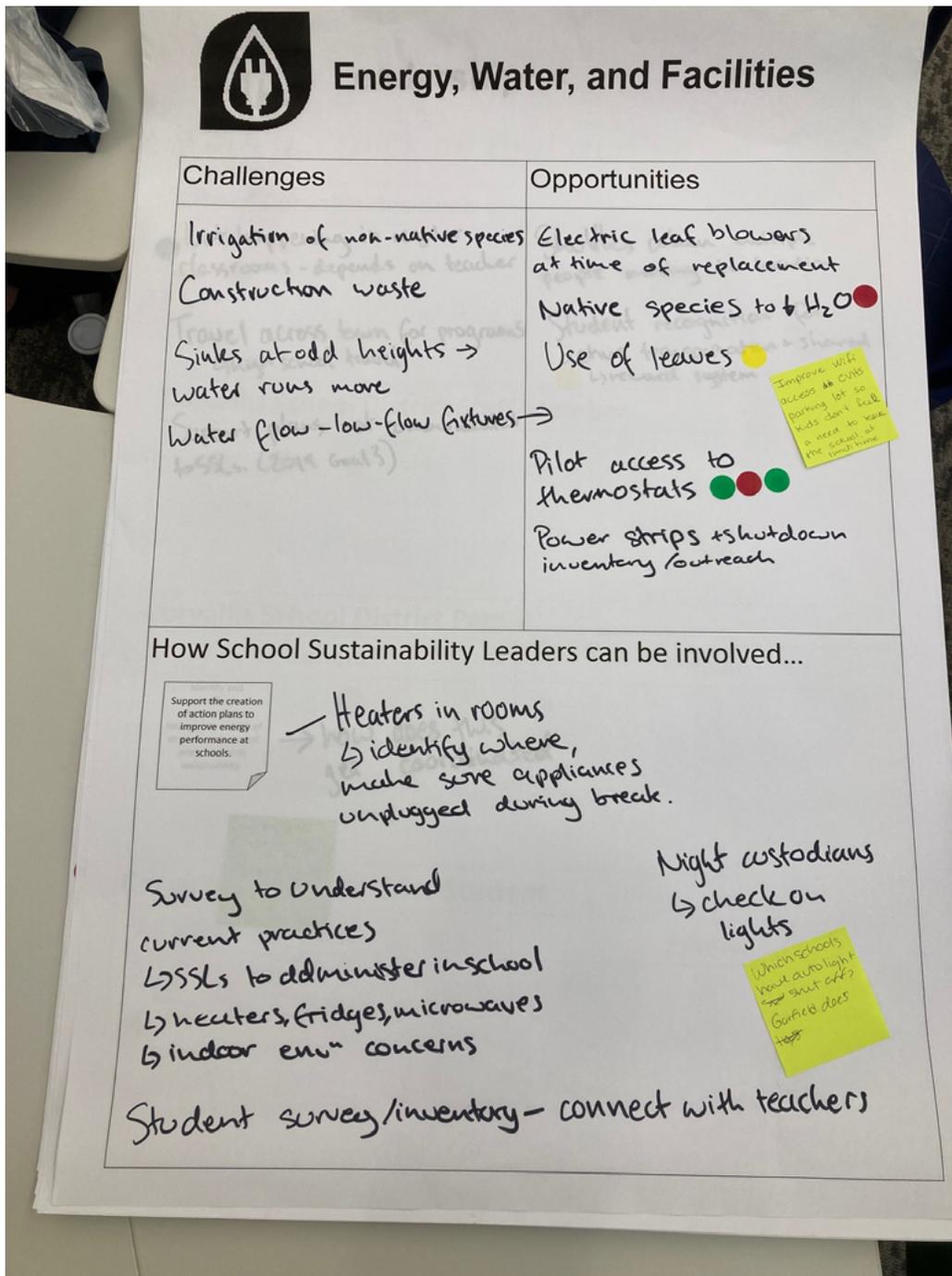


Figure 15. An example of a poster used during staff feedback sessions at Bessie Coleman Elementary School.

- High School Student Green Teams Feedback Session: 11/17/2023 at Corvallis High School
 - » Feedback session with High School Green Teams from the District's three schools.

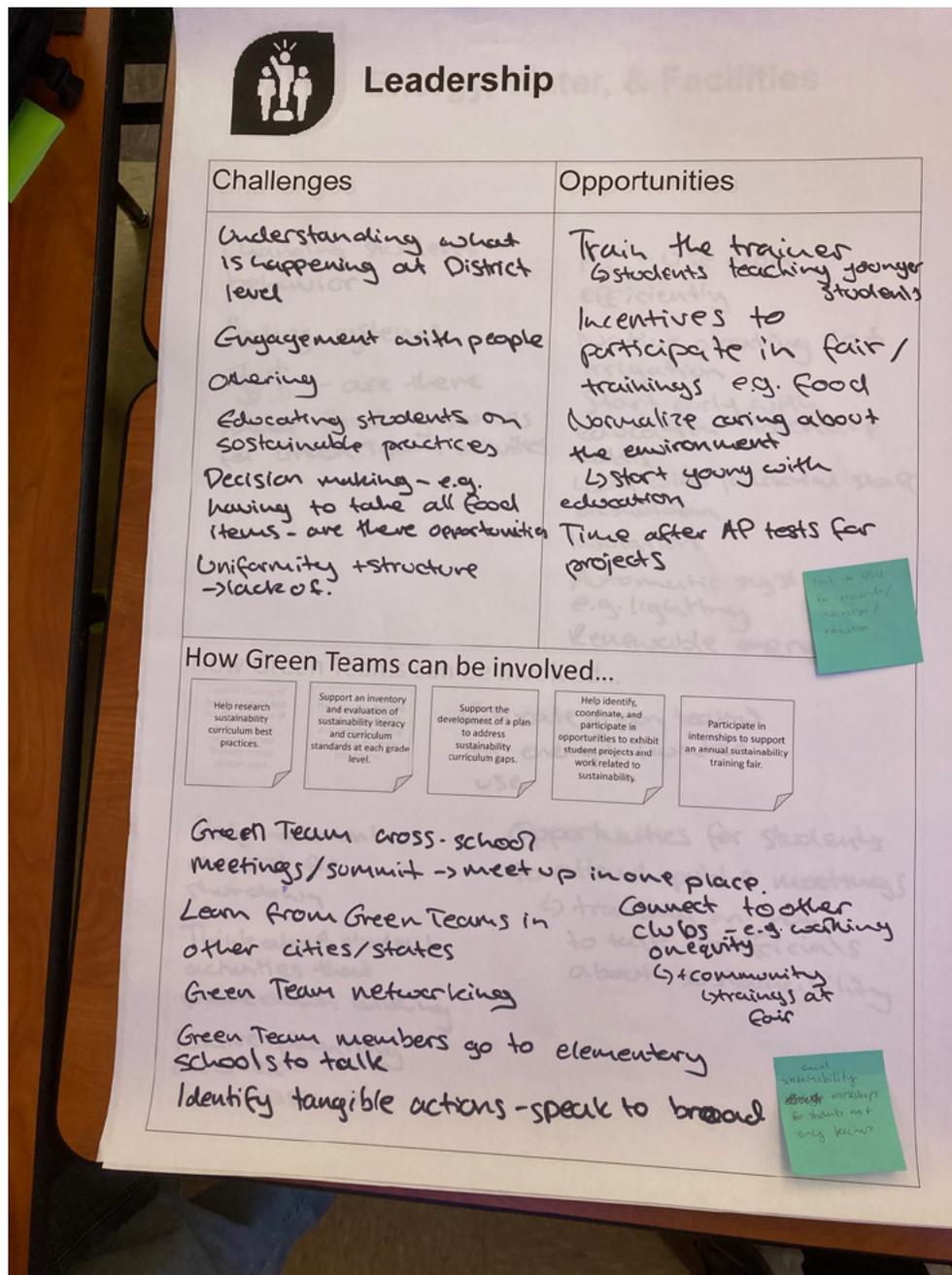


Figure 16. An example of a poster used to gather Green Team Feedback at Corvallis High School.

- The updated SMP goals and strategies were posted online for broad community input from November 20 – 27.
 - » 14 responses were received
 - » Feedback was compiled and incorporated into the final plan document, including updating of Goal F-3 to reflect creation of a district-wide landscaping program.

Appendix E: Draft 2023 Implementation Schedule

This is a draft of the schedule of activities for the district-wide activities. Activities are listed by month for the Sustainability Advisory Committee, sustainability specialist, and SSLs. The schedule is designed to coordinate key activities for district-wide sustainability work and is not comprehensive of all strategy actions.

Month	Month-of-Impact Focus	Sustainability Advisory Committee	Sustainability Specialist	School Sustainability Leaders
August	Leadership: Booth at teacher training fair.	Annual kick-off meeting <ul style="list-style-type: none"> Review actions needed for the year with assigned leads. Identify any points of coordination across strategies. Develop an implementation schedule. 	Present annual schedule at the advisory committee meeting and send it to SSLs. Host booth at teacher training fair. Send materials for Food & Waste: Farm-to-Table to SSLs	Connect with other teachers in their school to communicate the 2023 schedule and gather feedback on opportunities. Plan activities based on Food & Waste: Farm-to-Table materials.
September	Food & Waste: Farm-to-Table.	Support strategy implementation as appropriate	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
November	Transportation: Walk and Roll to School.	Support strategy implementation as appropriate.	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
December	TBD	Support strategy implementation as appropriate.	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
January	TBD	Mid-year check-in meeting <ul style="list-style-type: none"> Review implementation progress against schedule. Adjust actions or timelines as needed. 	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.

Appendix E: Draft 2023 Implementation Schedule

Month	Month-of-Impact Focus	Sustainability Advisory Committee	Sustainability Specialist	School Sustainability Leaders
February	TBD	Support strategy implementation as appropriate	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
March	Energy & Water: National Renewable Energy Day March 21.	Support strategy implementation as appropriate.	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
April	Leadership: Earth Day.	Support strategy implementation as appropriate.	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
May	Transportation: Walk and Roll to School.	Support strategy implementation as appropriate.	Send materials for next month's activities.	Implement activities for this month. Plan activities for next month.
June	Facilities: Take home and shut down.	Annual review meeting <ul style="list-style-type: none"> Identify actions implemented this year and associated impact. Provide content for annual impact summary document draft. 	Draft 2024 schedule. Finalize the annual summary document and share with the school board.	Implement activities for this month. Provide content for the annual impact summary document including any photos of student activities and/or quotes from students.
July	None - staff focus on facilities' needs.			

Appendix F: Strategy Workplans

During the 2023 Sustainability Management Plan update, actionable work plans were developed for each of Corvallis School District's priority strategies. These work plans were developed using a template included in the 2019 Sustainability Management Plan and will guide implementation during FY 2023/24 and FY 2024/25. The work plans may be edited and updated throughout implementation to reflect progress and any shifts in approach.

Work plans for each action area can be viewed at the links below:

- [Energy and Water Strategy Work Plans](#)
- [Facilities Strategy Work Plans](#)
- [Transportation Strategy Work Plans](#)
- [Food and Waste Strategy Work Plans](#)
- [Leadership Strategy Work Plans](#)

Appendix G: Sustainability Strategy Library

Energy & Water				
Plan Goal	Strategy Number	Strategy Description	2019 Score	Plan Horizon
EW	EW1.1	Conduct an energy audit in all school buildings to identify energy savings opportunities and implement priority recommendations.	7.75	2019 Plan
EW1	EW1.2	Install real-time building energy monitors to allow staff and students to explore building energy use including renewable energy production.	5.5	2019 Plan
EW1	EW1.4	Track utility use and costs by building and review trends annually.	5.4	2023 Plan
EW1	EW1.5	Use Portfolio Manager to determine the ENERGY STAR score for each building and make the scores publicly available.	4.44	2023 Plan
EW1	EW1.3	Conduct a water use audit to identify water efficiency opportunities and implement priority opportunities.	5.48	Short
EW1	EW1.6	Monitor indoor water use and water quality in all school buildings.	4.1	Short
EW1	EW1.7	Benchmark CSD energy and water use against other school districts.	2.98	Short
EW1	EW1.8	Calculate the carbon footprint for each facility.	2.44	Short
EW2	EW2.1	Identify and replace high-flow water fixtures, where appropriate.	3.94	2019 Plan
EW2	EW2.3	Develop a program to routinely identify and replace any damaged or leaking water fixtures.	3.21	2023 Plan
EW2	NEW	Work with the City and/or other local partners to improve water use data access and quality.	N/A	2023 Plan
EW2	NEW	Identify all water meters with irrigation use and ensure that use is metered separately.	N/A	2023 Plan
EW2	NEW	Establish and implement irrigation schedules.	N/A	2023 Plan
EW2	EW2.2	Determine the feasibility and affordability of reusing grey water in school facilities.	3.44	Long
EW3	EW3.1	Create a shutdown checklist and train building staff to complete before each extended school break.	5.96	2019 / 2023 Plan
EW3	NEW	Complete two-year post occupancy recommissioning	N/A	2023 Plan
EW3	EW3.2	Develop sustainability curriculum for elementary level, develop a conservation kit to borrow from CIMC, and include staff training.	5.81	Integrated into Leadership Strategy
EW3	EW3.11	Install building automation systems in all applicable facilities.	2.5	Long

EW3	EW3.12	Maximize value of 1.5% of bond dedicated to renewable energy by leveraging incentives through Community Solar.	2.04	Long
EW3	EW3.13	Use phase-change materials to store thermal energy and stabilize temperature.	1.9	Long
EW3	EW3.6	Identify equipment nearing end of life and make a plan to replace with high efficiency equipment.	3.4	Long
EW3	EW3.7	Ensure 100% electricity use all CSD buildings is generated by photovoltaics.	3.19	Long
EW3	EW3.10	Start an energy efficiency revolving fund to fund energy efficiency initiatives.	2.67	Medium
EW3	EW3.5	Develop inter-school energy and water use competitions.	4.77	Medium
EW3	EW3.8	Provide training for building principals on the proper operation of school systems to be included in new staff onboarding training.	3.06	Medium
EW3	EW3.9	Provide training and professional development opportunities for facilities and maintenance staff.	2.71	Medium
EW3	EW3.3	Convene a student-led building energy team focused on occupant engagement.	5.69	Short
EW3	EW3.4	Create student watt watchers.	4.9	Short
EWX	EWX.4	Explore the feasibility and cost effectiveness of using rain water for irrigation.	3	Long
EWX	EWX.2	Determine the overall health of any creek on district property and develop a plan to improve or maintain creek health.	4.77	Medium
EWX	EWX.3	Develop student centered curriculum, including home use of electricity & water.	3.19	Medium
EWX	EWX.5	Install native landscaping or Xeriscaping.	2.92	Medium
EWX	EWX.6	Identify schools with electric demand reduction opportunities and implement priority strategies.	2.58	Medium
EWX	EWX.8	Install weather monitoring irrigation controllers.	2.27	Medium
EWX	EWX.9	Develop a program to identify and replace any leaks in irrigation system.	1.6	Medium
EWX	EWX.7	Identify best practices for energy and water conservation from other school districts.	2.4	Short

Facilities				
Plan Goal	Strategy Number	Strategy Description	2019 Score	Plan Horizon
F1	F1.1	Implement sustainable design standards for all new construction and major renovations.	5.37	2019 Plan

F1	NEW	Continue to implement sustainable design standards for all new construction and major renovations.	N/A	2023 Plan
F1	NEW	Continue monitoring and communication of Bond Program sustainable design impacts.	N/A	2023 Plan
F1	F1.2	Install thermostats in each classroom to allow for individual temperature control.	1.76	Medium
F1	F1.3	Recycle building materials during new construction and renovation projects.	2.67	Short
F2	F2.2	Inventory daylighting and views of nature in primary learning locations and make recommendations based on findings.	4.82	2019 Plan
F2	F2.3	Document and implement a process to use real time air quality monitors to track and evaluate indoor air quality.	4.44	2019 Plan
F2	NEW	Document existing indoor learning environment standards and monitoring systems.	N/A	2023 Plan
F2	NEW	Develop a plan to review, document and address indoor environmental concerns.	N/A	2023 Plan
F2	F2.1	Survey classroom acoustic conditions including background noise level, reverberation time, and signal to noise ratio and develop a plan to improve acoustics in poorly performing areas.	4.93	Medium
F2	F2.4	Survey thermal comfort and create a plan to address concerns in poor performing areas including weather stripping, HVAC system adjustment, or window blinds.	4.05	Medium
F2	F2.5	Install a real time sustainability dashboard in each school to track air quality, temperature and other learning environment metrics.	3.33	Medium
F3	F3.1	Develop and implement a chemical management plan.	4.66	2019 Plan
F3	F3.2	Develop and implement a training plan regarding indoor environments and toxic materials for administrators and teachers.	4.49	2019 Plan
F3	F3.6	Develop and implement an indoor air quality concern response plan.	2.98	Integrated into 2023 Plan
F3	F3.10	Ensure there are windows in all classrooms.	1.09	Long
F3	F3.7	Use area lighting instead of general lighting.	2.19	Medium
F3	F3.8	Reduce use of white boards which generate plastic waste and VOCs.	2.13	Medium
F3	F3.9	Cover asbestos flooring.	1.83	Medium
F3	F3.3	Develop a plan and timeline to move the District to using only environmentally friendly and health friendly supplies. Consider using EPA Safer Choice certification or GS37.	4	Short
F3	F3.4	Develop and implement a pest management plan based on Integrated Pest Management (IPM) principles.	3.83	Short
F3	F3.5	Implement the use of only low/no VOC paints.	3.15	Short

FX	FX.2	Transition building heating systems from natural gas to electricity.	0.72	Long
FX	FX.3	Design and build school buildings to act as community resiliency centers for short term disaster centers with PV generation and battery back-up and charging stations.	1.78	Long
FX	FX.4	Install user-friendly, low-maintenance school garden infrastructure (e.g. automated irrigation, raised beds, sheds, deterrents to vandalism).	3.29	Medium
FX	FX.6	Assess mechanical facilities, including age/upkeep of systems and the ability to track/schedule maintenance.	3.84	Medium
FX	FX.7	Identify what maintenance records are kept and make sure they are consistent across the District.	4.07	Medium
FX	FX.1	Adjust thermostats seasonally and ensure student access to clothing, donations etc.	3.93	Short
FX	FX.5	Develop a building profile including size, occupancy, heating/cooling system, fuel type, age, and overall condition for all District facilities.	3.44	Short

Transportation				
Plan Goal	Strategy Number	Strategy Description	2019 Score	Plan Horizon
T1	T1.1	Develop a transportation survey to create a transportation baseline and track impact of transportation strategies.	2.93	2019 / 2023 Plan
T2	T2.1	Identify and implement strategies for reducing parents driving students to school.	4.45	2019 / 2023 Plan
T2	NEW	Continue annual bike education for elementary students and implement middle school bike education program.	N/A	2023 Plan
T2	T2.2	Work with local transit district to ensure access to viable public transportation options for District staff.	2.74	Long
T2	T2.4	Create and promote a District rideshare forum for parents and staff.	1.64	Medium
T2	T2.3	Create a policy that only High School Seniors can park at school.	2.11	Short
TX	T2.X	Review and update middle and high school Safe Routes to School	N/A	Medium
T3	T3.5	Review and update elementary school Safe Routes to School by 2025.	4.38	2019 - 2023 Plan
T3	T3.1	Integrate pedestrian and bike safety into student curriculum.	6.3	2019 Plan, integrated into 2023 Plan
T3	T3.2	Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school.	5.57	2023 Plan
T3	T3.3	Organize bicycle buses to encourage students to ride their bikes to school.	5.29	Medium

T3	T3.4	Promote the use of walking school buses.	4.69	Medium
T3	T3.6	Provide covered bike parking at all schools.	3.19	Medium
T3	T3.7	Incentivize use of alternative transportation.	2.46	Medium
T3	T3.8	Restrict school bus use to trips longer than a specific distance depending on age.	2.04	Medium
T3	T3.9	Educate parents on the benefits of alternative transportation methods, including environmental impact and helping students develop an active, independent lifestyle.	1.37	Medium
TX	TX.4	Work with City to install speed detection cameras that ticket all speeders in school zones.	2.75	Long
TX	TX.1	Improve enforcement of the District's "No Idling" policy for school buses and private vehicles.	4.15	Medium
TX	TX.2	Develop sustainable procurement guidelines for school bus services.	3.87	Medium
TX	TX.3	Install electric vehicle charging stations.	2.85	Medium
TX	TX.6	Implement sustainable practices at District automotive shops.	0.73	Medium
TX	TX.5	Evaluate the feasibility and affordability of alternative fuels for district vehicles and school buses.	2.71	Short

Food & Waste				
Plan Goal	Strategy Number	Strategy Description	2019 Score	Plan Horizon
FW1	FW1.2	Monitor the volume of landfilled, recycled, and composted waste over time to track total waste trends by school.	3.57	2019 / 2023 Plan
FW1	FW1.3	Perform annual waste audits to inform understanding of waste stream composition.	3.49	2019 / 2023 Plan
FW1	FW1.1	Determine whether food waste is composted in each school, and if so, how much.	5.41	2019 Plan
FW2	FW2.2	Monitor composting and recycling stations to promote good practices and reduce waste stream contamination.	5.77	2019 / 2023 Plan
FW2	FW2.1	Discontinue use of plastic bottled water and encourage use of reusable water bottles.	5.77	2019 Plan, integrated into 2023 Plan
FW2	NEW	Discourage use of single-use plastics in District facilities.	N/A	2023 Plan
FW2	NEW	Pilot an all-reusable materials kitchen operation at one school	N/A	2023 Plan
FW2	FW2.11	Develop a network to connect with local farms that could use food waste to feed livestock.	3.73	Medium

FW2	FW2.14	Provide drink filling stations for water and/or milk.	2.82	Medium
FW2	FW2.15	Stop selling items on campus that are either not reusable or not recyclable.	2.71	Medium
FW2	FW2.3	Increase recycled materials across all school areas and at extracurricular events by providing well signed recycling bins.	5.41	Medium
FW2	FW2.5	Use smart purchasing guidelines to reduce school waste.	5.1	Medium
FW2	FW2.6	Provide designated rinsing and compost sorting station in each cafeteria.	4.9	Medium
FW2	FW2.7	Create District wide policies and procedures for composting in all schools.	4.47	Medium
FW2	FW2.8	Install dishwashers in each school.	4.42	Medium
FW2	FW2.9	Increase composting at schools by providing more compost bin locations and develop signage to educate students, staff, and visitors.	4.35	Medium
FW2	FW2.10	Encourage staff to reduce paper use.	4.34	Short
FW2	FW2.12	Develop and implement sustainable procurement guidelines for products and materials used in schools (e.g. napkins, printer paper, toilet paper, paper towels, etc.).	3.25	Short
FW2	FW2.13	Establish hard-to-recycle product programs with outside partner (Terracycle, Trex, etc.).	3.2	Short
FW2	FW2.16	Reuse cardboard boxes, folders, and file folders.	2.64	Short
FW2	FW2.17	Use salvaged, refurbished and reused products when possible.	1.58	Short
FW2	FW2.18	Expand pre-ordering of school lunch to minimize over preparation and food waste.	N/A	Short
FW2	FW2.19	Explore options for donating prepared foods that isn't served to local food banks.	N/A	Short
FW2	FW2.4	Educate students on the impact of food waste.	5.3	Short
FWX	FWX.1	Establish contracts with local farmers to provide food to schools (like industrial CSA).	5.27	Long
FWX	FWX.10	Ensure all school cafeterias have salad bars to provide healthy food options to all students.	3.07	Medium
FWX	FWX.11	Establish healthy and local food guidelines for procurement.	2.8	Medium
FWX	FWX.4	Develop and implement curriculum to address sustainable food and wellness.	4.33	Medium
FWX	FWX.7	Create a Freshman health and nutrition class.	3.62	Medium
FWX	FWX.2	Identify which buildings have a garden, greenhouse, and/or compost area as well as their condition and frequency of use.	4.48	Short
FWX	FWX.3	Implement tasting and sharing tables in all school cafeterias.	4.48	Short

FWX	FWX.5	Provide the nutrition facts and other food information in a readily available way including local, organic, fresh fruit & vegetable options, grown on-site, or any dietary needs.	4.25	Short
FWX	FWX.6	Participate in Food Heroes with OSU extension to encourage healthy eating.	3.82	Short
FWX	FWX.8	Increase plant-based proteins in school meals.	3.57	Short
FWX	FWX.9	Hire a full-time sustainability coordinator to oversee the District's sustainability efforts.	3.22	Short

Leadership				
Plan Goal	Strategy Number	Strategy Description	2019 Score	Plan Horizon
L1	L1.1	Create Wooden name placards for school sustainability leaders to hang outside their classrooms.	N/A	2023 Plan
L1	NEW	Inventory existing sustainability curriculum and evaluate against best practices to identify gaps.	N/A	2023 Plan
L1	NEW	Develop a plan to fill any gaps identified in Strategy L-1.1.	N/A	2023 Plan
L1	NEW	Provide annual District-level opportunities to exhibit student projects and work related to sustainability.	N/A	2023 Plan
L1	NEW	Hold an annual training fair for District staff.	N/A	2023 Plan
L1	L1.2	Launch "One Conversation" campaign with student green teams to encourage student to talk to teachers about incorporating sustainability into their curriculum.	N/A	
L3	L3.1	Require professional development sustainability session at annual kick-off for all teachers and staff.	N/A	Integrated into 2023 Plan
L3	L4.5	Integrate sustainability in curriculum for each grade level.	N/A	Integrated into 2023 Plan
LX	LX.4	Survey state of sustainability annually.	N/A	
NEW	NEW	Document existing standards, education, and maintenance practices related to outdoor environments district-wide.	N/A	2023 Plan
NEW	NEW	Develop an education and communications plan to raise awareness of outdoor environmental systems.	N/A	2023 Plan

Appendix H: References

City of Corvallis. (2022, August). Annual Report of the Climate Action Policy Advisory Board and EDO Staff Efforts on Community Climate Action. Retrieved from <https://archives.corvallisoregon.gov/public/ElectronicFile.aspx?dbid=0&docid=3102595>

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Energy Trust of Oregon. (n.d.). Retrieved October 2023, from <https://www.energytrust.org/commercial/strategic-energy-management/>





Corvallis School District Sustainability Plan Update

School Board Meeting 12/07/2023





Corvallis
SCHOOL DISTRICT

SUSTAINABILITY MANAGEMENT PLAN

DECEMBER 2023

Balancing the mutually interdependent areas of education, environment, society, and economy.



2023 Sustainability Management Plan (SMP)

- Reflecting on the 2019 SMP
- Plan update process and timeline
- What stayed the same?
- What changed?
- What's new?
- What's next?



Reflections: Successes

- Facilities upgrades through the Bond program.
- Green teams and sustainability leaders in every school.
- Bike education program expanded to include elementary and middle school students.



Reflections: Challenges

- Impact of global pandemic and construction activities in our buildings:
 - Remote learning.
 - Partial building shutdowns for construction.
 - Reprioritization of staffing resources.
 - Data collection challenges.



2023 Sustainability Plan Update Process



Update Baseline and Tracking

- Updated data tracking.
- Review progress toward goals and strategies since 2019.



Evaluate Progress

- Evaluate updated baseline data in the context of Bond project implementation.



Update Goals and Strategies

- Update goals and strategies.
- Identify new strategies based on current priorities and emerging opportunities.

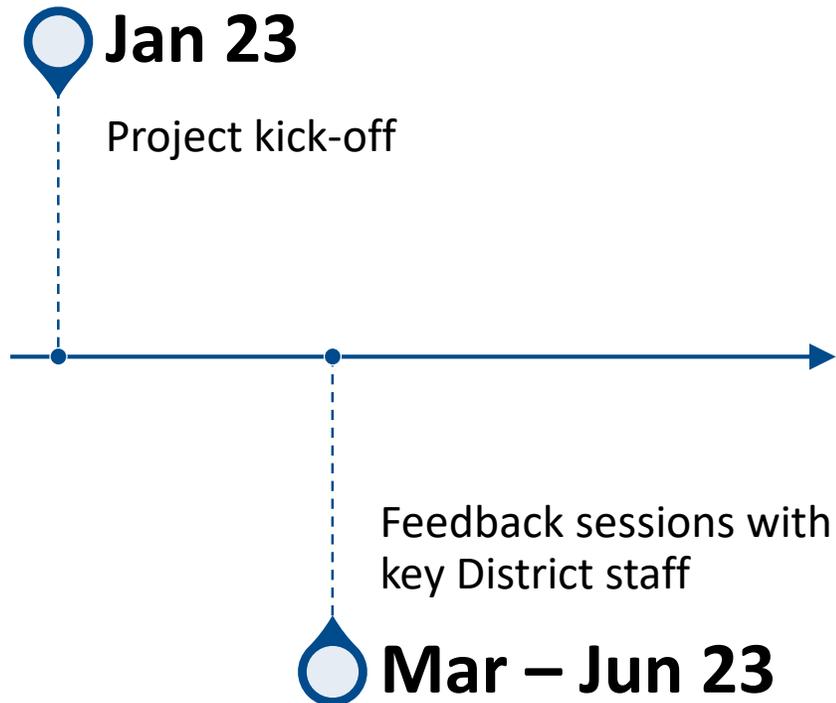


Create Implementation Framework

- Develop detailed strategy work plans.
- Develop framework for implementation.

Data-driven - Rooted in community priorities - Specific to the School District

Plan Update Timeline



- 5 sessions covering each of the SMP action areas.
- Reviewing data and trends.
- Forming an understanding of progress and challenges.
- Identifying new strategies and opportunities.



Plan Update Timeline



- Providing an opportunity for local sustainability partners to review draft goals and strategies.
- Making connections to community activities and opportunities.





Plan Update Timeline





SMP Feedback Sessions



What we did

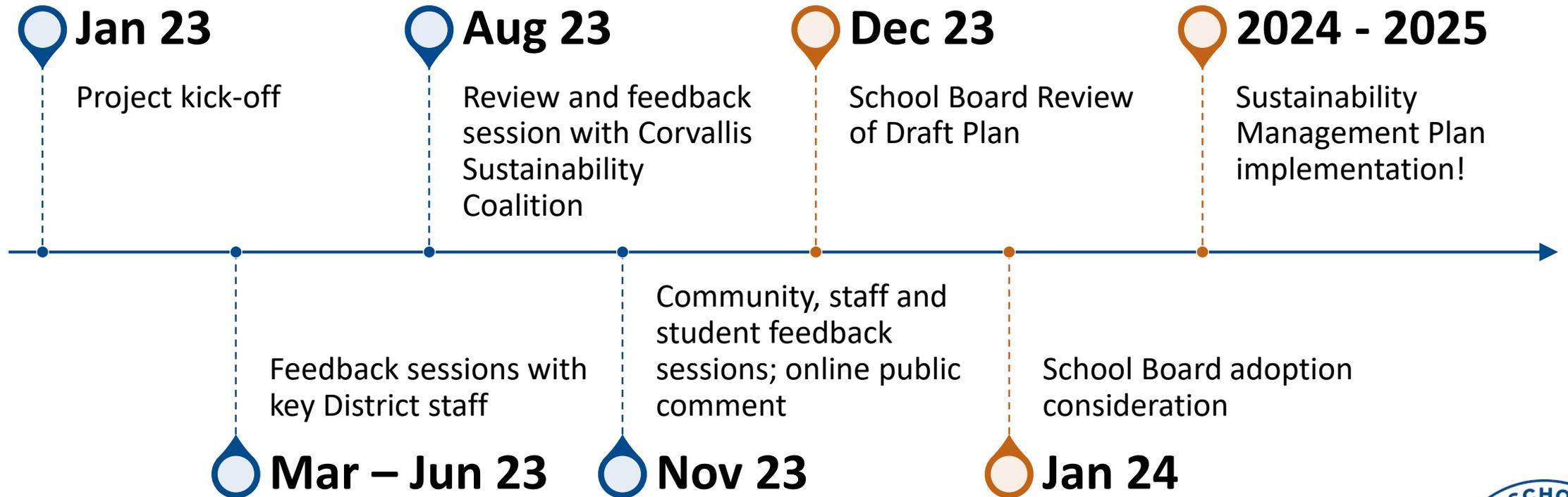
- In-person consultant trip to Corvallis
- Community Open House
- Online public review
- 90-minute feedback session with School Sustainability Leaders
- 90-minute feedback session with High School Green Teams



What we learned

- Students and staff are very engaged in sustainability work!
- High School Green teams would like to be involved in implementation and receive updates.
- High School Green teams from different schools would like opportunities to connect.
- Received input that shaped final strategy work plans.

Plan Update Engagement and Timeline



What Stayed the Same?

- The District's vision statement and commitment to sustainability

Corvallis School District will meet the educational, environmental, social, and economic needs of its students and community without compromising the ability of future generations to meet their own needs through balancing the mutually interdependent areas of education, environment, society, and economy.

- The five key areas of action:



Energy & Water



Facilities



Transportation



Food & Waste



Leadership





What Changed?

- Many of the plan's goals
 - Many of the original plan goals were updated to reflect progress to-date and establish new targets for 2025.
 - In some cases, new goals were created.
- Many of the plan's strategies
 - Several of the 2019 plan strategies had been completed and are not included in the 2023 update.
 - Lessons learned from implementation of the 2019 plan shaped the prioritization of strategies for 2024 and 2025.



What's New:

➤ Increased focus on implementation including:

- Identified roles for SSLs and Green Teams
- Strategy work plans
 - Description
 - Scope and roles
 - Resources required
 - Metrics
 - Related Strategies
 - Timeline
- Implementation framework

Goal F-2: By 2025, establish a District-wide indoor environmental monitoring program

Strategy F-2.1: Document existing indoor learning environment standards and monitoring systems.

Strategy Description			
This strategy will involve inventorying and documenting equipment and processes currently in place to monitor indoor environmental impact District-wide, including lighting, acoustics, smell, and air quality. This will enable the District to ensure that currently available data is being used effectively while also identifying potential gaps and opportunities to inform the development of a district-wide monitoring program.			
How will the strategy be implemented?			
Scope	Lead	Staff Support	Student Support
Perform an inventory of and document existing standards	Facilities Director	Band team	
Document existing monitoring systems	Facilities Manager	Trades Staff Custodial Supervisor	

Goal L-2: By 2025, integrate sustainability considerations across District-wide operations, purchasing policies, and building design.

Strategy L-2.1: Develop and implement guidelines to ensure that sustainability is integrated into District-wide decision making.

Strategy Description			
Develop a series of questions to answer during decision making based on energy, water, waste goals that allow decision makers to understand the impact of various options on the District's sustainability goals and broader community or global goals.			
How will the strategy be implemented?			
Scope	Lead	Staff Support	Student Support
Develop a staff sustainability work group to develop draft sustainability look-fors.	Facilities Director	Sustainability specialist	
Review draft sustainability look-fors, revise as needed, and adopt for District-wide use.	Superintendent		
Train District staff on appropriate use of sustainability look-fors and implement use District-wide.	Sustainability Specialist		
Gather feedback on the use of the sustainability look-fors and revise as needed.	Sustainability Specialist		
What resources are required?			
Time	20 hours to develop and adopt 15 to train 10 for feedback and revisions		
Costs/Funding	none		
Outside Resources	Sustainability Management Plan		
How will impact be measured?			
<ul style="list-style-type: none"> ▪ Questions integrated in decision making processes across the district 			
Related Strategies			
<ul style="list-style-type: none"> ▪ 			
Timeline			
<ul style="list-style-type: none"> ▪ FY 2023/2024 <ul style="list-style-type: none"> = Develop working group = Draft sustainability look-fors = Revise and adopt sustainability look-fors ▪ FY 2024/2025 <ul style="list-style-type: none"> = Train staff on use of sustainability look-fors = Pilot use = Gather feedback on use of sustainability look-fors and revise as needed. 			



What's Next?

- Performance monitoring
 - Ongoing data tracking
- Implementation of plan strategies
 - Using strategy work plans and implementation schedule
 - Status checks throughout the year
- Communication and reporting
 - Annual report
 - Engagement opportunities and events
- Continuous improvement



A watercolor illustration of a person in a field. The person is wearing a light-colored shirt and glasses, and is looking towards the viewer. The field is filled with tall grasses in shades of green and yellow. To the left, there is a large tree with brown branches and pink petals falling from it. The background is a mix of blue and purple washes. A white semi-transparent banner is overlaid across the middle of the image.

Thank you!

VII. STUDENT INVESTMENT ACCOUNT (SIA) ANNUAL REPORT (8:00 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Assistant Superintendent
Olivia Meyers Buch, Finance and Operations Director
Meeting Date: December 7, 2023

Student Investment Account Annual Report **NO ACTION REQUIRED**

Background

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

Attached is the district's SIA Annual Report for 2022-2023. The Annual Report serves as an opportunity for the district to reflect and learn from our SIA implementation during the 2022-2023 school year. The four required questions ask the district to consider successes and barriers and use that learning to inform our next year of implementation. The report also provides an opportunity for transparency with our community regarding SIA implementation and potential progress.

This report does not need to be approved by the board, but minutes reflecting the presentation and discussion are required to be submitted to the Oregon Department of Education.



2022-23 Student Investment Account Annual Report

Question 1

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

A practice that clearly stands out as a change is our use of a culturally relevant curriculum adoption process aligned to standards. This change in practice was utilized in 2022-2023 for the adoption of K-12 Newcomer curriculum, Middle and High School Math, Middle and High School English Language Arts, Middle School Spanish Language Arts, and High School World Languages. With continuous improvement at the forefront of our work, the Student Growth & Experience department refined the curriculum adoption process as well as created a standardized criteria for said process. These criteria are based on CSD equity work and the 5D+ Framework for Instructional Growth. The criteria asks that materials and tasks include the multiple perspectives and contributions of other cultures and identities, that controversial issues maintain a balanced collection representing various views and promoting free inquiry and robust debate, that engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning, and that materials and tasks encourage equitable and purposeful student participation to ensure that all students have access to, and are expected to participate in, learning. By using these lenses to look at potential materials we are ensuring that the resources presented to the board for adoption, are in line with the goals of our district and are reflective of the instruction in our 5D+ Framework.

An investment that is paying unexpected dividends is the full funding of our Middle School Sports Program. All students in our middle schools are able to participate in fall, winter, and spring sports activities and compete against middle schools regionally. We anticipated social-emotional benefits for students by providing opportunities to move their body and feel more connected to their school. That has occurred. The unexpected dividend is the huge numbers of students participating and the incredibly positive school-wide culture that has been fostered through these extra-curricular opportunities. Students are not only connected to their school, they are creating a positive culture within their school that all students are benefitting from.



Question 2

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

In 2022-2023, our district invested a large amount of our SIA funds to support inclusionary practices in our schools. We spent nearly \$1M in SIA funds for certified and classified special education positions in Corvallis schools last year. Although this is not a barrier, the barrier that does exist is inadequate state and federal funding for special education. More funding for special education could mean using our SIA funds to support more robust inclusion efforts in our schools at all grade levels and expanding our school based mental health program. Our decision to place qualified mental health staff in all of our schools using SIA funds remains a point of pride for our district. With more SIA funds available we would be able to hire additional qualified mental health therapists to support students at a level that is more consistent with the identified need.

Question 3

SIA implementation includes ongoing engagement with all students, focal students¹, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?

Between November 29, 2022 and January 10, 2023, Corvallis School District hosted Community Engagement Sessions focused on specific feedback to the School Board on their Board Goals. These engagement sessions were facilitated by East Consulting & Associates and the data collected was analyzed and reported back to the district in March, 2023. Three of the sessions were open to the general public, while the other five were targeted to specific community or parent groups. Those groups included our District Diversity and Equity Inclusion Committee (comprised of several community agencies and partners), Students Advocating for Equity or SAFE (comprised of students of color from our middle and high schools), and the Special Education Advisory Committee or SEAC (comprised of parents of students with disabilities in our district). One of the SEAC sessions was held for Spanish speaking families and one engagement session was held for our families connected to the NAACP and also Spanish speaking families connected to Casa Latinos Unidos. Themes that arose from those sessions were then used to draft new board goals which are still under review by the board as of November 2023.

Student, parent, and community groups that continued to meet through the 2022 - 2023 school year included DELTA (District Equity Leadership Team Advisory)- this group of community members, families, and students of color met regularly to share experiences and identify themes for their

¹ Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students



collective work, including: interrupting bias and the bias reporting system connected to board policy
ACB - All Students Belong

Also continuing through the school year were our SAFE Groups in grades 4 - 12 (Students Advocating for Equity). These students met monthly during the school year to discuss experiences, develop student leadership projects and provide input on proposed changes to board policies.

New for the 2022-2023 school year was DEDI (District Diversity and Equity Inclusion Committee) which met quarterly. Membership in DEDI included members and leadership from the NAACP, Casa Latinos Unidos, Special Education Advisory Committee, Theater Diversity Advisory Committee, SAFE, DELTA, and district leadership. In our first year we worked on defining our work and building strong connections between attendees. The inception of DEDI works to sustain all other groups in the district that represent the voices of student focal groups.

Question 4

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future implementation efforts?

Prioritizing efforts of SIA implementation during the 2022-2023 school year was guided by our Growth and Assessment Coordinator. The work this leader did with district and building leadership ensured that we were answering the question, "What is the problem we are trying to solve?" before diving into solutions. As a district we focused on goals, strategies, activities, and progress markers and looked at data with an eye toward progress on outcomes as well as progress on implementation. The learning we will take into the new school year and future implementation includes slowing down and being intentional in analyzing data that is both qualitative and quantitative.

Our community engagement efforts for board goals and Integrated Guidance were very fruitful and provided us with multiple perspectives from across our community. Our purposeful connection to focal groups ensured we were hearing from those that may not have felt included in district work in the past. We will also continue to center the voices of our students and in particular students in our focal groups.

VIII. STUDENT INVESTMENT ACCOUNT GRANT AGREEMENT



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Assistant Superintendent
Olivia Meyers Buch, Finance and Operations Director
Meeting Date: December 7, 2023

Student Investment Account Grant Agreement

ACTION REQUESTED

Background

On March 23, 2023, the Board received the district's [Integrated Guidance Application](#), including the [Integrated Planning & Budget](#) document. The application was submitted to the Oregon Department of Education (ODE) on March 30, 2023 and approved on June 13, 2023. Following the application approval, the district began co-developing Longitudinal Performance Growth Targets (LPGTs) with ODE, which were approved for grant agreements on August 14, 2023. The finalized LPGTs were [presented](#) to the School Board on November 16, 2023.

On November 20, the district received the 2023-24 SIA grant agreement, which is required to be presented orally, for approval, at an open meeting with opportunity for public comment. The district must also make the grant agreement available on the district webpage and at the district office. Exhibit B, Section II of the grant agreement includes the approved LPGTs.

The 2023-24 Student Investment Account (SIA) Grant Agreement has been posted on the district's website at <https://www.csd509j.net/departments/financial-services#funding> and is available for viewing at the District Office.

ACTION REQUESTED:

Approve the district's 2023-24 Student Investment Account (SIA) Grant Agreement.

ATTACHED:

2023-24 Student Investment Account (SIA) Grant Agreement.

MOTION REQUESTED:

"I move to approve the district's 2023-24 Student Investment Account (SIA) Grant Agreement."

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. 34352

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and Corvallis SD 509J (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). ORS 327.175 Student Investment Account (4) Moneys in the Student Investment Account are continuously appropriated to the Department of Education for the purposes of distributing grants under ORS 327.195.

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs, and increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2023 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2024.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Cassie Medina
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
cassie.medina@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Ryan Noss
Corvallis SD 509J
PO Box 3509J
Corvallis, OR 97339-1198

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$6,037,918.76 (“Grant Funds”) for the Project. Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating

deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

7.2.2 No default as described in Section 15 has occurred; and

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

7.4 Suspension of Funding and Project. Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency's discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

8.1.1 Grantee is a District duly organized and validly existing;

8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and

8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 False Claims Act. Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 No limitation. The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

9.1 Intellectual Property Definitions. As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

“Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.

“Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.
- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and

preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency's request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual "Breach of Security", as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, "Breach") with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.
- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section)..
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a "public body" as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at

least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed

against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;

17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or

17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

18.2 **By Agency.** Agency may terminate this Grant as follows:

18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;

18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;

18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or

18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 **By Grantee.** Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 **Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.

- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency’s consent to Grantee’s assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency’s prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency’s consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee’s performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee’s performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as “Records.” Grantee acknowledges and agrees Agency and the Oregon Secretary of State’s Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:
- This Grant less all exhibits
 - Exhibit A (the “Project”)
 - Exhibit B (Common and Customized Framework)
 - Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Philip Hofmann
Contracting Officer

11/08/2023
Date

Corvallis SD 509J

By: Olivia Meyers Buch
Authorized Signature

12/7/2023
Date

Olivia Meyers Buch
Printed Name

Director of Finance and Operations
Title

93-6000205
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Jake Hogue
Assistant Attorney General

November 8, 2023, via email
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families, and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- 1) Meeting students’ mental or behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Costs of the Project” means Grantee’s actual costs that are reasonable, necessary and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Guidance” means the integration of the following six programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), and Early Indicators Intervention Systems (EIS). Together operationally, the guidance creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, ODE developed a framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems.

“Integrated Plan” means the plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities. The plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” means additional Progress Markers toward the Common Metrics included in the Integrated Plan.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth in the Integrated Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee’s Integrated Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2023-2024 School Year, Grantee must begin to implement its Integrated Plan.

Grantees must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students’ health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000, whichever is less, of Grantee’s total expenditures. Administrative costs may include (A) Ongoing community engagement; (B) costs associated with the administration of the grant.

Grantee must make satisfactory progress on Grantee’s Progress Markers and LPGT described in Exhibit B.

Grantee must periodically review its progress toward meeting Grantee’s Progress Markers and LPGT described in Exhibit B.

Subsection 2. Charter School Relationships

For each charter school applying for SIA Funds with the Grantee, please indicate the type of relationship you have: Either Fully Administered or Partially Administered.

Indicate Fully Administered if the Charter will be fully embedded within the Grantee’s Integrated Plan and Budget

Indicate Partially Administered if the Grantee will provide broad fiscal and monitoring oversight, but the Charter will act largely independently.

Charter School(s)		
Inavale Community Partners dba Muddy Creek Charter School	<input type="checkbox"/> Fully Administered	<input checked="" type="checkbox"/> Partially Administered
	<input type="checkbox"/> Fully Administered	<input type="checkbox"/> Partially Administered
	<input type="checkbox"/> Fully Administered	<input type="checkbox"/> Partially Administered
	<input type="checkbox"/> Fully Administered	<input type="checkbox"/> Partially Administered
	<input type="checkbox"/> Fully Administered	<input type="checkbox"/> Partially Administered
	<input type="checkbox"/> Fully Administered	<input type="checkbox"/> Partially Administered

For Fully Administered Charters, all reporting must be done through the Grantee’s reporting dashboard.

For Partially Administered Charters, the Grantee shall ensure that the Charter maintains its own Integrated Plan and Budget and reports progress separately on the Charter’s reporting dashboard.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

Financial Reports

Beginning in October of 2023 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency.

Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than 60 days after the end of the performance period.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by September 30 of each grant year, must be returned to Agency for deposit in the Student Investment Account.

Integrated Plan Performance Reporting

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in October of 2023 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its Integrated Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. Reports include providing Progress Marker updates. The yearly report will be due no later than 60 days after the end of the performance period.

SIA Grant Monitoring

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

SECTION V – DISBURSEMENT and REPORTING PROVISIONS

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Disbursement Date	Quarterly Amount
July 1	25% of funds allocated
October 1	25% of funds allocated
January 1	25% of funds allocated
April 1	25% of funds allocated

If this Grant is not fully executed by July 1, annually, the Agency will disburse the Grant Funds within 30 days of the Execution Date.

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis. While we encourage grantees to draw funds down following the schedule noted above, 100% of funds must be drawn down by June 30th, each year.

Grantee must submit its financial and performance progress reports by the following dates:

October 31

January 31

April 30

November 30 (Annual Report)

Grantee shall provide to Agency the minutes from the board meeting demonstrating that Grantee’s Financial Audit was presented at an open meeting with the opportunity for public comment (not a consent agenda item). These board minutes must be submitted alongside the Second Quarterly Report.

Grantee shall provide to Agency the minutes from the board meeting demonstrating that Grantee’s Annual Report was presented at an open meeting with the opportunity for public comment (not a consent agenda item). These board minutes must be submitted alongside the Annual Report.

Grantee must post its Annual Report to Grantee’s webpage.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK CORVALLIS SD 509J

SECTION I – PROGRESS MARKERS FOR 2023-2025 BIENNIUM

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly/annual reports. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.
7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students’ learning. Digital resources are being used with fidelity to advance learners’ engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students’ growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students’ assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to

	their next steps after high school. Staff members are consistently engaging in action research, guided by student’s strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets

Target Type	2023-24	2024-25	2025-26	2026-27	2027-28
Four Year Cohort Graduation					
Baseline Target: All Students	90.60%	91.40%	92.20%	93.00%	93.80%
Stretch Target: All Students	91.40%	92.60%	93.80%	94.00%	94.80%
Gap-Closing Target: All Focal Group Students	85.50%	86.50%	88.20%	89.10%	90.00%
Five Year Cohort Completion					
Baseline Target: All Students	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%
Stretch Target: All Students	>95.00%	>95.00%	>95.00%	>95.00%	>95.00%
Gap-Closing Target: All Focal Group Students	92.80%	93.60%	94.30%	94.80%	>95.00%

9th Grade on-Track					
Baseline Target: All Students	85.00%	86.00%	89.00%	91.00%	93.00%
Stretch Target: All Students	87.00%	88.00%	91.00%	93.00%	95.00%
Gap-Closing Target: All Focal Group Students	80.20%	81.40%	84.60%	87.80%	90.00%
3rd Grade ELA Proficiency					
Baseline Target: All Students	39.00%	40.00%	42.00%	45.00%	50.00%
Stretch Target: All Students	49.00%	50.00%	52.00%	55.00%	60.00%
Gap-Closing Target: All Focal Group Students	22.00%	25.00%	28.00%	34.00%	40.00%
Regular Attenders					
Baseline Target: All Students	62.00%	64.00%	66.00%	68.00%	70.00%
Stretch Target: All Students	64.00%	68.00%	72.00%	76.00%	79.00%
Gap-Closing Target: All Focal Group Students	46.20%	48.40%	50.60%	52.80%	55.00%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they’ve described in their Integrated Plan.

	2023-24	2024-25	2025-26	2026-27	2027-28
Local Optional Metrics					
Baseline Target: All Students					
Stretch Target: All Students					
Gap-Closing Target: All Focal Group Students					

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

IX. CONSOLIDATED ACTION (8:25 p.m.)*

A. Resolution No. 23-1202: Supplemental Budget



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: December 7, 2023

Resolution No. 23-1202: Supplemental Budget ACTION REQUESTED

Background

Oregon's local budget law allows the district to make a supplemental budget during the fiscal year for which the original budget was adopted. The proposed supplemental budget is summarized below. Changes in appropriations for each fund do not exceed 10% of total appropriations for that fund so a public hearing is not required prior to adoption.

Proposed changes in the **General Fund** recognize a \$3,210,907 increase in resources and modifies appropriations by the same amount. Major changes reflect an increase in property taxes and the implementation of a new certified salary schedule.

GENERAL FUND			
	As Adopted	Proposed	Change
Resources			
Local Sources	\$ 45,588,706	\$ 46,617,485	\$ 1,028,779
Intermediate Sources	896,903	882,413	(14,490)
State Sources	43,120,405	43,354,896	234,491
Federal Sources	190,000	190,000	-
Other Sources - Beginning Fund Balance	12,030,826	13,992,953	1,962,127
Total Change in Resources	\$101,826,840	\$105,037,747	\$ 3,210,907
Requirements			
Instruction	\$ 48,882,156	\$ 50,016,261	\$ 1,134,105
Support Services	40,893,419	41,196,108	302,689
Enterprise and Community Services	458,995	468,735	9,740
Debt Service	632,591	632,591	-
Transfers of Funds	1,558,540	1,125,350	(433,190)
Contingency	6,734,701	6,828,360	93,659
Unappropriated Ending Fund Balance	2,666,438	4,770,342	2,103,904
Total Change in Requirements	\$101,826,840	\$105,037,747	\$ 3,210,907

Proposed changes in the **Special Revenue Fund** recognize a \$1,703,581 increase in resources and modifies appropriations by the same amount. Major changes reflect the recognition of increased state and federal grants and related expenditures.

SPECIAL REVENUE FUND			
	As Adopted	Proposed	Change
Resources			
Local Sources	\$ 3,272,120	\$ 3,377,604	\$ 105,484
Intermediate Sources	200,000	200,000	-
State Sources	9,702,733	10,653,445	950,712
Federal Sources	10,332,858	10,561,231	228,373
Other Sources - Interfund Transfers	1,558,540	1,475,350	(83,190)
Other Sources - Beginning Fund Balance	2,340,287	2,842,489	502,202
Total Change in Resources	\$27,406,538	\$29,110,119	\$ 1,703,581
Requirements			
Instruction	\$ 13,000,950	\$ 14,005,924	\$ 1,004,974
Support Services	8,714,629	8,694,500	(20,129)
Enterprise and Community Services	4,240,959	4,309,695	68,736
Facilities Acquisition and Construction	1,450,000	1,750,000	300,000
Transfers of Funds	-	350,000	350,000
Total Change in Requirements	\$27,406,538	\$29,110,119	\$ 1,703,581

Proposed changes in the **Internal Service Fund** reflects transfers of appropriations to align with projected spending.

INTERNAL SERVICE FUND			
	As Adopted	Proposed	Change
Requirements			
Instruction	\$ 678,664	\$ 705,358	\$ 26,694
Support Services	16,275,274	16,244,796	(30,478)
Enterprise and Community Services	30,392	32,857	2,465
Facilities Acquisition and Construction	2,267	3,586	1,319
Contingency	6,069,603	6,069,603	-
Total Change in Requirements	\$23,056,200	\$23,056,200	\$ -

ACTION REQUESTED:

Accept the proposed adjustments and adopt a resolution amending budgeted resources and appropriations in the General Fund, Special Revenue Fund, and Internal Service Fund.

ATTACHED:

Resolution No. 23-1202

MOTION REQUESTED:

“I move that Resolution No. 23-1202 be adopted to amend budgeted resources and appropriations in the General Fund, Special Revenue Fund and Internal Service Fund.”

Corvallis School District 509J
**Supplemental Budget for General Fund, Special
Revenue Fund, and Internal Service Fund
Resolution No. 23-1202**

WHEREAS, ORS 294.471 provides for a governing body to make supplemental budgets for the fiscal year in certain cases;

AND WHEREAS, the General Fund and Special Revenue Fund require a change in budgeted resources and appropriations which were not included in the adopted budget because the amounts were not known with certainty at the time the budget was prepared;

AND WHEREAS, the Internal Service Fund requires transfers in budgeted appropriations to reflect projected expenditures.

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby adopts a supplemental budget to the 2023-24 budget for the General Fund, Special Revenue Fund, and Internal Service Fund as set forth below, and that the amounts for the 2023-24 fiscal year and for the purposes shown below are hereby appropriated as follows:

GENERAL FUND

TOTAL RESOURCES – ADOPTED BUDGET	\$101,826,840	TOTAL REQUIREMENTS – ADOPTED BUDGET	\$101,826,840
Supplemental Budget			
Local Sources	1,028,779	Instruction	1,134,105
Intermediate Sources	(14,490)	Support Services	302,689
State Sources	234,491	Enterprise and Community Services	9,740
Other Sources – Beginning Fund Balance	1,962,127	Transfers of Funds	(433,190)
		Contingency	93,659
		Unappropriated Ending Fund Balance	2,103,904
Total Resources	3,210,907	Total Requirements	3,210,907
TOTAL RESOURCES – AMENDED BUDGET	\$105,037,747	TOTAL REQUIREMENTS – AMENDED BUDGET	\$105,037,747

SPECIAL REVENUE FUND

TOTAL RESOURCES – ADOPTED BUDGET	\$27,406,538	TOTAL REQUIREMENTS – ADOPTED BUDGET	\$27,406,538
Supplemental Budget			
Local Sources	105,484	Instruction	1,004,974
State Sources	950,712	Support Services	(20,129)
Federal Sources	228,373	Enterprise and Community Services	68,736
Other Sources – Interfund Transfers	(83,190)	Facilities Acquisition and Construction	300,000
Other Sources – Beginning Fund Balance	502,202	Transfers of Funds	350,000
Total Resources	1,703,581	Total Requirements	1,703,581
TOTAL RESOURCES – AMENDED BUDGET	\$29,110,119	TOTAL REQUIREMENTS – AMENDED BUDGET	\$29,110,119

INTERNAL SERVICE FUND

TOTAL RESOURCES – ADOPTED BUDGET	\$23,056,200	TOTAL REQUIREMENTS – ADOPTED BUDGET	\$23,056,200
Supplemental Budget			
		Instruction	26,694
		Support Services	(30,478)
		Enterprise and Community Services	2,465
		Facilities Acquisition and Construction	1,319
		Total Requirements	-
TOTAL RESOURCES – AMENDED BUDGET	\$23,056,200	TOTAL REQUIREMENTS – AMENDED BUDGET	\$23,056,200

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 7th day of December, 2023.

ATTEST:

Luhui Whitebear, Board Chair

Ryan Noss, Superintendent

B. Resolution No. 23-1201: Update to 2023-24 Organizational Resolution



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: December 7, 2023

Resolution No. 23-1201: Designation of District Officers, Clerks, Agents and Depositories of Funds (Update to 2023-24 Organizational Resolution)

ACTION REQUESTED

Background

Oregon Revised Statutes requires schools board to annually hold an organizational meeting to designate appointees and authorize actions. The board is required to approve the designation of district officers, agents, and depositories of funds. Other designations and appointments are made as a matter of practice. This resolution is renewed annually to allow for the continued operation of district business, and due to recent staffing changes, updates are needed.

ACTION REQUESTED:

Adopt the attached resolution authorizing the designation of district officers, agents, depositories of funds, and other designations and appointments for the remainder of the 2023-24 fiscal year.

ATTACHED:

Resolution No. 23-1201

MOTION REQUESTED:

“I move that Resolution No. 23-1201 be adopted to authorize the designation of district officers, agents, depositories of funds, and other designations and appointments for the remainder of the 2023-24 fiscal year.”

Corvallis School District 509J
Designation of District Officers, Clerks, Agents, and Depositories of Funds
(Update to 2023-24 Organizational Resolution)
Resolution No. 23-1201

Designate Clerk and Deputy Clerk *(ORS 332.515, Policy BC/BCA)*

Be It Resolved, that Ryan Noss, Superintendent of Corvallis School District 509J, is hereby designated as Clerk, and Lauren Wolfe, Director of Finance, is hereby designated as Deputy Clerk for the 2023-24 fiscal year.

Designate Budget Officer *(ORS 294.331)*

Be It Resolved, that Lauren Wolfe, Director of Finance, is hereby designated to serve as Budget Officer of the Corvallis School District 509J for the 2023-24 fiscal year.

Designate Custodian of Funds *(ORS 328.441)*

Be It Resolved, that Lauren Wolfe, Director of Finance, is hereby designated to serve as Custodian of Funds of the Corvallis School District 509J for the 2023-24 fiscal year.

Designate Depositories & Signature Authority *(ORS 328.441, 328.445, Policy DG, DGA/DGB)*

Be It Resolved, that the following depositories are hereby approved as official depositories of Corvallis School District 509J funds for the 2023-24 fiscal year: Oregon State Treasury Local Government Investment Pool and all “Qualified Depositories for Public Funds” as approved by the Office of the State Treasurer.

Be It Further Resolved, that the Deputy Clerk, as Custodian of Funds, is hereby authorized to establish accounts and to issue checks against such accounts bearing the facsimile signature of the Deputy Clerk.

Designate Financial Auditors

Be It Resolved, that Pauly Rogers and Co, P.C., is hereby designated to serve as the independent financial audit firm for the Corvallis School District 509J for the 2023-24 fiscal year.

Designate Legal Counsel

Be It Resolved, that attorney Eric DeFreest and the firm of Luvaas Cobb is hereby designated as the attorney of record for the district.

Be It Further Resolved, that the executive staff of the Corvallis School District 509J is authorized to use the Hungerford Law Firm, based on their special expertise in the area of law being considered, at the discretion of the Superintendent, for the 2023-24 fiscal year.

Designate Insurance Agent of Record

Be It Resolved, that Geoff Sinclair of Brown & Brown is hereby designated to serve as agent of record for the Corvallis School District 509J for property, liability, and workers' compensation insurance for the 2023-24 fiscal year.

Designate Newspaper for Legal Notices

Be It Resolved, that the Corvallis Gazette-Times is hereby designated as the newspaper in which legal notices will be published.

Designate Authority to Negotiate and Execute Real Property Transactions

Be It Resolved, that the Board Chair and Clerk are hereby authorized to negotiate and execute real property transactions on behalf of the Corvallis School District 509J for the 2023-24 fiscal year, after obtaining official Board approval within legal regulations and district guidelines.

Designate Authority to Sign Documents and Agreements for Funded Programs

Be It Resolved, that Ryan Noss, Superintendent, and Melissa Harder, Assistant Superintendent, are hereby authorized to file applications and sign documents and agreements related to funded programs on behalf of the Corvallis School District 509J for the 2023-24 fiscal year.

Disposal of Surplus Property (Board Policy DN)

Be It Resolved, that the Clerk, Deputy Clerk, or designee of the Clerk or Deputy Clerk, are hereby authorized to dispose of surplus property in accordance with Board Policy DN.

ADOPTED by the Board of Directors of Corvallis School District 509J in Benton and Linn Counties, Oregon, at its regular meeting this 7th day of December, 2023.

ATTEST:

Luhui Whitebear, Board Chair

Ryan Noss, Superintendent

C. Employment Contracts - Finance Director and Operations Director



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: December 7, 2023

Employment Contracts – Finance Director and Operations Director

ACTION REQUESTED

Background

With the recent resignation of Olivia Meyers Buch, Finance and Operations Director, the district is restructuring positions and is offering the Finance Director position to Lauren Wolfe and the Operations Director position to Kim Patten.

The salaries for these positions follow the Non-Represented employee salary schedule.

ACTION REQUESTED:

Approve the attached employment contracts.

MOTION REQUESTED:

“I move to approve the attached employment contracts as submitted.”

EMPLOYMENT CONTRACT

BETWEEN

Lauren Wolfe, FINANCE DIRECTOR

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the "District," and LAUREN WOLFE, hereinafter referred to as "Finance Director."

WITNESSETH:

WHEREAS, the District will employ a Finance Director under the general supervision of the Superintendent and;

WHEREAS, the District and Finance Director believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of the effective communication between them;

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Lauren Wolfe as the Finance Director and the Finance Director hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall commence December 20, 2023, through June 30, 2025.

SECTION 2. DUTIES:

The Finance Director shall have and maintain the qualifications, perform the specific duties, and shall have and exercise the authority outlined in the job description for the position of Finance Director. In addition, the Finance Director shall perform other duties as prescribed by the Superintendent.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Finance Director, for the services rendered, at an annual base salary of \$149,418, for the 2023-24 school year, pro-rated for the actual start date in the position, paid monthly. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the Finance Director position is 260 days, which includes 11 paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

The Finance Director shall be entitled to the fringe benefits and agreements accorded to the other District administrative employees as identified in the non-represented agreement, including, but not limited to: PERS contribution, health insurance, holidays, leaves, and professional memberships.

Allowance: The District will pay the Finance Director a stipend of \$100 a month, as taxable income, for use of personal automobile for District business.

Tax-sheltered annuity: The District will make a contribution of \$175.00 a month toward a 403(b) plan of the Finance Director's choice through one of the District approved vendors. The Finance Director is responsible that such TSA contributions are within the IRS regulations.

Vacation: The Finance Director shall receive 25 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June) or may be cashed out by the Finance Director in June of each contract year on a per diem basis at the current year's rate of pay. If vacation days are carried over into the next fiscal year the days must be used by December 31 of the following year or are forfeited.

Vacation days are granted at the beginning of the fiscal year. Upon termination of employment, vacation days are pro-rated based on the number of days worked. All used, unearned vacation is owed to the District and will be deducted from the Finance Director's final pay. Any unused, earned vacation, not to exceed 10 (ten) days, shall be cashed out at the per diem rate at the termination of the Finance Director's employment with the District.

SECTION 6. PROFESSIONAL DEVELOPMENT:

The District is committed to professional development and will provide the necessary resources to facilitate the professional growth of the Finance Director. The District expects the Finance Director to continue professional development and to participate in relevant learning experiences at District expense, with Superintendent approval.

- a. The Finance Director is encouraged to develop a professional growth plan that meets the needs of both the individual and the District, as approved by the Superintendent.
- b. Participation in a national/regional conference is encouraged, should be part of the overall plan for professional development of the Finance Director, and is subject to Superintendent approval. The Finance Director may attend at least one (1) national conference each year, expenses to be incurred by the District subject to the limit of budgeted amounts for this expenditure.

The District shall reimburse the Finance Director for all actual and necessary professional development expenses incurred by her as provided in the budget and within the scope of her employment, such as:

- a. Lodging expenses will be reimbursed based upon documented receipts, subject to prior approval by the Superintendent.
- b. Meals will be reimbursed to the limits established by District policy or administrative rule upon submission of receipts, subject to prior approval by the Superintendent or his/her designee.

SECTION 7. EVALUATION:

The Finance Director and the Superintendent shall meet annually for the purposes of evaluation of the performance of the Finance Director and expressing recommendations and observations on how such performance may be continually improved. Such evaluation shall be summarized in writing and placed in the Finance Director's personnel file.

SECTION 8. LAYOFF:

Should the School Board determine to eliminate or reduce the percentage of "FTE" the position of Finance Director, the Finance Director shall be considered for any vacant non-represented positions that she is qualified to fill.

SECTION 9. RENEWAL:

The Superintendent and the Finance Director shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2025.

SECTION 10. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death or retirement. Throughout the term of this contract, the Finance Director will be subject to dismissal for the reasons set forth in ORS 342.865(1). The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Finance Director no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent. If the Finance Director chooses to be accompanied by legal counsel at the hearing, she will assume the cost of her attorney. The Finance Director may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 11. INDEMNIFICATION:

The District will defend, hold harmless, and indemnify the Finance Director from any and all demands, claims, suits, actions, and legal proceedings brought against the Finance Director in her individual capacity, or in her official capacity as agent and employee of the District, provided the incident arose while she was acting within the scope of her employment, all according to the Oregon Tort Claims Act.

SECTION 12. SAVINGS CLAUSE:

If during the term of this Contract it is found that a specific clause of the Contract is illegal in federal or state law, the remainder of the Contract not affected by such a ruling shall remain in force.

SECTION 13. APPLICABLE LAW:

This Employment Contract is subject to all applicable laws of the State of Oregon, rules and regulations of the State Board of Education, and policies of the District and of the Board, all of which are made part of the terms and conditions of this Contract as though set forth therein.

SECTION 14. AMENDMENT:

This Employment Contract may be amended by the parties at any time. No amendment shall be effective unless it is in writing, signed by the Finance Director and the Superintendent, and approved by the School Board.

IN WITNESS WHEREOF, the District has caused this Contract to be approved on its behalf by a duly authorized officer, and the Finance Director has approved this Employment Contract.

Approved this _____ day of _____ 20____.

Superintendent

Finance Director

EMPLOYMENT CONTRACT

BETWEEN

Kimberly Patten, OPERATIONS DIRECTOR

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the “District,” and KIMBERLY PATTEN, hereinafter referred to as “Operations Director.”

WITNESSETH:

WHEREAS, the District will employ an Operations Director under the general supervision of the Superintendent and;

WHEREAS, the District and Operations Director believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of the effective communication between them;

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Kimberly Patten as the Operations Director and the Operations Director hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall commence December 20, 2023, through June 30, 2025.

SECTION 2. DUTIES:

The Operations Director shall have and maintain the qualifications, perform the specific duties, and shall have and exercise the authority outlined in the job description for the position of Operations Director. In addition, the Operations Director shall perform other duties as prescribed by the Superintendent.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Operations Director, for the services rendered, at an annual base salary of \$153,153, for the 2023-24 school year, pro-rated for the actual start date in the position, paid monthly. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the Operations Director position is 260 days, which includes 11 paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

The Operations Director shall be entitled to the fringe benefits and agreements accorded to the other District administrative employees as identified in the non-represented agreement, including, but not limited to: PERS contribution, health insurance, holidays, leaves, and professional memberships.

Allowance: The District will pay the Operations Director a stipend of \$100 a month, as taxable income, for use of personal automobile for District business.

Tax-sheltered annuity: The District will make a contribution of \$175.00 a month toward a 403(b) plan of the Operations Director's choice through one of the District approved vendors. The Operations Director is responsible that such TSA contributions are within the IRS regulations.

Vacation: The Operations Director shall receive 25 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June) or may be cashed out by the Operations Director in June of each contract year on a per diem basis at the current year's rate of pay. If vacation days are carried over into the next fiscal year the days must be used by December 31 of the following year or are forfeited.

Vacation days are granted at the beginning of the fiscal year. Upon termination of employment, vacation days are pro-rated based on the number of days worked. All used, unearned vacation is owed to the District and will be deducted from the Operations Director's final pay. Any unused, earned vacation, not to exceed 10 (ten) days, shall be cashed out at the per diem rate at the termination of the Operations Director's employment with the District.

SECTION 6. PROFESSIONAL DEVELOPMENT:

The District is committed to professional development and will provide the necessary resources to facilitate the professional growth of the Operations Director. The District expects the Operations Director to continue professional development and to participate in relevant learning experiences at District expense, with Superintendent approval.

- a. The Operations Director is encouraged to develop a professional growth plan that meets the needs of both the individual and the District, as approved by the Superintendent.
- b. Participation in a national/regional conference is encouraged, should be part of the overall plan for professional development of the Operations Director, and is subject to Superintendent approval. The Operations Director may attend at least one (1) national conference each year, expenses to be incurred by the District subject to the limit of budgeted amounts for this expenditure.

The District shall reimburse the Operations Director for all actual and necessary professional development expenses incurred by her as provided in the budget and within the scope of her employment, such as:

- a. Lodging expenses will be reimbursed based upon documented receipts, subject to prior approval by the Superintendent.
- b. Meals will be reimbursed to the limits established by District policy or administrative rule upon submission of receipts, subject to prior approval by the Superintendent or his/her designee.

SECTION 7. EVALUATION:

The Operations Director and the Superintendent shall meet annually for the purposes of evaluation of the performance of the Operations Director and expressing recommendations and observations on how such performance may be continually improved. Such evaluation shall be summarized in writing and placed in the Operations Director's personnel file.

SECTION 8. LAYOFF:

Should the School Board determine to eliminate or reduce the percentage of "FTE" the position of Operations Director, the Operations Director shall be considered for any vacant non-represented positions that she is qualified to fill.

SECTION 9. RENEWAL:

The Superintendent and the Operations Director shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2025.

SECTION 10. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death or retirement. Throughout the term of this contract, the Operations Director will be subject to dismissal for the reasons set forth in ORS 342.865(1). The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Operations Director no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent. If the Operations Director chooses to be accompanied by legal counsel at the hearing, she will assume the cost of her attorney. The Operations Director may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 11. INDEMNIFICATION:

The District will defend, hold harmless, and indemnify the Operations Director from any and all demands, claims, suits, actions, and legal proceedings brought against the Operations Director in her individual capacity, or in her official capacity as agent and employee of the District, provided the incident arose while she was acting within the scope of her employment, all according to the Oregon Tort Claims Act.

SECTION 12. SAVINGS CLAUSE:

If during the term of this Contract it is found that a specific clause of the Contract is illegal in federal or state law, the remainder of the Contract not affected by such a ruling shall remain in force.

SECTION 13. APPLICABLE LAW:

This Employment Contract is subject to all applicable laws of the State of Oregon, rules and regulations of the State Board of Education, and policies of the District and of the Board, all of which are made part of the terms and conditions of this Contract as though set forth therein.

SECTION 14. AMENDMENT:

This Employment Contract may be amended by the parties at any time. No amendment shall be effective unless it is in writing, signed by the Operations Director and the Superintendent, and approved by the School Board.

IN WITNESS WHEREOF, the District has caused this Contract to be approved on its behalf by a duly authorized officer, and the Operations Director has approved this Employment Contract.

Approved this _____ day of _____ 20____.

Superintendent

Operations Director

D. Modify Non-Represented Employee Salary Schedule: Food Services Supervisor



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Olivia Meyers Buch, Finance and Operations Director
Meeting Date: December 7, 2023

Modify Non-Represented Employee Salary Schedule: Food Services Supervisor

ACTION REQUESTED

Background

Starting January 1, 2023, the vacated food services supervisor position will shift to be more focused on training, supervising, and evaluating program staff at school sites, ensuring compliance with rules and regulations pertaining to school nutrition programs and adequate staff coverage. Due to this planned shift, the food services supervisor position was evaluated to determine if the established salary is comparable to similar positions in other districts. The current salary range for this position is \$52,273 - \$60,621, which is equivalent to \$25.13 - \$29.14 per hour.

A salary review for the food services supervisor position was conducted with comparable positions in other districts including Portland Public Schools (Nutrition Services – Field Operations Supervisor), Beaverton School District (Nutrition Services Field Supervisor), Hillsboro School District (Supervisor – Nutrition Services), Reynolds School District (Nutrition Services Site Supervisor), Redmond School District (Nutrition Services Operations Lead), and McMinnville School District (Nutrition Services Supervisor).

The proposed new salary range for this position is **\$63,949 - \$74,162**, which is equivalent to \$30.74 - \$35.65 per hour and is in line with comparable positions in other districts. The board approves salary schedules for employee groups; therefore, we are asking the board to approve this modification.

ACTION REQUESTED:

Approve the modification of the Food Services Supervisor salary range to the non-represented employee salary schedule.

MOTION REQUESTED:

“I move to modify the Food Services Supervisor salary range to the non-represented employee salary schedule.”

E. Minutes

1. November 2, 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 6:32 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Sarah Finger McDonald, Ph.D. Chris Hawkins Judah Largent Sami Al-Abdrabbuh, Ph.D.</p> <p><u>BOARD MEMBERS EXCUSED</u> Terese Jones, Co-Vice Chair</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Vibhav Javali, CVHS</p>
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A quorum was present, and due notice had been published.

II. BOARD MEMBER REPORTS

Board members provided brief updates regarding the committees they liaise with, their school visits, and attendance at school events.

III. OREGON SCHOOL BOARDS ASSOCIATION AND NATIONAL SCHOOL BOARDS ASSOCIATION UPDATES

Director Al-Abdrabbuh provided a brief update: he visited 20 districts during the Oregon School Boards Association Roadshow to discuss statewide bargaining, policies of interest, and budget. Additionally, he shared information regarding the upcoming Oregon School Boards Association election.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report with highlights, including an upcoming listening session for the updated sustainability plan, inclement weather information, and information regarding AP and Honors Math. (The report is posted online with the informational packet of this meeting and will be filed with the official 2023-24 board records.)

V. PUBLIC COMMENT

Catalina Contreras-Colin, Philomath, OR, Corvallis, a parent and advocate for Latino families in the school district, shared that families have concerns about safety issues, inequities, mental health needs, and a lack of support in special education due to the lack of classified staff in classrooms. Additionally, she shared concern that some families have not met their school health navigators and family liaisons to receive support.

Sarah Lench, Corvallis, OR, provided feedback on the Board goals draft document provided in the Board packet; earlier in the day, she emailed the Board remarks focused on the graduate profile and centering community engagement.

Noam Raich, Corvallis, OR, Crescent Valley High School senior, expressed concern regarding the lack of clarity around math policy and curriculum that may lead to misinformation being shared between students; information was sent to parents but not directly to students.

Genevieve Raich, Corvallis, OR, expressed concerns about math opportunities for students in a STEM town and opined that it is inequitable that families need to move students out of the district or pay tutors so that their students can take higher-level math classes; differentiated instruction works to close equity gaps.

Johnny Geldhof, Corvallis, OR, Crescent Valley High School senior, opined that the proposed changes, including detracking and modifications to advanced math, create equity issues and lower the self-image of students who struggle in advanced classes. Advanced placement classes in high school prepare students more for college.

VI. BOARD GOALS - FIRST READING

Superintendent Noss presented the revised Board Goals draft to the Board before the meeting. (The document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.) Superintendent Noss reviewed the process to date and engaged in discussion with the Board.

The Board provided feedback and determined there should be further community feedback and revision before the document is presented for the second read.

VII. OREGON SCHOOL BOARDS ASSOCIATION ELECTION AND RESOLUTIONS

Chair Whitebear provided information regarding the Oregon School Boards Association election and resolutions for review before the board meeting. (The documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

A. Oregon School Boards Association's Legislative Policy Committee Election - Position #10

MOTION:

It was moved by Director Largent and seconded by Director Hawkins to vote for Sarah

Finger McDonald for position #10 on the OSBA legislative policy committee. The motion was voted on and passed unanimously.

B. Oregon School Boards Association Resolution #1 - Creates the Oregon Rural School Board Members Caucus and designates a seat on the OSBA Board of Directors and Legislative Policy Committee

MOTION:

It was moved by Co-Vice Chair Tominey and seconded by Director Al-Abdrabbuh to adopt OSBA's Resolution to amend the bylaws relating to the composition of the Board of Directors. The motion was voted on and passed unanimously.

C. Oregon School Boards Association Resolution #2 - Adopts the proposed amendments to the OSBA bylaws

MOTION:

It was moved by Co-Vice Chair Tominey and seconded by Director Finger McDonald to adopt OSBA's Resolutions to amend the OSBA's 2018 Bylaws. The motion was voted on and passed unanimously.

VIII. CONSOLIDATED ACTION

District staff answered questions regarding item A.

MOTION:

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

- A. Amendment to Transportation Agreement** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. Minutes** – October 12, 2023; October 19, 2023 – (The documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 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 2023-24 Board records.)

IX. CONSOLIDATED INFORMATION

District staff answered questions regarding items A and D1.

- A. Virtual Charter School Enrollment Calculation** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

- B. September 2023 Financial Summary (unaudited)** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- C. World Language - French Update** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- D. Board Policies** – (The documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- 1. Policy EFA — Local Wellness — First Reading**
 - 2. Policy EFA-AR — Local Wellness/Nutrition Program — Delete**

X. BOARD MEMBER COMMENTS

Director Al-Abdrabbuh shared the following comments:

- I support the striking Portland teachers, stand with them, and appreciate teachers and classified staff. I support the right to strike; it is an essential right that they are practicing.
- I appreciate how our district is unique and has a board member liaison during negotiation with our classified and certified staff.
- This is a challenging time statewide; hopefully, the legislature will act to provide more funding for education.

Director Finger McDonald clarified that the district follows ODE standards, but essential skills have been waived through the 2027-2028 academic year. Additionally, she stated that while confident our students are meeting standards, some community members and staff have expressed they would like a statement in the graduate profile or in the goals that states that our students meet standards beyond the state requirements to graduate.

Director Hawkins complimented the district's thoughtfulness regarding student safety measures and staff visibility at drop-off and pick-up. Additionally, she appreciated Superintendent Noss's comments about difficult winter weather decisions on snowy and icy mornings.

Student Representative Javali expressed support for protecting advanced placement and honors classes and for more communication from every level to students. He shared that teachers have commented that the new AP Geometry curriculum will not provide the same rigor taught for 15 years and students don't know if it will be good because it has not been adopted or taught.

Chair Whitebear recognized the vulnerability it takes for students to speak up, especially when pointing out systematic issues. Additionally, she clarified that the work on the new curriculum is done at the district level and is not within the purview of the Board; the Board adopts the new curriculum when it is brought forward.

Director Largent remarked on concerns shared during public comment regarding communication barriers and the power differential between people who want to come to the Board to comment and those who feel unable or comfortable doing so. The Board can make assumptions about what

accommodations are necessary to make meetings more accessible; it would be helpful for staff, students, and the community to share identified barriers and ideas for how to meet the needs.

Co-Vice Chair Tominey expressed gratitude for those who came and shared through public comment and those who emailed concerns over the week when challenges came up, and there was confusion; appreciation for having the courage and taking the time to provide feedback. It helps the Board work on improving relationships and communication. Additionally, she thanked educators for managing conferences, thoughtfully reflecting on students, and connecting with families; it takes a lot of time and dedication.

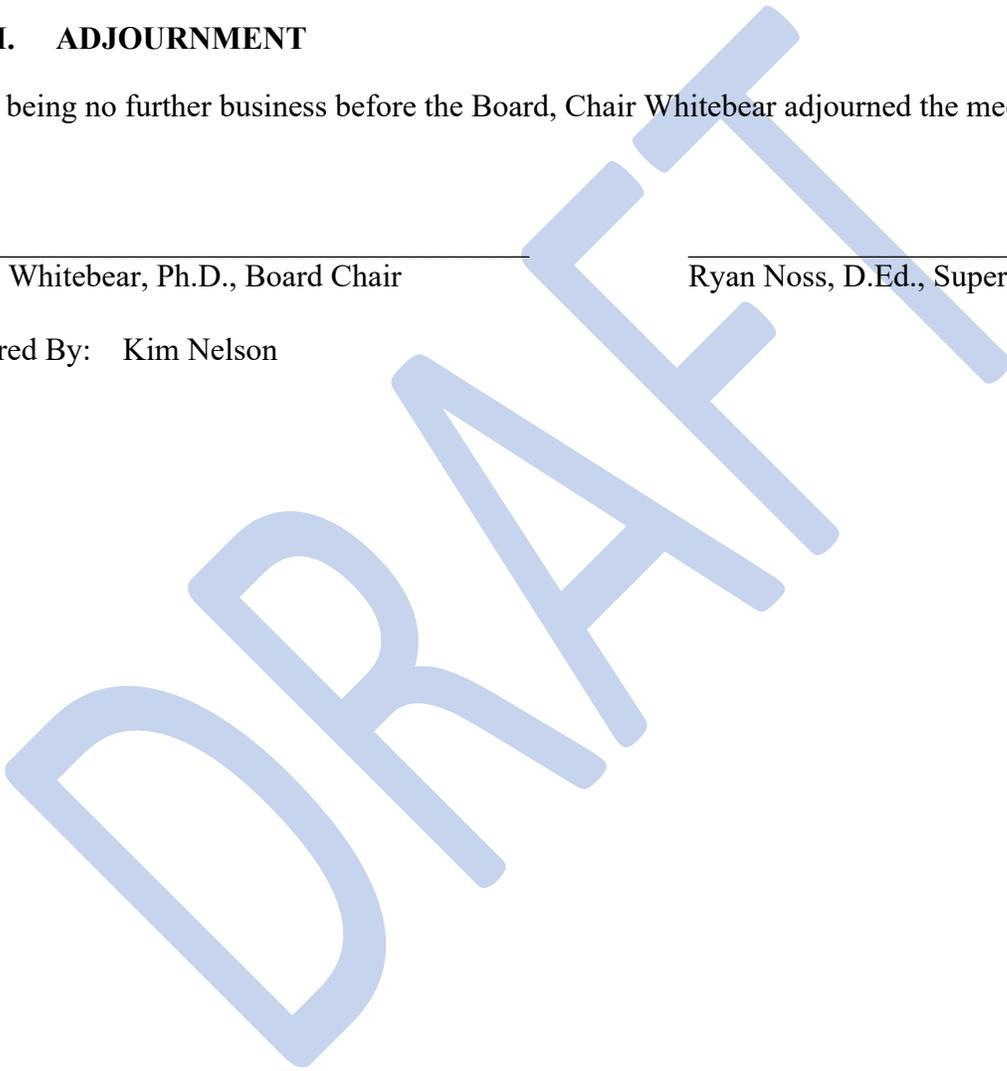
XI. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:31 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson



2. November 16, 2023

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 5:34 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. Terese Jones Chris Hawkins Judah Largent</p> <p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Liam Gottlieb, CHS Ava Fries, CHS Rachel Dazey, CHS Eileen Lewis, CHHS Zoe DeAmicis, CVHS Vibhav Javali, CVHS</p>	<p><u>SECONDARY ADMINISTRATORS PRESENT</u> Stephanie Seals, Cheldelin Middle School Dennis Foster Jr., Cheldelin Middle School Eric Wright, College Hill High School Matt Boring, Corvallis High School Emmet Whittaker, Corvallis High School Germaine Joesph-Hayes, Corvallis High School Salvador Muñoz, Corvallis High School Aaron McKee, Crescent Valley High School Cathy Wright, Crescent Valley High School Jennifer Still, Crescent Valley High School Amy Wright, Franklin K-8 School Greg Hyde, Linus Pauling Middle School Caleea Kidder, Linus Pauling Middle School Lisa Krause, Linus Pauling Middle School</p>
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A quorum was present, and due notice had been published.

The Board and presenters had dinner from 5:34 p.m. to 6:00 p.m., then proceeded with the Student Improvement Plan presentations.

II. WELCOME AND INTRODUCTIONS

Chair Whitebear and Superintendent Noss welcomed district staff and student representatives, inviting each member to introduce themselves.

III. STUDENT REPRESENTATIVE REPORTS

Student representatives provided brief updates regarding their schools.

IV. SCHOOL IMPROVEMENT PLANS

Board members, district leadership, and student representatives rotated through stations and engaged in dialogue with the school administrators regarding their School Improvement Plans.

- A. Cheldelin Middle School**
- B. College Hill High School**
- C. Corvallis High School**
- D. Crescent Valley High School**
- E. Franklin K-8 School**
- F. Linus Pauling Middle School**

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

V. REFLECTION - BOARD AND PRINCIPALS

In response to several questions provided by Superintendent Noss, Board members and district administrators shared reflections back to the larger group, which included:

- Things are feeling better in our schools, and we can move forward. There are still challenges with mental health, but staff and students seem happier
- Appreciated having a personal connection with school leaders. Gratitude for the leaders in our schools.
- The theme at College Hill this month is gratitude. I liked the process and the opportunity to have conversations. Positive energy is going to our kids moving forward.
- I appreciated the time with the administrators, hearing ways to support them, and seeing and hearing the excitement and hope.
- It is good to see the board's work trickling down to students. Appreciation for new leadership.
- We need summer school to support our students; we have a responsibility to offer credit recovery options for students
- The folks in this room understand we want good math education.
- It is phenomenal to see the work administrators are doing.
- It was good to hear the cell phone usage policy is having a positive impact at the middle schools
- Frank conversation regarding bell-to-bell attendance.
- Deep commitment and belief in the students.
- Appreciation for the combination of board members and students representatives; student voice was heard.
- The questions are more challenging, but the space is safer.
- Having student reps here helps with communication and helps students understand how the board works.

VI. LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT) PRESENTATION

Assistant Superintendent Harder, High School Coordinator Nikki McFarland, Elementary Coordinator Amy Lesan, and Middle School Coordinator Kim Johnson shared a slide presentation and engaged the Board in discussion. (The slides are posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

VII. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 9:01 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

DRAFT

3. November 27, 2023

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:18 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Co-Vice Chair Sarah Finger McDonald, Ph.D. Chris Hawkins Judah Largent</p> <p><u>BOARD MEMBERS EXCUSED</u> Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent</p>
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A quorum was present, and due notice had been published.

II. EXECUTIVE SESSION

The Board met in Executive Session under ORS 192.660(2)(f) to consider records that are exempt from public disclosure.

III. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION:

It was moved by Director Jones and seconded by Director Largent that the Board take no further action and defer to Assistant Superintendent Harder's October 26, 2023 decision regarding Ms. Smith's September 7, 2023 complaint. The motion was voted on and passed unanimously.

IV. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 6:20 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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F. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: December 7, 2023

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Canfield, Bethany	School Counselor	1.0	Lincoln	12/1/2023	Temporary Teacher
Evans, Wendy	TOSA/Teacher on Special Assignment	.5	Kathryn Jones Harrison	11/13/2023	Temporary Teacher
Lawrence, John (Andrew)	21 st Century Site Lead/Elementary Teacher	.5	Mt. View Elementary	11/7/2023	Temporary Teacher
Mceldowney, Maria	Accounting Manager	1.0	District Office	12/20/2023	Probationary Non-rep
Park, Melissa	21 st Century Site Lead/Elementary Teacher	.5	Letitia Carson Elementary	11/20/2023	Temporary Teacher
Saxe-O'Brien, Laura	21 st Century Site Lead/Elementary Teacher	.5	Lincoln Elementary	11/7/2023	Temporary Teacher
Winer, Stephanie	21 st Century Site Lead/Elementary Teacher	.5	Garfield Elementary	11/7/2023	Temporary Teacher

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Meyers Buch, Olivia	Director of Finance and Operations	1.0	District Office	12/19/2023	Contract Administrator Yr 3
Newcombe, Marv	Nutrition Services Supervisor	1.0	District Office	12/31/2023	Retiring

MOTION REQUESTED:

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

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

1. Policy EFA - Wellness — Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: December 7, 2023

ACTION REQUESTED

Board Policy EFA—Local Wellness—Revised—Second Reading

Background

Federal law requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan.

Previously many of these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the policy.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: EFA
Adopted: 12/10/07
Readopted: 2/8/16, 1/10/19

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe, and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure that students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineate roles, responsibilities, actions, and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness.

The Board designates the superintendent or superintendent's designee as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

Community Involvement, Outreach, and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation, and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that support healthy nutrition choices.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program and is aligned and coordinated with the Oregon Health Education Standards and school health education programs.
2. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs.

Nutrition promotion including marketing and advertising nutritious foods and beverages to students will be implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students, and the community.

School Meals

To the maximum extent possible, all district schools will participate in available federal school meal programs (including the SBP, NSLP, and Child Adult Care Food Program).

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal will support nutrition and food services operations as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards, and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually.
2. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year;
3. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education.
4. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment for any reason.
5. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complimentary, not duplicated, and work toward the same set of goals and objectives to promote student well-being, optimal development, and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program.
2. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night).
3. Nonfood-related fund raisers.
4. Intramural sports.
5. Use of alternates to food as rewards in the classroom.
6. Integration of social, emotional and mental health supports into school programs.

Employee Wellness

The district encourages school staff to pursue and maintain a healthy lifestyle that contributes to individual improved health, improved morale, and a greater personal commitment to the school's overall wellness program.

The district will work with community partners to identify programs, services and resources to enrich district-wide wellness.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that are based on employees' needs and interests.
2. Safe, supportive social and physical environments that improve and/or maintain individual and district-wide wellness.
3. Access to resources such as employee assistance programs, emergency care and benefit programs that help employees balance work life and family life.
4. Education and resources to help employees make decisions about health care.
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

DEFINITIONS

“Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

“Food and beverage marketing”^[1] is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

“Oregon Smart Snacks Standards”^[2] means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).

“School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].

“School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)
[ORS 327.537](#)
[ORS 329.496](#)
[ORS 332.107](#)

[ORS 336.423](#)
[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022)
[House Bill 3199](#) (2023).

^[1] [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

^[2] Oregon Department of Education, [Oregon Smart Snacks Standards](#)

X. CONSOLIDATED INFORMATION (8:45 p.m.)*

A. Budget Parameters



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Olivia Meyers Buch, Director of Finance and Operations

Meeting Date: December 7, 2023

Budget Parameters

NO ACTION REQUIRED

Background

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

The budget parameters presented tonight are rooted in the [GFOA's Best Practices in School Budgeting](#) and incorporate feedback received from board members during the January 14, 2021 and March 11, 2021 school board meetings. The terms "should" and "shall" are used throughout rather than the word "must" as budget parameters are general guidelines, not policy. No changes are proposed at this time.

Attached

Corvallis School District Budget Parameters

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Presented to School Board on December 7, 2023

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision-makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

Goals for Student Outcomes Should Drive the Budget Process

Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

Provide Every Student with Equitable Access and Opportunities

The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality curriculum, support, facilities, and other resources, even when this means differentiating resource allocations.

(Excerpted from [Corvallis School District Policy JBB – Educational Equity](#))

Decisions Should Be Informed By Data

Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should inform the decision-making process.

Base Resourcing Decisions on the Total Value Created for Students

The budget process should seek to allocate available resources optimally, in a way that will create the most benefit for students given the costs.

- **Prioritize strategies and programs with proven cost-effectiveness**
Strategies and programs that have proven to produce larger gains and close the opportunity gap in learning for all student groups relative to their cost should be given priority for funding. Strategies and programs that are chosen should be implemented fully and faithfully even if that means fewer strategies or programs are implemented.
- **Make student-centered decisions**
Budget decisions should be based on what is best for students, not adults. In some cases, there is pressure to develop a budget that puts the interests of adult stakeholders above the interest of students. That priority should be reversed.

Critically Re-Examine Patterns of Spending

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process should encourage review of past spending decisions and critically change, where necessary. The district should develop and implement a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies.

Be Transparent

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Make performance data readily available. The budget process should be informed by valid and reliable data on fiscal and academic performance.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a consolidated budget that considers all available funds. Acknowledge constraints on categorical spending, but consider all available funds to make the most impact with available resources.
- Be clear on what actions are being funded to help the district reach its student achievement goals – not just line items and broad expenditure categories.

B. October 2023 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: December 7, 2023

October 2023 Financial Report (Unaudited)

NO ACTION REQUIRED

Background

The Financial Report for the General Fund for the period ending October 31, 2023 follows this report. Year-to-date operating revenues through October 31, 2023 total \$19.5 million or 21.7% of total budgeted operating revenues as compared to \$18.4 million or 20.8% through October 31, 2022. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year.

Total resources of \$105.0 million are projected to be \$3.2 million more than budgeted, primarily due to an increase in state school funding, local option taxes, and beginning fund balance compared to the adopted budget.

Year-to-date operating expenditures through October 31, 2023 total \$20.8 million or 22.9% of total budgeted operating expenditures as compared to \$21.9 million or 24.2% through October 31, 2022. This variance is primarily due to prior year payments associated with new computer hardware leases that were later reclassified to federal grant funds.

Projected resources and requirements through October 31, 2023 result in an ending fund balance of \$13.4 million, or 14.8% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$0.5 million. All General Fund reserves are projected to be at the designations outlined in board policy on June 30, 2023.

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

Supplementary Materials

1. General Fund Financial Report as of October 30, 2023
2. Schedule of Investments as of October 30, 2023

Corvallis School District
General Fund Financial Report (Unaudited)
For the Period Ending October 31, 2023

	Fiscal Year 2022-23					Fiscal Year 2023-24					
	Final Budget	Actuals Thru 10/31/2022	% of Budget	Actuals Thru 6/30/2023	% of Budget	Adopted Budget	Actuals Thru 10/31/2023	% of Budget	Projected Thru 6/30/2024	% of Budget	Budget Variance
RESOURCES											
State School Fund Formula Revenue											
State School Fund - General Support	\$ 41,460,799	\$ 16,973,494	40.9%	\$ 40,289,062	97.2%	\$ 41,196,916	\$ 18,314,692	44.5%	\$ 42,032,774	102.0%	835,858
Property Taxes Levied by District	33,355,459	102,845	0.3%	33,244,631	99.7%	34,286,798	190,121	0.6%	34,570,024	100.8%	283,226
Other Local Revenues	602,873	1,603	0.3%	1,425,731	236.5%	1,501,489	-	0.0%	1,083,852	72.2%	(417,637)
Local Option Taxes Levied by District	9,760,930	26,866	0.3%	9,669,580	99.1%	9,587,908	52,955	0.6%	10,223,461	106.6%	635,553
State School Fund - Prior Year Adjustment	(979,873)	-	0.0%	(567,607)	57.9%	-	-	0.0%	(183,730)	0.0%	(183,730)
Other Revenues	4,186,049	1,250,745	29.9%	6,233,908	148.9%	3,222,903	958,932	29.8%	3,318,413	103.0%	95,510
Total Operating Revenues	\$ 88,386,237	\$ 18,355,553	20.8%	\$ 90,295,306	102.2%	\$ 89,796,014	\$ 19,516,699	21.7%	\$ 91,044,794	101.4%	1,248,780
Beginning Fund Balance	\$ 14,310,130	\$ 13,638,940	95.3%	\$ 13,638,940	95.3%	\$ 12,030,826	\$ 13,992,955	116.3%	\$ 13,992,955	116.3%	1,962,129
TOTAL RESOURCES	\$ 102,696,367	\$ 31,994,493	31.2%	\$ 103,934,246	101.2%	\$ 101,826,840	\$ 33,509,654	32.2%	\$ 105,037,749	103.2%	3,210,909
REQUIREMENTS											
Salaries	\$ 44,722,597	\$ 8,847,308	19.8%	\$ 43,424,944	97.1%	\$ 45,671,961	\$ 9,731,555	21.3%	\$ 45,224,181	99.0%	(447,780)
Associated Payroll Costs	26,016,156	4,858,734	18.7%	24,388,273	93.7%	25,799,672	4,723,679	18.3%	25,775,381	99.9%	(24,291)
Purchased Services	12,291,917	2,629,971	21.4%	13,466,385	109.6%	13,513,900	2,541,488	18.8%	13,735,752	101.6%	221,852
Supplies and Materials	5,057,884	1,279,429	25.3%	5,258,883	104.0%	4,096,062	2,300,767	56.2%	3,982,254	97.2%	(113,808)
Capital Outlay	260,000	47,675	18.3%	373,224	143.5%	120,000	8,449	7.0%	117,600	98.0%	(2,400)
Other Objects	1,847,426	4,203,437	227.5%	1,882,955	101.9%	1,665,566	1,467,215	88.1%	1,632,255	98.0%	(33,311)
Total Operating Expenditures	\$ 90,195,980	\$ 21,866,553	24.2%	\$ 88,794,664	98.4%	\$ 90,867,161	\$ 20,773,153	22.9%	\$ 90,467,421	99.6%	(399,740)
Transfers	1,146,627	-	0.0%	1,146,627	100.0%	1,558,540	-	0.0%	1,125,350	72.2%	(433,190)
Other Uses of Funds:											
Contingency	3,012,038	-	0.0%	-	0.0%	2,244,900	-	0.0%	-	0.0%	(2,244,900)
Rainy Day Reserves	4,380,216	-	0.0%	-	0.0%	4,489,801	-	0.0%	-	0.0%	(4,489,801)
Unappropriated Reserves	3,961,506	-	0.0%	-	0.0%	2,666,438	-	0.0%	-	0.0%	(2,666,438)
TOTAL REQUIREMENTS	\$ 102,696,367	\$ 21,866,553	21.3%	\$ 89,941,291	87.6%	\$ 101,826,840	\$ 20,773,153		\$ 91,592,771		(10,234,069)
ENDING FUND BALANCE		\$ 10,127,939		\$ 13,992,955		\$ 12,736,501			\$ 13,444,978		
Contingency				2,257,383	2.5% *				2,276,120	2.5% *	
Rainy Day Reserves				4,514,765	5.0% *				4,552,240	5.0% *	
Unappropriated Reserves				7,220,807	8.0% *				6,616,618	7.3% *	
<i>* Percent of Operating Revenue</i>				13,992,955	15.5% *				13,444,978	14.8% *	

Corvallis School District 509J
Schedule of Investments
October 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:	11/25/22	05/15/24	537	4.500%	\$94.01	5,000,000
US Government-Sponsored Enterprises:	05/06/22	11/06/23	549	2.349%	\$96.92	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
	02/28/23	06/14/24	472	5.030%	\$99.79	3,000,000
Total Investments Outside of Local Government Investment Pool:						\$ 23,065,000
Local Government Investment Pool:				Average Annualized Rate		
General Account				5.00%		\$ 2,772,035
Total Investments Inside of Local Government Investment Pool ¹						\$ 2,772,035
Total Investments						\$ 25,837,035

¹ The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$59,847,000

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	19.4%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	69.9%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	10.7%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 10/31:

3 Month U.S. Treasury Yield Curve Rate	5.59%
3 Month Jumbo Certificate of Deposit Rate	4.75%

C. Pre-Audit Report: FY 2022-23 Financials (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: December 7, 2023

Pre-Audit Report: FY 2022-23 Financials

NO ACTION REQUIRED

Background

Per policy [DIC](#), the Board will receive a pre-audit report from the business manager recapping the year-end closure of financial statements prior to the annual audit. The Schedule of Revenues, Expenditures and Changes in Fund Balance for the General Fund, Special Revenue Funds, Debt Service Funds, Capital Projects Funds, and Internal Service Funds for the period ending June 30, 2023 (Unaudited) follow this report.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The district uses fund accounting to ensure and demonstrate compliance with finance related legal requirements.

General Fund

The General Fund is the chief operating fund of the district and accounts for all financial resources of the district except those required to be accounted for in another fund. Revenues in the General Fund are primarily from local property taxes and the State School Fund.

Revenues through the end of the fiscal year totaled \$89.1 million and exceeded the final budget by \$1.7 million, or 2.0%, primarily from local sources (property taxes). Expenditures through the end of the fiscal year totaled \$89.9 million and, excluding transfers and contingency, totaled 98.5% of the final budget. Other financing sources totaled \$1.2 million and included lease purchase receipts. At fiscal year end, the ending fund balance was \$14.0 million, a decrease of \$0.4 million from the prior year. The ending fund balance represents 15.7% of total operating revenues.

Special Revenue Fund

The Special Revenue Fund accounts for the proceeds of specific revenue sources (other than expendable trusts or major capital projects) that are legally restricted to expenditure for specified purposes. Revenues in the Special Revenue Fund are primarily state and federal grants.

Revenues through the end of the fiscal year totaled \$26.0 million, while expenditures totaled \$30.7 million. Other financing sources totaled \$4.0 million and included lease purchase receipts and interfund transfers. At fiscal year end, the ending fund balance was \$3.2 million, a decrease of \$1.1 million from the prior year, which reflects the use of \$1.1 million in the land fund to offset construction costs at the Harding Center.

Debt Service Fund

The Debt Service Fund is used to account for the accumulation of resources for, and the payment of, general long-term debt, principal and interest. Revenues in the Debt Service Fund are primarily property taxes collected to pay the debt service of voter-approved general obligation bonds to fund capital construction.

Revenues through the end of the fiscal year totaled \$17.5 million, while expenditures totaled \$17.6 million. At fiscal year end, the ending fund balance was \$1.5 million, a decrease of \$0.1 million from the prior year.

Capital Projects Fund

The Capital Projects Fund accounts for financial resources used to acquire or construct major capital facilities. The most common source of revenue in this fund is bond proceeds.

Revenues through the end of the fiscal year totaled \$0.4 million, while expenditures totaled \$58.0 million. At fiscal year end, the ending fund balance was \$9.3 million, a decrease of \$57.6 million from the prior year, which reflects the use of bond proceeds to complete capital construction projects.

Internal Service Fund

The Internal Service Fund accounts for the operation of district functions that provide services to other district functions on a cost-reimbursable basis. Employee benefit programs are accounted for in the Internal Service Fund.

Revenues through the end of the fiscal year totaled \$15.5 million, while expenditures totaled \$13.7 million. At fiscal year end, the ending fund balance was \$9.8 million, an increase of \$1.8 million from the prior year.

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

[Supplementary Materials](#)

1. Schedules of Revenues, Expenditures and Changes in Fund Balance as of June 30, 2023 (Unaudited)

CORVALLIS SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 ACTUAL AND BUDGET (BUDGETARY BASIS)
 For the Year Ended June 30, 2023 (Unaudited)

GENERAL FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	% OF BUDGET	VARIANCE FROM FINAL BUDGET
REVENUES					
Local Sources	\$ 43,448,782	\$ 44,637,509	\$ 46,372,543	103.9%	\$ 1,735,034
Intermediate Sources	970,000	967,556	805,610	83.3%	(161,946)
State Sources	42,107,858	41,460,799	41,613,757	100.4%	152,958
Federal Sources	187,000	270,400	283,072	104.7%	12,672
Total Revenues	\$ 86,713,640	\$ 87,336,264	\$ 89,074,982	102.0%	\$ 1,738,718
EXPENDITURES					
Instruction	\$ 50,171,561	\$ 48,941,614	\$ 48,525,426	99.1%	\$ 416,188
Support Services	39,724,057	39,817,915	38,870,781	97.6%	947,134
Enterprise and Community Services	526,533	528,627	491,566	93.0%	37,061
Facilities Acquisition and Construction	-	40,000	39,069	97.7%	931
Debt Service	660,517	867,824	867,822	100.0%	2
Transfers of Funds	90,639	1,146,627	1,146,627	100.0%	-
Contingency	7,070,324	7,392,254	-	0.0%	7,392,254
Total Expenditures	\$ 98,243,631	\$ 98,734,861	\$ 89,941,291	91.1%	\$ 8,793,570
Excess of Revenues Over (Under) Expenditures	\$ (11,529,991)	\$ (11,398,597)	\$ (866,309)		\$ 10,532,288
OTHER FINANCING SOURCES					
Long Term Debt Financing Sources	\$ 890,683	\$ 1,049,973	\$ 1,220,324		\$ 170,351
Total Other Financing Sources	\$ 890,683	\$ 1,049,973	\$ 1,220,324		\$ 170,351
Net Change in Fund Balance	\$ (10,639,308)	\$ (10,348,624)	\$ 354,015		\$ 10,702,639
Beginning Fund Balance	\$ 14,600,814	\$ 14,310,130	\$ 13,638,940		\$ (671,190)
Ending Fund Balance	\$ 3,961,506	\$ 3,961,506	\$ 13,992,955		\$ 10,031,449
Contingency			2,226,875	2.5% *	
Rainy Day Reserves			4,453,749	5.0% *	
Unappropriated Reserves			7,312,331	8.2% *	
* Percent of Operating Revenue			13,992,955	15.7%	

CORVALLIS SCHOOL DISTRICT 509J
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
ACTUAL AND BUDGET (BUDGETARY BASIS)
For the Year Ended June 30, 2023 (Unaudited)

SPECIAL REVENUE FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	% OF BUDGET	VARIANCE FROM FINAL BUDGET
REVENUES					
Local Sources	\$ 3,506,600	\$ 3,564,600	\$ 3,732,065	104.7%	\$ 167,465
Intermediate Sources	250,000	250,000	168,631	67.5%	(81,369)
State Sources	8,043,960	9,191,900	10,743,184	116.9%	1,551,284
Federal Sources	13,947,200	16,038,846	11,369,114	70.9%	(4,669,732)
Total Revenues	\$ 25,747,760	\$29,045,346	\$ 26,012,994	89.6%	\$ (3,032,352)
EXPENDITURES					
Instruction	\$ 15,119,860	\$ 17,657,384	\$ 14,043,476	79.5%	\$ 3,613,908
Support Services	7,089,527	9,148,786	8,384,209	91.6%	764,577
Enterprise and Community Services	3,749,329	4,206,787	4,012,897	95.4%	193,890
Facilities Acquisition and Construction	2,466,000	2,466,000	1,738,031	70.5%	727,969
Debt Service	-	2,514,755	2,514,754	100.0%	1
Transfers of Funds	230,387	341,667	341,667	100.0%	-
Total Expenditures	\$ 28,655,103	\$ 36,335,379	\$ 31,035,034	85.4%	\$ 5,300,345
Excess of Revenues Over (Under) Expenditures	\$ (2,907,343)	\$ (7,290,033)	\$ (5,022,040)		\$ 2,267,993
OTHER FINANCING SOURCES					
Long Term Debt Financing Sources	\$ -	\$ 2,514,755	\$ 2,514,754		\$ (1)
Interfund Transfers	371,343	1,488,294	1,488,294		-
Total Other Financing Sources	\$ 371,343	\$ 4,003,049	\$ 4,003,048		\$ (1)
Net Change in Fund Balance	\$ (2,536,000)	\$ (3,286,984)	\$ (1,018,992)		\$ (8,332,697)
Beginning Fund Balance	\$ 2,536,000	\$ 3,286,984	\$ 4,176,736		\$ 889,752
Ending Fund Balance	\$ -	\$ -	\$ 3,157,745		\$ 3,157,745

CORVALLIS SCHOOL DISTRICT 509J
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 ACTUAL AND BUDGET (BUDGETARY BASIS)
 For the Year Ended June 30, 2023 (Unaudited)

DEBT SERVICE FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	% OF BUDGET	VARIANCE FROM FINAL BUDGET
REVENUES					
Local Sources	\$ 17,457,612	\$ 17,457,612	\$ 17,501,900	100.3%	\$ 44,288
Intermediate Sources	-	-	2,482	-	2,482
Total Revenues	<u>\$ 17,457,612</u>	<u>\$ 17,457,612</u>	<u>\$ 17,504,381</u>	100.3%	<u>\$ 46,769</u>
EXPENDITURES					
Debt Service	\$ 17,629,913	\$ 17,629,913	\$ 17,629,913	100.0%	\$ -
Contingency	1,736,295	1,736,295	-	0.0%	1,736,295
Total Expenditures	<u>\$ 19,366,208</u>	<u>\$ 19,366,208</u>	<u>\$ 17,629,913</u>	91.0%	<u>\$ 1,736,296</u>
Excess of Revenues Over (Under) Expenditures	\$ (1,908,596)	\$ (1,908,596)	\$ (125,531)		\$ 1,783,065
Net Change in Fund Balance	(1,908,596)	(1,908,596)	(125,531)		(1,689,526)
Beginning Fund Balance	<u>\$ 1,908,596</u>	<u>\$ 1,908,596</u>	<u>\$ 1,650,802</u>		<u>\$ (257,794)</u>
Ending Fund Balance	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,525,271</u>		<u>\$ 1,525,271</u>

CORVALLIS SCHOOL DISTRICT 509J
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 ACTUAL AND BUDGET (BUDGETARY BASIS)
 For the Year Ended June 30, 2023 (Unaudited)

CAPITAL PROJECTS FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	% OF BUDGET	VARIANCE FROM FINAL BUDGET
REVENUES					
Local Sources	\$ 60,000	\$ 60,000	\$ 258,715	431.2%	\$ 198,715
State Sources	-	-	117,977	-	117,977
Total Revenues	\$ 60,000	\$ 60,000	\$ 376,692	627.8%	\$ 316,692
EXPENDITURES					
Support Services	\$ 10,000	\$ 10,000	\$ 8,250	82.5%	\$ 1,750
Facilities Acquisition and Construction	70,700,000	70,700,000	57,994,738	82.0%	12,705,262
Total Expenditures	\$ 70,710,000	\$ 70,710,000	\$ 58,002,988	82.0%	\$ 12,707,012
Excess of Revenues Over (Under) Expenditures	\$ (70,650,000)	\$ (70,650,000)	\$ (57,626,296)		\$ 13,023,704
Net Change in Fund Balance	(70,650,000)	(70,650,000)	(57,626,296)		13,023,704
Beginning Fund Balance	\$ 70,650,000	\$ 70,650,000	\$ 66,899,938		\$ (3,750,062)
Ending Fund Balance	\$ -	\$ -	\$ 9,273,642		\$ 9,273,642

CORVALLIS SCHOOL DISTRICT 509J
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 ACTUAL AND BUDGET (BUDGETARY BASIS)
 For the Year Ended June 30, 2023 (Unaudited)

INTERNAL SERVICES FUND

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	% OF BUDGET	VARIANCE FROM FINAL BUDGET
REVENUES					
Local Sources	\$ 16,455,000	\$ 16,455,000	\$ 15,492,162	94.1%	\$ (962,838)
Total Revenues	\$ 16,455,000	\$ 16,455,000	\$ 15,492,162	94.1%	\$ (962,838)
EXPENDITURES					
Support Services	\$ 19,092,960	\$ 19,092,960	\$ 13,714,902	71.8%	\$ 5,378,058
Contingency	3,612,040	3,612,040	-	0.0%	3,612,040
Total Expenditures	\$ 22,705,000	\$ 22,705,000	\$ 13,714,902	60.4%	\$ 8,990,098
Excess of Revenues Over, (Under) Expenditures	\$ (6,250,000)	\$ (6,250,000)	\$ 1,777,259		\$ 8,027,259
Net Change in Fund Balance	\$ (6,250,000)	\$ (6,250,000)	\$ 1,777,259		\$ 8,027,259
Beginning Fund Balance	\$ 6,250,000	\$ 6,250,000	\$ 7,988,906		\$ 1,738,906
Ending Fund Balance	\$ -	\$ -	\$ 9,766,165		\$ 9,766,165

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

1. Policy JGE - Expulsion — First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: December 7, 2023

NO ACTION REQUIRED

Board Policy JGE—Expulsion** —Revised—First Read

Background

ORS 339.250(2) and OAR 581-021-0070 require school districts to have a policy on expulsion. There has been some confusion on the board's role in expulsions, especially related to the expulsion hearing. This change clarifies the board's role and gives the board the option of delegating the hearings officer role in the policy, thus relieving the board of the obligation to meet every time there is a recommendation for expulsion to designate a hearings officer. The board retains authority on appeal.

Additionally, should the role be delegated and if the decision of the hearings officer is appealed to the Board for review, the findings and decision letter will be submitted to the Board in the identical manner as to which it was presented to the family.

Minor changes were made to formatting, the addition of the CSD letterhead, removal of the House Bill as well as minor wording changes to align with evolving terminology and roles (ie. behavior to conduct and translator to interpreter).

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Code: JGE

Adopted: 6/28/99

Revised/Readopted: 8/15/16; 5/07/20

Orig. Code: 5200(8); 5630

Expulsion**

A building administrator, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may **only** be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conduct behavior** have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a **direct** threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent¹. The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

¹ The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service² or by certified mail³ at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts that support the charge or charges;
 - b. ~~The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
 - c. ~~A recommendation for expulsion statement of intent to consider the charges as reason for expulsion;~~
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. ~~The student may be represented by counsel or other persons right to representation.~~
2. ~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or the superintendent's designee who will act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.~~
3. ~~Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session.~~
4. ~~In case the parent or student has difficulty understanding~~ If the parent or student does not understand the English language or has other serious communication disabilities, the district will provide a translator or an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, and/or parent, or other person. The district's attorney may be present.
6. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other

² The person serving the notice shall file a return of service. (OAR 581-021-0070)

³ When certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing. (OAR 581-021-0070)

exhibits.

7. The student shall be permitted to be present and to hear the evidence presented by the district.
8. The hearings officer or the student may record the hearing.
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.
10. ~~If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board findings as to the facts, the recommended decision, and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 and over, and the student's parents at the same time. Following the review by the Board of the hearings officer's recommendations, the Board will make the final decision regarding the expulsion.~~
11. ~~If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate himself, or a third party, as the hearings officer. The hearings officer's decision is final; however, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board and will be available in identical form to the Board, the student, and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify, or reverse the decision.~~
12. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a. a. The name of the minor student;
 - b. b. The issues involved, including a student's confidential records;
 - c. c. The discussion; and
 - d. d. The vote of Board members, which may be taken in executive session when considering an expulsion.

~~Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. The district~~

must document to the parent of the student that proposals of alternative programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 - 336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)

~~House Bill 2514 (2019)~~

XI. BOARD MEMBER COMMENTS (8:55 p.m.)*

XII. ADJOURNMENT (9:15 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 Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

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

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

Public Comment –

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

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

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Sarah Finger McDonald	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841